
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2111 - Hialeah Gardens Elementary School

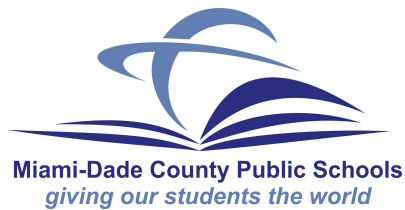
FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Jose Dotres

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hialeah Gardens Elementary School

Hialeah Gardens Elementary School is located in the growing city of Hialeah Gardens. The school educates 1,535 students in grades pre-kindergarten through five. The ethnic/racial makeup of the student population is 0.6 percent Black Non-Hispanic, 95.7 percent Hispanic, three percent White Non-Hispanic and one percent Asian/Indian/Multiracial. The school provides educational programs for Limited English Proficient (LEP) students and students with disabilities. A specialized program is provided for students with autism. A gifted program provides acceleration and enrichment and an extended foreign language (EFL) program provides dual language instruction in Spanish and English. Additionally, the school offers an Academic Excellence Program (AEP), Violin Program, Chorus, Bells and Recorders, Art Club, Earth Club, and an after school and Saturday tutoring. The School Improvement Plan for Hialeah Gardens Elementary School represents the work of a well integrated and comprehensive group effort made by the school's Educational Excellence School Advisory Council, staff, parents, community partners, and administrative team members. This group has come together to analyze the school's strengths and needs and identify strategic priorities that will allow us to provide the best education for each student. This plan is a work tool for a continuous school improvement process that is meaningful, realistic, thorough, and effective for making on-going changes that result in meeting Florida's first education goal: highest student achievement. Goals were set based on the school's vision and mission as it relates to federal, state, and district requirements and priorities. Fidelity to the implementation of this School Improvement Plan will be ensured by monitoring the effectiveness of the strategies at targeted points throughout the school year.

After analyzing pertinent data in conjunction with the Educational Excellence School Advisory Council, the following objectives were developed:

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 75 percent of students making annual learning gains as documented by the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 72 percent of students meeting high standards as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 91 percent of students meeting the State standard of 3.5 or above as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 287 as documented on the 2006 FCAT Science Test.

Given the implementation of a comprehensive parent involvement plan, 55 percent of parents will participate in at least one school-based activity as evidenced by results on the 2005-2006 Title I Parent Outreach Monthly School Report.

Given the implementation of a school wide discipline plan, student behavior will improve, as evidenced by a five percent reduction in the number of Student Case Management Referral (SCAM) forms during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, students will increase their proficiency in the use of technology as evidenced by achieving a stage 2 rating or above in the Student Technology Standards section of the 2005 Florida System for Technology Accountability and Rigor Survey (STAR).

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness skills as evidenced by 58 percent of the students meeting award standards in the 2005-2006 FITNESSGRAM assessment.

Given the emphasis on the benefits of participating in art and music programs, the number of students in after school sponsored activities in art and music will increase during the 2005-2006 school year as compared to the 2004-2005 school year as documented by after school participation logs.

Hialeah Gardens Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 85th percentile in 2003 to the 90th percentile on the next publication of the index.

A review of the Organizational Performance Improvement Snapshot (OPIS) survey, indicates that faculty and staff frequently agree with the leadership, focus management, and planning conducted at our school as documented by an average of 4.3 on a scale of one to five. Strategic Planning and Business Results were identified as needing improvement after noting that one of the items within each category received the lowest score of all other items in the survey. In the area of Strategic Planning, faculty and staff will become better informed through inservices in order to understand how the organizational plans of the school affect their work. This in turn will allow the faculty and staff to provide informed suggestions for future plans. In the area of Business Planning, the faculty and staff identified knowing about the school's finances as an area of need. This will be addressed through budget updates to the faculty throughout the school year. These updates will inform the faculty and staff as to how well the school is doing financially. The information gathered about our school, students, staff, and community will provide the best direction to help students meet high academic standards and improve organizational efficiency.

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.

Hialeah Gardens Elementary School

VISION

We educate students in the critical areas of reading, writing, mathematics, and science in order to prepare well-rounded individuals. We develop citizens ready to participate in a complex global society. The principal will lead the faculty and staff to help all students reach their potential by setting high standards. This will be achieved through the use of a variety of technological advances and a strong partnership between parents, students, faculty, staff and community. We prepare productive citizens that become contributing members of society.

MISSION

We accept the challenge of preparing each student physically, socially, culturally, and academically in an enriching learning environment to function effectively in a technologically diverse and complex global society. We will accomplish our mission by focusing on student achievement in reading, writing, mathematics, science, and parental and community involvement.

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

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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.

