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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name: 2351 - Eneida Massas Hartner Elementary School*

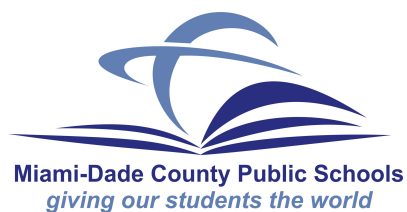
*FeederPattern: Booker T. Washington Senior*

*Region: Regional Center IV*

*District: 13 - Miami-Dade*

*Principal: Orlando Gonzalez*

*Superintendent: Rudolph F. Crew, Ed.D.*



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Eneida Massas Hartner Elementary School*

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Eneida Massas Hartner Elementary and Community School is located in the Wynwood section of the City of Miami at 401 NW 29th Street. The school's grade configuration is pre-kindergarten through five. The student membership is fourteen percent White/non-Hispanic, twenty-four percent African-American/non-Hispanic, one percent Asian/Indian/Multicultural, and seventy-four percent Hispanic. Differentiated instruction is implemented through the tutorial services provided during and after school so that students may receive additional opportunities to master skills and state benchmarks. Special Education and Gifted programs are also provided to support the student population.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as Evidenced by a 5 percentage point increase in the percentage of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the lower 25 percent will improve their reading skills as evidenced by an increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test in order to attain the target goal of 50 percent of the students making adequate progress.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 2 percentage point increase in the percentage of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the Florida Comprehensive Assessment Mathematics Test.

Given instruction using the Sunshine State Standards, African –American students will improve their mathematics skills as evidenced by 50 percent or more of the students making adequate yearly progress in order to meet NCLB requirements.

Given instruction using the writing process, students in grade four will improve their writing skills as evidenced by a one percent increase in the percentage of students attaining the State required mastery level as documented by scores on the 2005 Florida Comprehensive Assessment Writing Test (FCAT).

Given instruction using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by an increase in the mean scale score to meet or exceed the district mean scale score on the 2006 FCAT Science Test.

Given a school wide emphasis on parental involvement, parenting skills will be promoted and supported as evidenced by an increase of two percentage points in the percentage of parents attending school-related

events and in-services during the 2005-2006 school year as documented in attendance logs when compared to the 2004-2005 school year.

The behavior of students at Eneida Massas Hartner Elementary and Community School will improve as evidenced by a two percent decrease in the number of students receiving outdoor suspension.

Given appropriate training, 75 percent of the staff and 75 percent of the students at Eneida Massas Hartner Elementary and Community School will be able to use the computer to complete various tasks.

Given instructions using the Competency Based Curriculum, students will improve their physical conditioning, as evidenced by a three percent increase in the number of students receiving awards in 2006.

Given instruction using the Sunshine State Standards, the percent of students who participate in district sponsored events will increase by two percentage points.

Eneida Massas Hartner Elementary and Community School will improve its ranking on the State of Florida ROI index publication from the 27th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, two areas for improvement are Business Results and Strategic Planning. Specifically, there is concern in reference to the following two strategies: "As it plans for the future, my organization asks for my ideas," and "I know how well my organization is doing financially." The rationale for selecting these two areas is that stakeholders who feel that their ideas and concerns are important and valid are more apt to "buy in" to organizational goals and partake in school-wide initiatives. If faculty and staff feel that they have input in the area of organizational decisions and they are aware of the financial status of the school, the programs will be more personalized and thus be considered more important to the stakeholders. In order to increase the implementation of staff contribution the leadership team will implement several strategies. Strategy (1) Surveys will be conducted and faculty representatives will be encouraged to serve on committees to select school wide implementation of new programs and instructional tools. Strategy (2) Faculty members will be encouraged to participate in EESAC meetings.

## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## Eneida Massas Hartner Elementary School

### VISION

The faculty, staff, parents, and community of Eneida Massas Hartner Elementary and Community School will help our students become responsible, creative, confident, and productive adults. We will strive to empower students and their families through the provision of professional and programs that model several sets of skills and social behaviors. These will include positive self-concepts, ethical treatment, decision making, technology, critical thinking, and employability skills.

### MISSION

It is the mission of Eneida Massas Hartner Elementary and Community School to assist and motivate all children to reach their fullest potential so that they may become productive citizens. We provide a variety of experiences to increase opportunities for individual success for students, parents, and community members. Our students work and learn in an environment that is safe and secure and teaches responsibility and respect. Our teachers strive to provide and environment in which the multiple intelligences of each child are explored and honored. Our students are taught in cooperative social settings so that they may acquire and practice appropriate interpersonal skills. These skills facilitate their quest for community as they develop self-knowledge and understand their ability to contribute to society. The faculty at Eneida Massas Hartner Elementary and Community School works to instill in students the importance of new and varied experiences, creativity, positive social change, personal responsibility, and the continued pursuit of education.

## CORE VALUES

### Excellence

We strive to achieve the highest standards in academic achievement and social performance.

### Integrity

We provide the foundation to develop honest, respectful, responsible, and educated members of society.

### Equity

We pursue academic equality for all of our students to achieve higher standards.

### Citizenship

We value and respect the diversity of our community by working together, in order to ensure the success of all of our students in their educational goals. Our staff goes above and beyond to promote citizenship and democratic values

## *School Demographics*

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Eneida Massas Hartner Elementary and Community School is located at 401 NW 29 Street, Miami, Florida, 33127, and was established in 1997 in Northwest Miami-Dade County, Florida. We service 841 students from pre-kindergarten through fifth grade. Many of Miami's immigrants, particularly those from Central and South American countries and the Caribbean Islands, attend our school. The student population is seventy-four percent Hispanic, twenty-four percent African American, fourteen percent White, and one percent Multicultural. Many of our students often travel throughout the school year between the United States and their country of origin, contributing to the mobility rate of 39. Eneida Massas Hartner Elementary and Community School's Students With Disability (SWD) program provides individualized instructional services to 14.9 percent of the student population. The total number of students enrolled in the Students With Disability program is 67, Learning Disabled. Fifty-seven percent of the SWD population is being instructed under the inclusion model, 3 percent are under the part-time inclusion and resource model, and 40 percent are under the resource model. Thirty-nine percent of the students are Limited English Proficient (LEP). Ninety-eight percent of the student body qualifies for the free and reduced price lunch program. The school services the community by providing before and after school child care services, during and after school tutoring, and community school services for both students and parents. Eneida Massas Hartner Elementary and Community School is the primary recipient of students from three homeless and drug free rehabilitation shelters in the area. The attendance rate of 2004-2005 was 95.15 percent.

# *School Foundation*

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## ***Leadership:***

The Leadership Team promotes a positive learning culture, provides an effective instructional program and maximizes the use of resources in an instructional organization to promote a safe, efficient, and effective learning environment.

## ***District Strategic Planning Alignment:***

The employees of Eneida Massas Hartner Elementary and Community School collaboratively developed the goals and objectives of the school based on the District Strategic Plan for 2005-2006.

## ***Stakeholder Engagement:***

The customers of Eneida Massas Hartner Elementary and Community School agree that they have a voice in the operations of the school in the areas of the instructional program, parental involvement, and school safety.

## ***Faculty & Staff:***

Teacher Mentoring Programs: Eneida Massas Hartner Elementary and Community School follows the policies and procedures of the District's Professional Assessment and Comprehensive Evaluation System (PACES). At the beginning of each school year, all beginning teachers participate in the District's orientation program. The Eneida Massas Hartner Elementary and Community School's mentoring program matches first year teachers with veteran teachers in their grade level. The mentors guide and support the beginning teachers through their first professional year of teaching. First year teachers are provided opportunities to visit with their mentors.

These visits allow first year teachers to observe and analyze lessons, witness student-teacher performance, and share best practices for student achievement. Additional assistance to new teachers is provided through the modeling of lessons and mentoring supplied by the Reading Coaches. Curriculum Support Specialists from the Division of Language Arts/Reading, Division of Bilingual Services, and the Division of Mathematics and Science provide support and inservice training.