School Demographics

Hialeah Gardens Elementary School is located on 8 acres in the growing city of Hialeah Gardens, West of the Palmetto Expressway and North of Okeechobee Road. On the premises there are two buildings. The main campus contains 48 classrooms and 16 portables to service students in grades one through five. The Primary Learning Center has 11 classrooms and services pre-kindergarten and kindergarten students. The school is currently at 134 percent capacity housing approximately 1,535 students from the surrounding neighborhood. The mobility index rate of the school is 19 percent.

The configuration of the total school population is 53 percent standard curriculum students, 29 percent limited English proficient students (LEP), four percent gifted students, and 18 percent students with disabilities (SWD). Of the students with disabilities group, the exceptional student education program services 42 percent of students with varying exceptionalities, 43 percent of students with autism, and 15 percent of students with speech and/or language impairments.

The school employs a total of 138 full-time staff members. Of this group, four are administrators, 75 are classroom teachers, 22 are exceptional student education teachers, 2 are guidance counselors, 2 are media specialists, 17 are full-time teacher paraprofessionals, 6 are clerical staff, 9 are full-time custodians, one security monitor, and two food service staff. Forty-three percent of the faculty staff members have master's degrees and four percent have specialists degrees. The ethnic composition of the faculty is 13 percent White, 16 percent African American and 71 percent Hispanic. In terms of gender, the faculty is composed of 12 percent male and 88 percent female. This school also employs a total of 85 part-time staff members, which include paraprofessionals, hourly teachers, clerical staff, security monitors, after care program leaders and food service staff.

Hialeah Gardens Elementary School receives school-wide Title I funds as a result of 77.1 percent of students qualifying for free or reduced lunch. This enables the school to have a pre-kindergarten Title I program and a Reading Coach. Title I funds are utilized to address the specific needs of students and to reduce teacher-student ratio through paraprofessionals in kindergarten and first grade and hourly teachers in second through fifth grades. In addition, monthly parent workshops are provided during evening hours to accommodate working parents.

The English for Speakers of Other Languages (ESOL) and Exceptional Student Education (ESE) programs assist in identifying, assessing and meeting the needs of limited English proficient students and students with disabilities through inclusion or resource models. The gifted program provides acceleration and enrichment in the areas of Language Arts for students in grades kindergarten through three and mathematics and science in grades four and five. An extended foreign language (EFL) program provides dual language instruction in Spanish and English.

The school offers special activities and programs to enrich the education of students beyond the regular learning day. The school's After-Care program services over 360 students. Additionally, the school offers an Academic Excellence Program (AEP), Violin Program, Chorus, Bells and Recorders, Art Club, Earth Club, and after school and Saturday tutoring.

School Foundation

Leadership:

The faculty and staff strongly agree with how the school leaders set direction by creating a safe working environment, sharing information about the organization, and using the organizational values to guide the faculty and staff. This is supported by an average score of 4.5 in the Leadership section and 4.3 in the Business Results section of the Organizational Performance Self Assessment Survey.

District Strategic Planning Alignment:

The faculty and staff are involved in the development of the school's goals and objectives. This is supported by an average score of 4.1 in the Strategic Planning section of the Organizational Performance Self Assessment Survey.

Stakeholder Engagement:

The faculty and staff strongly agree with the level of satisfaction of the students, parents/caregivers, and surrounding community and businesses. This is supported by an average score of 4.3 in the Customer and Market Focus section of the Organizational Performance Self Assessment Survey. This is further supported by parents and community members being actively involved in the Educational Excellence School Advisory Council and Parent Teacher Association. Parent workshops are provided during the school day and after school hours to accommodate the working schedules of parents.

Faculty & Staff:

The faculty and staff conduct weekly grade level planning meetings that result in consistency in the planning process and common lesson plans that enhance the knowledge and delivery of instruction. Vertical planning opportunities are provided in order to review grade level expectations for the following year. This is supported by an average of 4.4 score in the Human Resource Focus section of the Organizational Performance Self Assessment Survey.

Teacher Mentoring Programs: The mentoring program at Hialeah Gardens Elementary School facilitates the professional development of teachers. New teachers attend the Miami-Dade County Public School's Beginning Teacher Orientation program. In addition, during the opening of school, new teachers attend a school-site orientation meeting provided by a school administrator. Beginning teachers also attend a monthly meeting of the school's Beginning Teachers Learning Community facilitated by the principal and nationally certified faculty members. Teachers are familiarized with the school's policies and procedures. In addition to receiving support from the principal, assistant principals and chairpersons, new teachers are assigned a colleague teacher/mentor to assist with their professional development. A Professional Growth Team, as identified in the Professional Assessment and Comprehensive Evaluation System (PACES), is developed to work specifically with teachers throughout the school year. The Professional Growth Team is comprised of experienced teachers who have attended mentor training. This team assists teachers in lesson planning, goal setting, developing effective classroom management, and establishing successful teaching practices.