## ***Data/Information/Knowledge Management:***

Using student performance data, Eneida Massas Hartner Elementary and Community School acknowledges the effectiveness of its instructional program, coupled with the efficiency of its employees, in their related positions as it is manifested throughout the school functions.

## ***Education Design:***

1. Eneida Massas Hartner and Community School, through the funding provides an extra hour of tutoring in reading for the students in grades four and five, who scored in FCAT Levels 1 and 2 on the 2005 administration of the FCAT.
2. During the school day, African-American students will be pulled and provided with an extra thirty minutes of mathematics instruction emphasizing the use of FCAT strategies for problem solving. All students in grades three through five will be given the opportunity to participate in after-school tutoring in mathematics.
3. A science laboratory has been established to provide hands-on activities and experiments that correlate to the science curriculum for students in grades two through five.
4. A writing laboratory has been established to provide tutoring for students in grades three and four for the purpose of increasing their writing skills.

### ***Performance Results:***

1. Eneida Massas Hartner Elementary and Community School, through the use of Title I funding, will provide after school tutoring in mathematics from 3:20 – 4:45 p.m. Students in all subgroups, including Students With Disabilities (SWD) and Limited English Proficient (LEP) students, are targeted for the after school tutorial program.
2. During the school day, Eneida Massas Hartner Elementary and Community School, provides pull-out tutorial in reading to students in grades three through five who scored in the lowest twenty-five percent to help them achieve the gains needed to progress to the next FCAT performance level. The pull-out program runs Monday through Friday beginning in September. A team of resource teachers, paraprofessionals, and hourly teachers conduct these tutorials in the areas of reading, writing, and mathematics. A science laboratory is being used to provide the hands-on activities and experiments that correlate to the science curriculum in fourth and fifth grades.



# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

1. The school attended the May 2005 Teacher Fair which lead to the hiring of three teachers.
2. The administration has worked closely with the Office of Human Resources and the Regional Office to identify potential applicants to fill open teaching positions.
3. The school provides positive reinforcement to staff that perform at or above expectations.
4. The school provides for staff input as it relates to school-wide issues.

## **• Highly Qualified, Certified Administrators:**

Dr. Orlando B. Gonzalez, Principal – Dr. Gonzalez has been an educator for 21 years and is currently in his 9th year as a school-site principal. He has been the principal of Eneida Massas Hartner Elementary and Community School since July 2002. Previously, he was principal at Jose de Diego Middle School (July 1998 – June 2002) and Allapattah Middle School (July 1997 – June 1998). Prior to becoming a principal, Dr. Gonzalez served as an assistant principal at South Miami Middle School (November 1993 – June 1994) and South Dade Senior High School (July 1994 – June 1997). Prior to becoming a school-site administrator, Dr. Gonzalez was a social science teacher at Miami Jackson Senior High School (1985-1989) and Miami Senior (1989 – 1993). During the past 21 years Dr. Gonzalez has served students whose academic achievement has increased either through direct instruction as a classroom teacher or as the instructional leader of the school. He has accomplished this through identifying individual student needs then creating a learning environment that enabled students to increase their academic achievement. Dr. Gonzalez received his B.A. in History from Florida International University (1980), M.S. in Educational Leadership from Nova Southeastern University (1992), and Ph.D. in Educational Leadership from the University of Miami, FL (2002).

Mrs. Joan H. Floyd, Assistant Principal – Mrs. Floyd has been part of the Miami-Dade County Public School system for 35 years. Mrs. Floyd has served students in both low performing and high performing schools, with the majority of her years spent in economically disadvantaged areas. She was a primary and intermediate grade teacher for 20 years serving as grade level chair for 12 of those years. For the past 12 years Mrs. Floyd has served as an assistant principal at Comstock Elementary School, Riverside Elementary School, and Eneida Massas Hartner Elementary and Community School. Mrs. Floyd has been instrumental in improving student achievement in reading, writing, and mathematics in every school that she has worked at.

Ms. Olga Melba Gonzalez, Assistant Principal for Community Education – Ms. Gonzalez has been an educator in the Miami-Dade County Public School system since 1984 as a secondary school teacher at the middle school and senior high school levels. Ms. Gonzalez was an assistant principal at Tropical Elementary School (1993) and has been the Assistant Principal for Community Education at Eneida Massas Hartner Elementary and Community School since 1996. During this time, Ms. Gonzalez has worked to enhance student achievement by providing for after-school tutoring in the areas of reading and mathematics classes for parents in ESOL, GED preparation, computer education, and FCAT awareness.

## **• Teacher Mentoring:**

Eneida Massas Hartner Elementary and Community School adheres to the policies and procedures set forth in the District's PACES manual. At Eneida Massas Hartner Elementary and Community School schoolteachers use a common planning time to plan instructional activities and share ideas for the delivery of instruction. Facilitators in mathematics, reading, and writing visit the classrooms on a regular basis to observe instructional techniques, and provide feedback and lesson modeling for the purpose of improving instruction. Workshops are planned and presented to further the professional growth process. At the beginning of the year new teacher(s) are identified and assigned a Professional Growth Team comprised of members who are mutually agreed upon by the beginning teacher(s) and the site's administration. Beginning teachers are also introduced to participate in both district and school-site workshops to become familiar with Miami-Dade County Public School's policies and procedures to facilitate success in their chosen profession.

## **• School Advisory Council:**

The School Advisory Council at Eneida Massas Hartner Elementary and Community School promotes an environment of professional alliance among all stakeholders to help create a learning environment that supports the school's vision and mission. The School Advisory Council meets this goal by working together with site administrators and council members through monthly meetings where the School Improvement Plan goals are analyzed, available resources are discussed, and recommendations are made in keeping with the Plan-Do-Study-Act cycle of the 8-Step Continuous Improvement Model.

## **• Extended Learning Opportunities**

PROGRAMS: DURING AND AFTER SCHOOL

- Eneida Massas Hartner Elementary and Community School will provide after-school tutoring Tuesday and Thursday from October to May to students who scored Levels 1 and 2 in the Reading and Mathematics FCAT 2005 administration in grades three through five. This service will also include our SWD and African-American students. The students will receive instructional assistance in order to reach mastery of the reading and mathematics skills they are lacking.

- Eneida Massas Hartner Elementary and Community School will provide tutoring, during the school day, in the areas of reading, mathematics, and writing for students who scored at Levels 1 and 2 on the 2005 FCAT administration. A reading pull out tutoring program will be implemented using paraprofessionals and hourly teachers. The students in fourth grade students, who score below a Level 2 on the FCAT Writing Pre Test and third grade students, will be pulled out to the writing laboratory for 30 minutes of intensive instruction on daily basis.

## **• School Wide Improvement Model**

Eneida Massas Hartner Elementary and Community School plans to implement the 8-Step Continuous Improvement Plan. After analyzing the 2005 FCAT data, a team composed of teachers from various grade levels and administration developed a curriculum map for reading, mathematics, and science to serve as a guide in planning, implementing, and assessing instruction. Our plan provides common planning time to every grade level for the purpose of establishing consistency in instruction across the grade levels. Bi-weekly test will be created and administered, and scores will be interpreted for the purpose of making adjustments to

instruction.

Comprehensive skills assessment test will be administered at the end of each grading period, and data will be interpreted for the purpose of providing the necessary enrichment or reinforcements. A study of the effectiveness of the testing method and schedule will be conducted and the appropriate adjustments will be made. Administrators and support personnel will visit classrooms to ensure that teachers fully understand the priorities, and the school's academic mission is the focus of all instruction.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

**GOAL 1 STATEMENT:**

It is the goal of Eneida Massas Hartner Elementary and Community School to provide students with quality instruction that focuses on the improvement of reading skills.