Furthermore, grade levels participate in weekly grade level planning meetings in order to help foster collaboration between colleagues. Monthly chairperson meetings are held with administrators to review progress toward stated goals and discuss issues/concerns from respective grade levels and/or departments. The Reading Coach also

provides assistance to classroom teachers by conducting classroom demonstration lessons and on-site professional development.

Data/Information/Knowledge Management:

The faculty and staff strongly agree with its knowledge and ability to utilize data in order to make informed decisions about the quality of their work. This is supported by an average score of 4.4 in the Measurement, Analysis, and Knowledge Management sections of the Organizational Performance Self Assessment Survey.

Education Design:

The faculty and staff agree that the school has good processes that drive the function of the school. This is supported by an average score of 4.2 in the Process Management section of the Organizational Performance Self Assessment Survey.

Extended Learning Opportunities: Hialeah Gardens Elementary offers a variety of extended learning opportunities for all students including limited English proficient students and students with disabilities. After school tutoring and Saturday Academy are offered to students in second through fifth grades reading below the state mastery level. A reading tutorial program is offered to students enrolled in the After Care Program. Hourly and resource teachers meet with targeted groups of students in second through fifth grades to give additional reading and math instruction during the school day. First grade students reading below grade level participate in the Intensive Care Unit (ICU) reading tutorial program. A parent outreach program in the evening provides assistance for students in grades K and 2 with homework.

Enrichment programs are also made available to students after school. The Academic Excellence Program (AEP) is provided for academically talented students in second through fifth grades. Violin classes are provided through the Florida Youth Orchestra's S.T.E.P.S. program. Additional extra curricular options include cultural arts events, Future Educators of America, chorus, recorders, bells, art club and Earth club.

School-wide Improvement Model: The research-based school improvement model implemented at Hialeah Gardens Elementary School is the Plan-Do-Study-Act (PDSA) Cycle. This model has helped to improve student achievement by providing a clear and on-going cycle utilizing student test scores to guide instruction, assess student learning, and monitor progress. In the planning component of the PDSA Cycle, grade level teams analyze test results to determine which content areas and sub-skills within these areas need to be addressed and to develop instructional groups. In order to meet state standards, a yearly time line of short and long range plans is created. The timeline is disseminated to all teachers. Teachers follow set time-lines on the instructional calendar using research-based materials such as the Houghton Mifflin Reading series and Successmaker. Assessments are administered weekly to identify mastery and non-mastery of strategies. Tutorial and enrichment programs are aligned with assessment results. Quarterly assessments are administered throughout the school year. Results from these assessments are utilized to reinforce skills by modeling explicit and systematic teaching techniques. The principal assumes the lead role in monitoring classroom and school-wide progress. Ongoing classroom visits, grade level and department chair meetings, and reviewing school-wide progress reports, assure that the academic mission stays on focus.

Advanced Courses Initiatives & Post Unitary Commitments: Hialeah Gardens Elementary operates a content cluster Gifted program targeting Language Arts for students in the primary grades and Math and Science for students in the intermediate grades. To ensure the representation of minority language students, the student services team actively seeks recommendations from teachers for possible placement in the gifted program. In addition, parental

requests are considered and achievement results are reviewed at the end of the school year to prepare a cohort of possible gifted students for the following year. This consistent plan of action has resulted in the continuation of a gifted program with two units for the past five years. In addition, an Academic Excellence Program is provided after school for academically talented students. An emphasis on enrichment through an accelerated program provides challenging learning opportunities for students.

Performance Results:

The faculty and staff strongly agree that the process of school improvement has impacted additional areas of performance. This is supported by an average score of 4.4 in the Measurement, Analysis, and Knowledge Management section of the Organizational Performance Self Assessment Survey. An emphasis on high academic standards and the facilitation of multiple resources and services to students who are in need of assistance, has indirectly impacted the number of suspensions at this level. Through active learning opportunities and more direct tutorial services in very small group settings, students are experiencing greater academic success which translates to higher academic achievement. The impact of this noticeable increase in students' achievement and greater time on task can be measured against the rate of suspension. Although minimal in the elementary school level, the impact of this plan on the rate of suspension can be established.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will acquire the knowledge, skills, and competencies needed to master State standards in reading.

Needs Assessment

2005 FCAT Reading scores indicate that 78 percent of students have met State standards and 72 percent of students have made annual learning gains. In addition, 70 percent of students scoring in the lowest 25 percent have made annual learning gains. Subgroup scores further indicate that 60 percent of students with limited English proficiency and 50 percent of students with disabilities are meeting state standards.

A content cluster comparative analysis of student data in grades three through five reflects the following areas of need:

- (a) Grade three demonstrated need for improvement in Main Idea/Purpose with a mean of only 65 percent of points earned with Words/Phrases and Reference/Research as additional areas of concern;
- (b) Grade four demonstrated need for improvement in Comparisons with a mean of only 68 percent of points earned and Words/Phrases as an additional area of concern;
- (c) Grade five demonstrated the greatest need for improvement in Words/Phrases with a mean of only 62 percent of points earned.