**Needs Assessment**

A review of the data from the results of the 2005 administration of the FCAT Reading Test reveals that 48.2 percent of the students in third through fifth grades scored below FCAT achievement Level 3. Most specifically, they are having the greatest difficulties in the areas of Word Phrases and Main Idea/Purpose, where they performed below 50 percent mastery. In addition, they will still need reinforcement in the area of Reference/Research; on the average students scored at 50 percent mastery or above in this area.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as Evidenced by a 5 percentage point increase in the percentage of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the lower 25 percent will improve their reading skills as evidenced by an increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test in order to attain the target goal of 50 percent of the students making adequate progress.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify the students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test, and implement during and after school tutorial programs to address the reading deficiencies of students.	Principal Assistant Principal Reading Coach	8/8/2005	5/24/2006
Administer, utilize, and monitor data obtained from the District Reading Pre Test and District Reading Post Test, DIBELS, and Benchmark assessment. Teachers will generate and use assessment items structured in FCAT format to determine skill progression, adjust instruction, and initiate Child Study Team process as needed, particularly for students in each subgroup identified by the NCLB.	Principal Reading Coach Classroom Teachers	08/08/2005	05/24/2006
Develop and implement weekly lesson plans that align the Sunshine State Standards, the core reading program, content materials, and successful instructional strategies.	Asst. Principal Classroom Teachers	08/08/2005	05/24/2006
vide and monitor opportunities for students to use the SuccessMaker and the Accelerated Reader program to enhance classroom instruction and promote independent reading, with an emphasis on student classroom instruction and to promote independent reading.	Asst. Principal Classroom Teachers Technology Facilitator	08/08/2005	05/24/2006
Utilize and monitor the inclusion model and Read 180 in an effort to provide instruction to Students With disabilities at grade level.	Asst. Principal Classroom Teachers SWD Teachers	08/08/2005	05/24/2006
Use task cards, graphic organizers, and visual and	Asst. Principal	08/08/2005	05/24/2006

audio-visual aids with Limited English Proficient students to assist in molding students' understanding.	Classroom Teachers	
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### **Research-Based Programs**

Houghton Mifflin as the core reading series and the implementation of Voyager, SuccessMaker, Read 180, Riverdeep, and Leap Frog as supplemental materials.

### **Professional Development**

Professional development for all teachers will include training on the 8-Step Continuous Improvement Model, CRISS Strategies, Riverdeep, and Houghton Mifflin.

### **Evaluation**

2006 FCAT Reading Test scores. Weekly and monthly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Additional assessments will include FCAT formatted teacher-made tests, SuccessMaker, Accelerated Reader, DIBELS, Read 180, and Riverdeep.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2 STATEMENT:**

It is the goal of Eneida Massas Hartner Elementary and Community School to provide students quality instruction that focuses on improving skills in mathematics.

**Needs Assessment**

A review of the data from the results of the 2005 administration of the FCAT Mathematics Test reveal that 49 percent of the students in grades three through five scored below FCAT achievement Level 3. The data further indicate that the students in all three grades need rigorous instruction and remediation in the strands tested by the FCAT. The areas of greatest need are (ranked In order from greatest to least need), number sense, data analysis, and algebraic thinking.

Furthermore, 40 percent of our African American student population scored at or above FCAT achievement Level 3. Based on the needs assessment, we find that there is a need to increase the amount of time spent on instruction and reinforcements in the areas mentioned above.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 2 percentage point increase in the percentage of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the Florida Comprehensive Assessment Mathematics Test.

Given instruction using the Sunshine State Standards, African –American students will improve their mathematics skills as evidenced by 50 percent or more of the students making adequate yearly progress in order to meet NCLB requirements.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in all subgroups scoring at Achievement Levels 1 and 2 of the FCAT Mathematics Test and implement during and after school tutorial programs to address the mathematics deficiencies of students.	Principal Assistant Principal Math Facilitator	08/08/2005	05/24/2006
Establish and monitor the implementation of long range plans through mentoring and modeling of lessons to ensure that instruction of the Sunshine State Standards benchmarks have been completed by January in grades three through five and by June in kindergarten through second grade.	Asst. Principal Math Facilitator Classroom Teachers	08/08/2005	05/24/2006
Provide and monitor small group instruction by the classroom teacher to students making inadequate progress in mathematics as evidenced by weekly and monthly assessments.	Asst. Principal Classroom Teachers	08/08/2005	05/24/2006
Utilize and monitor the inclusion model in an effort to provide instruction to Students With Disabilities at grade level.	Asst. Principal Classroom teachers SWD Teachers	08/08/2005	05/24/2006
Provide and monitor opportunities for students to use the SuccessMaker program to reinforce classroom instruction and promote problem solving and critical thinking, with emphasis on students in all subgroups identified by the No Child Left Behind State requirements.	Asst. Principal Math Facilitator Classroom Teachers	08/08/2005	05/24/2006
Implement and monitor on a regular basis in school tutoring, using intervention strategies such as utilizing the mathematics laboratory, mentoring, and modeling of lessons for students in all subgroups identified by the No Child Left Behind	Asst. Principal Classroom Teachers	08/08/2005	05/24/2006



requirements in grades three through five in order to improve student achievement.			
Administer, utilize, and monitor data obtained from the District Mathematics Pretest and posttest, and Benchmark assessment to focus instruction. Teachers will generate and use assessment items structured in FCAT format to determine skill progression, adjust instruction, and initialize CST process as needed, particularly for students in each subgroup identified by the No Child Left Behind.	Asst. Principal Classroom Teachers	08/08/2005	05/24/2006

### **Research-Based Programs**

Harcourt as the core Mathematics series and the implementation of the Riverdeep program.

### **Professional Development**

Professional development for all teachers will include training on the 8-Step Continuous Improvement Model, use of manipulative's in class, Riverdeep, and FCAT Explorer.

### **Evaluation**

2006 FCAT Mathematics Test scores. District Pre and Post Mathematics FCAT Test, weekly and monthly teacher-generated FCAT style assessment.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 3 STATEMENT:**

The goal of Eneida Massas Hartner Elementary and Community School is to provide students with quality instruction that focuses on assisting students to become proficient writers.

**Needs Assessment**

A review of the data from the result of the 2005 Florida comprehensive Assessment Test (FCAT) Writing indicates that 81 percent of the fourth grade students met State required mastery level. According to the No Child Left Behind requirements our Hispanic and Economically Disadvantaged student population decreased by 7 percentage points and our Limited English Proficient students also decreased by 11 percentage points in the combined score of narrative and expository writing prompts.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the writing process, students in grade four will improve their writing skills as evidenced by a one percent increase in the percentage of students attaining the State required mastery level as documented by scores on the 2005 Florida Comprehensive Assessment Writing Test (FCAT).

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify all the students in grade four in all subgroups scoring below the State required mastery level on the FCAT Writing Pre Test, and implement a during school tutorial program to address the writing deficiencies of students.	Principal Assistant Principal Writing Facilitator	08/08/2005	05/24/2006
Promote effective writing by implementing school-wide Writer of the Month Contest in grades kindergarten through five.	Asst. Principal Writing Facilitator Classroom Teachers	08/08/2005	05/24/2006
Promote effective writing by implementing school-wide Writer of the Month Contest in grades kindergarten through five.	Asst. Principal Writing Facilitator Classroom Teachers	08/08/2005	05/24/2006
Implement at least 30 minutes of daily writing in grades kindergarten through fifth grade. Implement at least one-hour per week of writing in ESOL, SWD, and Special Areas.	Asst. Principal Classroom Teachers	08/08/2005	05/24/2006
Provide and monitor on a regular basis intervention for targeted students in grades three (March through June) and in grade four (August through February) using the writing laboratory.	Asst. Principal Classroom Teachers	08/08/2005	05/24/2006
Administer, utilize, and critique the data from the Writing Pre Test to assist students' progress in grades one through five through mentoring and modeling.	Asst. Principal Writing Facilitator Classroom Teachers	08/08/2005	05/24/2006

### Research-Based Programs

Houghton Mifflin core reading series.