For the students with limited English proficiency (LEP) subgroup, Main Idea/Purpose is the area in most need of improvement with a mean of only 35 percent of points earned in third grade, 48 percent of points earned in fourth grade, and 45 percent of points earned in fifth grade. Similarly, for the students with disabilities (SWD) subgroup, Main Idea/Purpose was also the area in most need of improvement with a mean of only 38 percent of points earned in third grade, 61 percent of points earned in fourth grade, and 60 percent of points earned in fifth grade.

Students need to be engaged in reading informational text and engaging in research activities in order to enhance higher order thinking skills. Additionally, students need to read more from a variety of materials to acquire greater independent word learning strategies. Students should also participate in intentional word building activities to enhance their vocabulary and knowledge of words and phrases. To align teaching and learning, professional development for teachers must focus on effective strategies for students to improve their performance across all reading content strands.

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 will improve their reading skills as evidenced by 75 percent of students making annual learning gains as documented by the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Align instruction in the Spanish-S program to target instructional strategies that support the Main Idea/Purpose reading strand and the Art and Music program to target focused instructional strategies that address the Comparisons and Cause/Effect strands.	Assistant Principal Spanish S Teachers Art Teachers Music Teachers	08/15/05	05/23/06
Utilize Accelerated Reader program in grades kindergarten through fifth to reinforce and enhance independent reading skills.	Assistant Principal Media Specialist Reading Coach	09/06/05	05/09/06
Implement weekly cold read assessments to monitor independent reading comprehension skills.	Assistant Principal Classroom Teachers	08/08/05	05/24/06
Utilize Pearson Digital Learning SuccessMaker reports to monitor reading gains of students in grades kindergarten through five on a weekly basis.	Principal Classroom Teachers Technology Coordinator	8/8/2005	05/24/06
Conduct weekly kindergarten through fifth grade level planning meetings that result in common language arts lesson plans that reflect remediation and enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons Classroom Teachers	08/09/05	5/24/2006
Provide intensive tutorial assistance during school hours, after school three times per week and Saturdays for identified third through fifth grade students with disabilities (SWD) and limited English proficient (LEP) students who did not meet state standards to improve reading achievement.	Principal Reading Coach	10/17/05	05/24/06
Implement Saturday and after school tutorial programs three times per week for students in grades three through five not meeting state standards and an after school Academic Excellence Program for targeted students.	Principal Reading Coach	10/11/2005	5/24/2006

Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition

SuccessMaker

Voyager Passport

Professional Development

Houghton Mifflin Reading Series, 2005 Edition, Implementation Seminar

Florida Reading Standards and Tested Benchmarks

Comprehensive Research Based Reading Plan, M-DCPS

Project CRISS (Creating Independence through Student-owned Strategies)

Pearson Digital Learning SuccessMaker

Voyager Passport, Program Implementation

Early Success, Program Implementation

Soar to Success, Program Implementation

Continuous Improvement Model (CIM) using the PDSA Cycle

Evaluation

Following a continuous improvement model(CIM), throughout the school year, Pearson Digital Learning SuccessMaker reading gains reports will be used to monitor progress toward the stated objective and redirect learning activities. District assessments and Houghton Mifflin theme assessments will also be used to monitor progress. The growth in reading achievement of students in tutorial programs will be evaluated using SuccessMaker reading gains reports. Achievement of this objective will be demonstrated by students improving their reading skills as evidenced by 75 percent of students making annual learning gains as documented by the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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 2 STATEMENT:

Students will acquire the knowledge, skills, and competencies needed to master State standards in mathematics.

Needs Assessment

2005 FCAT Mathematics scores indicate that 69 percent of students have met State standards and 69 percent of students have made learning gains. Adequate Yearly progress (AYP) subgroup scores indicate that 50 percent of students with limited English proficiency (LEP) and 41 percent of students with disabilities (SWD) have met State standards. A comparative content cluster analysis of student data reflects the following areas of need:

- (a) Grade three demonstrated need for improvement in Number Sense with a mean of only 50 percent of points earned;
- (b) Grade four demonstrated the greatest need for improvement in Geometry and Data Analysis with a mean of only 57 percent of points earned in both strands;
- (c) Grade five demonstrated the greatest need for improvement in Number Sense with a mean of only 46 percent of points earned.

For the limited English proficient (LEP) student subgroup, Number Sense was the greatest area needing improvement with a mean of only 25 percent of points earned in third grade, 55 percent of points earned in fourth grade and 31 percent of points earned in fifth grade.

Similarly, for the students with disabilities (SWD) subgroup, the same pattern was noted with a mean of only 42 percent of points earned in third grade, 45 percent of points earned in fourth grade and 38 percent of points earned in fifth grade.