## **Professional Development**

Teachers need to be provided with a refresher workshop on the writing process and the writing facilitator provides model lessons for those teachers who request it.

## **Evaluation**

2006 FCAT Writing Test scores, Narrative and Expository Pre and Progress FCAT Writing Test and monthly writing examples.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 4 STATEMENT:**

Students at Eneida Massas Hartner Elementary and Community School will make annual learning gains sufficient to acquire the knowledge, skills, and competencies to master state standards in the area of science.

### ***Needs Assessment***

A review of the data from the results of the 2005 administration of the FCAT Science subtest reveals that students achieved a mean score of 264 points which is 22 points below the District's mean score of 268 points. The data shows that students scored extremely low in the areas of scientific thinking and earth and space science. The data indicates that there is a need to develop and use activities that promote scientific thinking.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by an increase in the mean scale score to meet or exceed the district mean scale score on the 2006 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide and monitor students in second through fifth grade with time to utilize the science laboratory on a schedule basis to follow up classroom instruction through written reports and science projects using the five steps of the science inquiry.	Principal Assistant Principal Science Facilitator	08/08/2005	05/24/2006
Provide and monitor the use of computer microscopes and computer science programs in the science laboratory for grades second through five.	Asst. Principal Science Facilitator Classroom Teachers	08/08/2005	05/24/2006
Provide students in grades kindergarten through five with weekly access to use the Full Options Science System (FOSS) kits.	Asst. Principal Science Facilitator Classroom Teachers	08/08/2005	05/24/2006
Provide and monitor on a regular basis hands-on activities by correlating science and mathematical concepts with the Sunshine State Standards in kindergarten through fifth grade.	Asst. Principal Science Facilitator Classroom Teachers	08/08/2005	05/24/2006

## Research-Based Programs

Mc-Graw Hill Science Florida Student Edition  
FOSS Kits

## Professional Development

District Workshops

# Evaluation

School Generated Science Benchmark Assessment Tests  
2006 FCAT Science

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 5 STATEMENT:***

Parents at Eneida Massas Hartner Elementary and Community School will increase their participation in school-related activities.

### ***Needs Assessment***

The 2004-2005 Parental Involvement rosters indicated that approximately ten percent of the parents in our school were active in the various parental involvement activities.



## Measurable Objective

Given a school wide emphasis on parental involvement, parenting skills will be promoted and supported as evidenced by an increase of two percentage points in the percentage of parents attending school-related events and in-services during the 2005-2006 school year as documented in attendance logs when compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide and monitor reading, mathematics, writing, and science workshops for parents in their home language.	Principal, Assistant Principal Reading Coach, Classroom Teachers	08/08/2005	05/24/2006
Encourage parents to enroll in the community school programs for literacy, citizenship, computer, and English courses.	Principal, Assistant Principal PTA Board, Classroom Teachers, Community Involvement Specialist	08/08/2005	05/24/2006
Promote and monitor Reading Nights, where parents and students can enjoy a good book.	Principal, Assistant Principal Reading Coach, Classroom Teachers	08/08/2005	05/24/2006
Promote and monitor different activities for parents to participate through the PTA.	Principal, Assistant Principal Community Involvement Specialist	08/08/2005	05/24/2006
Encourage teachers to hold parent-teacher conferences at least once every nine weeks.	Principal, Assistant Principal Community Involvement Specialist	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## **Evaluation**

Parental Involvement will be documented through attendance logs at each activity and compared with attendance logs from the 2004-2005 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

It is the goal of Eneida Massas Hartner Elementary and Community School to create and maintain a safe environment that is conducive to learning and the promotion of student achievement.

### ***Needs Assessment***

A review of the data for the school year ending June 2005 found in the Miami-Dade Count Public Schools Student Case Management System reveals that 88 students were referred for general disruptive behavior, 57 were referred for defiance of school personnel authority, 13 were referred for fighting, 44 were given outdoor suspension and five were given indoor suspension.