Throughout all grade levels, students need hands-on experiences with manipulatives to enhance their understanding of Number Sense. These experiences should be infused with science lessons so that students can learn concepts through cross-curricular activities and apply this understanding to real life situations. In order to align teaching and learning, professional development activities for teachers should focus on effective strategies for developing solid concepts of Number Sense.

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 will improve their mathematics skills as evidenced by 72 percent of students meeting high standards as documented by scores on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate workshops for parents to support home learning activities using Riverdeep and FCAT Explorer.	Assistant Principal	10/03/05	12/16/05
Guide teachers in the use of data analysis to adjust instruction based on assessment results and to analyze on-going progress of students.	Technology Coordinator Assistant Principal	08/08/05	05/24/06
Develop a yearly timeline of benchmarks by grade level for the core mathematics program to ensure state standards are met.	Grade Level Chairpersons Assistant Principal	08/08/05	08/31/06
Conduct weekly kindergarten through fifth grade level meetings that result in common mathematics lesson plans that reflect remediation and enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons	08/08/05	05/24/06
Utilize SuccessMaker Math to target and reinforce number sense to improve mathematics skills.	Assistant Principal	08/08/05	05/24/06
Provide intensive tutorial assistance during the school day, after school three times per week and on Saturdays for students with disabilities (SWD) and limited English proficient (LEP) students who did not meet state standards to improve mathematics skills.	Principal Assistant Principal Teachers	08/08/05	05/24/06
Provide an after school mathematics tutorial program three times per week and advanced academics activities for targeted students to improve achievement in mathematics.	Principal Assistant Principal	08/08/05	05/24/06

Research-Based Programs

Harcourt Math, 2004 Edition
Successmaker

Professional Development

Florida State Standards
Item Specifications for Mathematics
Mathematics and Science Comprehensive Plan
CRISS Strategies for Mathematics Teachers
Continuous Improvement Model (CIM) using the PDSA Cycle

Evaluation

Following a continuous improvement model (CIM), Harcourt Unit Mathematics tests and District assessments will be used throughout the school year to monitor progress toward the stated objective and redirect learning activities. These same evaluation tools will also be used to measure the growth in mathematics achievement of students in tutorial programs. Strategies will also be monitored by review of lesson plans and attendance logs for teacher in-services and parent workshops. Achievement of this objective will be demonstrated by students improving their mathematics skills as evidenced by 72 percent of students meeting high standards as documented by scores on the 2006 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Students will acquire the knowledge, skills, and competencies needed to master State standards in the area of writing.

Needs Assessment

2005 FCAT Writing scores indicate that 90 percent of students have met the state standard of 3.5 or above in writing. Data analysis of 2005 FCAT Writing scores reveal that 85 percent of students scored a 3.5 or higher in expository writing and 90 percent of students scored 3.5 or higher in narrative writing. This indicates a need for improvement in the area of expository writing. Students need expanded opportunities in Science and Social Studies to develop greater skills in expository writing. Although narrative writing scores have shown improvement, students need continued practice in narrative writing that will develop their personal voice, use of supporting details, and enhance their use of conventions and written expression.

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 will improve their writing skills as evidenced by 91 percent of students meeting the State standard of 3.5 or above as documented by scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide writing workshops for parents to support home learning activities.	Assistant Principal	11/1/2005	11/1/2005
Provide professional development that specifically address expository and narrative writing instruction to enhance delivery of instruction and improve writing skills.	Reading Coach Assistant Principal	09/01/05	9/30/2005
Provide professional development in the use of the FCAT Writing CD from the Department of Education to assist teachers to apply a consistent rubric scoring system to improve writing scores.	Reading Coach Assistant Principal	08/08/05	08/31/05
Conduct weekly grade level planning meetings that result in common writing lesson plans that reflect remediation and enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons	8/8/2005	5/24/2006
Maintain writing portfolios in kindergarten through fifth grade to promote the writing process across the curriculum.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Administer progress writing tests as a guide to enhance writing instruction for kindergarten through fifth grade students.	Assistant Principal Classroom Teachers	08/08/05	04/07/06
Implement an after school writing tutorial program three times per week for targeted fourth grade students to improve writing skills that includes students with disabilities (SWD) and limited English proficient (LEP) students.	Assistant Principal Classroom Teachers	11/9/2005	2/10/06

Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition

Professional Development

Florida Department of Education, FCAT Writing CD as a Rubric Scoring Guide
Expository Writing in the Content Areas
Creating Independence through Student-owned Strategies(CRISS)
Continuous Improvement Model (CIM) using the PDSA Cycle

Evaluation

Following a continuous improvement model(CIM), beginning, mid-year and end of year writing tests will be used to analyze progress toward this objective and redirect learning activities. These same evaluation tools will be used to measure the growth in writing achievement of students participating in the writing tutorial program. Writing competence will be monitored through the use of writing portfolios. Strategies will also be monitored by the use of lesson plans and attendance logs for teacher in-services and parental workshops. Achievement of this objective will be demonstrated by students improving their writing skills as evidenced by 91 percent of fourth grade students meeting the State standard of 3.5 or above as documented by scores on the 2006 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will meet State standards in science.

Needs Assessment

Results of the 2005 FCAT Science Test indicate a mean scale score of 282, which is above the District mean scale score. Further analysis of student achievement scores indicates that Earth and Space is the content strand in need of improvement with a mean of only 46 percent of points earned. Students will need practice collecting, measuring, organizing data, and interpreting data from charts and graphs. Practice in understanding and applying the scientific method will support greater acquisition of science skills, particularly with emphasis on the Earth and Space content strand.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 287 as documented on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement progress monitoring assessments in Science. The results of these tests will be used to guide instruction and improve science skills.	Assistant Principal	08/08/05	05/24/06
Coordinate parent workshops that will encourage scientific thinking at home.	Assistant Principal	03/01/06	04/28/06
Implement inquiry-based science lessons, with an emphasis on the Earth and Space Science content strand.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Conduct weekly grade level planning meetings that result in common science lesson plans that reflect enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons	08/08/05	05/24/06
Engage students in weekly hands-on science experiments that promote the use of the scientific method.	Assistant Principal Classroom Teachers	08/08/05	05/24/06

Research-Based Programs

Harcourt Science

Professional Development

CRISS Strategies for Science Teachers

SMILE (Science and Math Integrated Language Experiences)

Continuous Improvement Model (CIM) using the PDSA Cycle

Evaluation

Following a continuous improvement model(CIM), results from Harcourt Science unit tests will provide formative assessment data, which will be used throughout the school year to monitor progress toward this objective and redirect learning activities. Beginning, mid-year and end of year tests will also be incorporated as progress monitoring tools. Strategies will also be monitored through the use of lesson plans and attendance logs for teacher in services and parent workshops. Achievement of this objective will be evaluated by students in grade five improving their science skills as evidenced by an increase in the mean scale score to 287 as documented on the 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Parental and family involvement participation will increase to create a successful link between the school community and home setting that will support the achievement of high academic standards.

Needs Assessment

Results of 2004-2005 Title I Parent Outreach Monthly School Report indicate that 49 percent of parents attended at least one parent workshop. Data analysis reveals a need to increase the percentage of parents involved in school-based activities particularly during the third quarter. There is also a need to increase the number of parents using the Parent Resource Center. The school needs to enhance their means of communicating and encouraging parents to participate in school activities. There is a need to explore additional methods of sharing information with parents such as the school's on-line website.

Measurable Objective

Given the implementation of a comprehensive parent involvement plan, 55 percent of parents will participate in at least one school-based activity as evidenced by results on the 2005-2006 Title I Parent Outreach Monthly School Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide family nights in the areas of reading, writing, mathematics, and science to help parents understand academic content standards.	Assistant Principal	08/08/05	05/24/06
Maintain an on-going line of communication between school and home by ensuring that information sent home is in the students' home language to keep parents well informed.	Assistant Principal	08/08/05	05/24/06
Utilize Parent Compacts to encourage parental involvement and support.	Assistant Principal Community Involvement Specialist	08/08/05	05/24/06
Provide and maintain a parent resource center with materials for checkout to support parents in assisting their children	Assistant Principal Community Involvement Specialist	08/08/05	05/24/06
Promote parental participation in the Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA) to provide opportunities for involvement in school decision making.	Principal EESAC Chairperson	08/08/05	05/24/06
Utilize a Community Involvement Specialist to facilitate greater communication with parents through telephone and personal contacts.	Principal Community Involvement Specialist	08/08/05	05/24/06
Provide monthly Autism Parent Support group to assist parents with resources and strategies to help their children at home.	Assistant Principal Counselor	08/08/05	05/24/06

Research-Based Programs

National Parental Family Involvement Program
Just Read, Families! Getting Started (Online)

Professional Development

District sponsored EESAC Seminars

Monthly Title I Community Involvement Specialists (CIS) Seminars

Evaluation

Following a continuous improvement model(CIM), strategies will be monitored throughout the school year, using telephone logs, parent compact class files, participation logs and sign-in sheets for parent workshops and meetings. Achievement of this objective will be demonstrated by 55 percent of parents participating in at least one school-based activity as evidenced by results on the 2005-2006 Title I Parent Outreach Monthly School Report.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Hialeah Gardens students will follow a consistent school wide discipline plan.

Needs Assessment

Based on the 2004-2005 School Discipline Committee Report, there is a need for a school wide discipline plan in order to provide clear expectations for students and improve behavior throughout the school. Upon an analysis of the nature and number of referrals submitted, there is also a need to provide clear guidelines for submitting disciplinary referrals.

Measurable Objective

Given the implementation of a school wide discipline plan, student behavior will improve, as evidenced by a five percent reduction in the number of Student Case Management Referral (SCAM) forms during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development on effective classroom management strategies.	Assistant Principal	08/08/05	05/24/06
Provide mentoring for beginning teachers on effective classroom management strategies.	Assistant Principal	08/08/05	05/24/06
Restructure the student of the month award to focus on examples of positive behavior.	Assistant Principal Counselors	08/08/05	05/24/06
Establish consistent rules shared across all grade levels and special areas.	Principal Discipline Committee Members	08/08/05	08/08/05
Post school wide discipline plan in every classroom.	Assistant Principal Classroom Teacher	08/08/05	08/08/05
Encourage parental support and involvement by having parents sign a contract acknowledging the school wide discipline plan.	Assistant Principal Classroom Teacher	08/08/05	05/24/06

Research-Based Programs

Assertive Discipline by Lee Canter

The First Days of School Effective Classroom Management by Harry Wong

Professional Development

Effective Classroom Management Strategies, School Based Seminar

Evaluation

Following a continuous improvement model(CIM), the nature and number of discipline referrals submitted will be reviewed as a progress monitoring tool at the end of each grading period. Achievement of this objective will be demonstrated by a reduction of five percent in the number of Student Case Management Referral (SCAM) forms submitted in the 2005-2006 school year when compared to the 2004-2005 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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Students, teachers, and staff will use technology as a powerful tool for learning and communicating.

Needs Assessment

Results of the 2004 Florida System for Technology Accountability and Rigor Survey (STAR) demonstrate that there is a need to establish student technology standards as a result of an overall rating of one on a scale of zero to four on the Student Technology Standards component. Further data analysis from this report reveals that technology planning and teacher access to technology are also areas in need of improvement.

Measurable Objective

Given an emphasis on the use of technology in education, students will increase their proficiency in the use of technology as evidenced by achieving a stage 2 rating or above in the Student Technology Standards section of the 2005 Florida System for Technology Accountability and Rigor Survey (STAR).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of computers throughout the school.	Principal	08/08/05	05/24/06
Upgrade SuccessMaker 5.5 to SuccessMaker Enterprise (SME).	Principal	01/03/06	05/24/06
Provide staff development in the use of technology for instructional purposes that include remediation and enrichment tools.	Assistant Principal Technology Coordinator	08/08/05	05/24/06
Develop a school site technology enhancement plan.	Principal Technology Coordinator	08/08/05	11/30/05
Promote the use of on-line learning resources by students with the use of incentives and recognition during morning announcements.	Assistant Principal Technology Coordinator Classroom Teachers	08/08/05	05/24/06

Research-Based Programs

Renaissance Learning Accelerated Reader
Renaissance Learning STAR
Pearson Digital Learning SuccessMaker

Professional Development

Renaissance Accelerated Reader
Renaissance Learning STAR
Pearson Digital Learning SuccessMaker
District Electronic Gradebook Orientation Training

Evaluation

Following a continuous improvement model(CIM), Pearson Digital Learning SuccessMaker and Accelerated Reader reports will be used throughout the school year to monitor student progress toward the stated objective. Progress will also be monitored through the use of attendance logs for teacher and staff inservices. Achievement of this objective will be demonstrated by a stage 2 rating or above in the Student Technology Standards Section of the 2005 Florida System for Technology Accountability and Rigor Survey (STAR).

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Students will increase their flexibility, endurance, strength and aerobic capacity to meet district standards in Physical Fitness. Through active participation in a quality physical education program, students will develop interests and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Results of the 2004-2005 Miami-Dade County FITNESSGRAM Assessment indicate that 55 percent of students in grades four and five have met the district's required award level. Further analysis of student data reflect that grade four students demonstrated the greatest need for improvement in the mile run; and grade five students demonstrated the greatest need for improvement in the number of push-ups completed.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness skills as evidenced by 58 percent of the students meeting award standards in the 2005-2006 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement walk/run activities 3 times per week.	Assistant Principal Physical Education Teacher	08/08/05	02/28/06
Incorporate activities that increase cardiovascular fitness in weekly lessons.	Assistant Principal Physical Education Teacher	08/08/05	02/28/06
Incorporate activities that increase upper body strength in weekly lessons.	Assistant Principal Physical Education Teacher	08/08/05	02/28/06
Engage students in push-up activities 2 times per week with an emphasis on improving and enhancing technique.	Assistant Principal Physical Education Teacher	08/08/05	02/28/06
Conduct weekly planning meetings that result in common lesson plans to improve instruction and align physical fitness activities to specific standards using the PDSA cycle for continuous improvement.	Assistant Principal Physical Education Teacher	08/08/05	02/28/06

Research-Based Programs

FITNESSGRAM

Professional Development

2005 Florida Alliance for Health, Physical Education, Recreation, Dance and Sport Conference (FAHPERD)

Division of Life Skills and Special Projects, Physical Education Monthly Seminars, M-DCPS

Evaluation

Following a continuous improvement model(CIM), strategies will be monitored throughout the school year through the evaluation of lesson plans. Achievement of this objective will be demonstrated by students in grades four and five improving their physical fitness skills as evidenced by 58 percent of the students meeting award standards in the 2005-2006 Miami-Dade County FITNESSGRAM Assessment.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Students will participate in extra curricular activities involving music and art to acquire a rich school experience that promotes their particular talents and interests.

Needs Assessment

2004-2005 participation records of extracurricular programs in art and music reveal that only 15 percent of the total student population took part in extra curricular activities. There is a need to increase the number of students who participate in after-school sponsored programs in art and music. Further analysis indicates that there is a need to expand school-sponsored extra curricular activities to include a more even distribution of students from all grade levels.

Measurable Objective

Given the emphasis on the benefits of participating in art and music programs, the number of students in after school sponsored activities in art and music will increase during the 2005-2006 school year as compared to the 2004-2005 school year as documented by after school participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide after-school sponsored enrichment activities for chorus, bells, recorders and art club.	Assistant Principal Music Teachers Art Teachers	08/08/05	05/24/06
Conduct in-school performances for students to attend and perform in.	Assistant Principal Music Teachers Art Teachers	08/08/05	05/24/06
Provide field-trips to cultural events infused with art and music.	Assistant Principal Music Teachers Art Teachers	08/08/05	05/24/06
Utilize the curriculum to enrich and foster greater cultural awareness through art and music.	Assistant Principal Music Teachers Art Teachers	08/08/05	05/24/06
Conduct evening performances to showcase student talent in art and music and foster greater parental involvement.	Assistant Principal Music Teachers Art Teachers	08/08/05	05/24/06

Research-Based Programs

Continuous Improvement Model, PDSA cycle

Professional Development

District Sponsored Seminars for Elementary Art Teachers

District Sponsored Seminars for Elementary Music Teachers

Florida Art Education Association Annual Conference

Creating Independence Through Student-Owned Strategies (CRISS)

Evaluation

Following a continuous improvement model(CIM) throughout the school year, after school participation logs will be used to monitor progress toward the stated objective. Strategies will also be monitored through evaluation of lesson plans and event calendars. Achievement of this objective will be evaluated by comparing the number of students participating in after school activities in art and music during the 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Hialeah Gardens Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Hialeah Gardens Elementary School ranked at the 85th percentile on the State of Florida Return on Investment (ROI) index, resulting in an area needing improvement.

Measurable Objective

Hialeah Gardens Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 85th percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Principal	08/08/05	05/24/06
Review existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/08/05	05/24/06
Review shared use of facilities.	Principal	08/08/05	05/24/06
Create partnerships with community agencies.	Principal	08/08/05	05/24/06

Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition

Harcourt Math, 2004 Edition

Harcourt Science, 2000 Edition

Harcourt Social Studies, 2005 Edition

Professional Development

M-DCPS Leadership Development Training, Managing Financial Resources.

Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Hialeah Gardens Elementary School will show progress toward reaching the 90th percentile.

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 school budget was reviewed with the EESAC so that well-informed recommendations will be made for the implementation of the School Improvement Plan. The first meeting of the school year was devoted to reviewing the school site budget and Title I budget with recommendations considered from EESAC members.

Training:

The EESAC supported professional development activities to enhance teachers' knowledge as it applies to student achievement in reading, writing, mathematics and science. CRISS training sessions were recommended and coordinated for intermediate teachers.

Instructional Materials:

The EESAC reviewed and supported the goals and objectives of the Comprehensive Reading Plan and Media Program material requirements to enhance the instructional needs and interests of students and staff. EESAC funds were approved for library books and software resources for the Media Center.

Technology:

The EESAC supported the acquisition of technological upgrades in the Media Center and classrooms. EESAC funds were approved to upgrade computer hardware and increase the number of computers in each classroom.

Staffing:

The EESAC was apprised of the school's growth as it pertained to classroom space, additional instructional personnel, and non-instructional personnel. Additional hourly teachers were hired as per recommendations from EESAC.

Student Support Services:

The EESAC supported tutoring programs which provide additional instructional support for students. After school and Saturday Academy tutorial expenses were reviewed by EESAC and an expansion of these services was recommended.

Other Matters of Resource Allocation:

The EESAC will continue to participate in long range planning to enhance the use of technology by students and expand print resources in the Media Center.

Benchmarking:

The EESAC was apprised of benchmarking activities throughout the school year.

School Safety & Discipline:

The EESAC has addressed issues that impact the safety and discipline of students and will continue to provide recommendations as needed to enhance school initiatives that address safety and discipline.

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