## Measurable Objective

The behavior of students at Eneida Massas Hartner Elementary and Community School will improve as evidenced by a two percent decrease in the number of students receiving outdoor suspension.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide mentoring for students who display consistent disruptive behavior.	Assistant Principal Counselor	08/08/2005	05/24/2006
Encourage use of teacher-created incentives	Asst. Principal Classroom Teachers	08/08/2005	05/24/2006
Recognize students who receive A's in conduct, in all classes, each grading period.	Assistant Principal Classroom Teachers	08/08/2005	05/24/2006
Conduct monthly visits to classrooms by administrators and counselors to speak to students encouraging positive behavior.	Principal, Assistant Principal Counselor	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

The 2006 Miami-Dade County Public Schools Student Case Management System Summary Report.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

It is the goal of Eneida Massas Hartner Elementary and Community School to assist its students and staff in becoming knowledgeable in the use of technology to perform various tasks.

### ***Needs Assessment***

1. At least 50 percent of the teachers at Eneida Massas Hartner Elementary and Community School are not able to use a computer to complete simple tasks independently.
  
2. At least 60 percent of the students in grades three through five at Eneida Massas Hartner Elementary and Community School are not able to use a computer to conduct research.

## Measurable Objective

Given appropriate training, 75 percent of the staff and 75 percent of the students at Eneida Massas Hartner Elementary and Community School will be able to use the computer to complete various tasks.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training in the use of various computer applications.	Principal Technology Coordinator	08/08/2005	05/24/2006
Increase faculty use of the electronic grade book.	Principal Assistant Principal	08/08/2005	05/24/2006
Provide assistance to teachers who need to register for workshops or access their email.	Principal Technology Coordinator	08/08/2005	05/24/2006
Use various computer software to assist in instruction.	Principal Technology Coordinator Classroom Teachers	08/08/2005	05/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

District Workshops

### Evaluation

Survey of the number of teachers who are comfortable using a computer at the end of the 2006 school year and the number of students who successfully complete a research assignment using computer technology.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 8 STATEMENT:**

Eneida Massas Hartner Elementary and community School endeavors to promote a healthy lifestyle for our students by providing a well-rounded physical education program and teaching students good health habits through various instructional method.

### **Needs Assessment**

The data from the 2004-2005 Physical Fitness Test reveal that 39 percent of the students tested were award winners.

## Measurable Objective

Given instructions using the Competency Based Curriculum, students will improve their physical conditioning, as evidenced by a three percent increase in the number of students receiving awards in 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recognize students whose performance in physical education, earned them a grade of "A" at the end of each grading period.	Assistant Principal Physical Education Teachers	08/08/2005	05/24/2006
Provide games and activities that promote physical activeness of students.	Assistant Principal Physical Education Teachers	08/08/2005	05/24/2006
Provide opportunities for discussion on the value of being healthy and physically fit.	Assistant Principal Physical Education Teachers Classroom Teachers	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

District workshops

## Evaluation

Fitnessgram posttest



## 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 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 9 STATEMENT:**

The goal of Eneida M. Hartner Elementary and Community School is to provide our students with a well-rounded education, which includes the participation in the fine art and music.

**Needs Assessment**

A review of school field trip forms indicate that less than 10 percent of the students enrolled in art and music classes participate in district sponsored events.

## Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students who participate in district sponsored events will increase by two percentage points.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students to participate in programs for the art through the community school.	Assistant Principal for Community education	08/08/2005	05/24/2006
Identify and encourage students who exhibit talent in the art and music to participate in non- academic activities promoting talent.	Assistant Principal Art and Music Teachers	08/08/2005	05/24/2006
Implement "Parent Night for the Arts", where student showcase their artistic talents.	Assistant Principal Art and Music Teachers	08/08/2005	05/24/2006

### Research-Based Programs

Houghton Mifflin Lectura

### Professional Development

District Workshops

### Evaluation

Documents, such as field trip forms, and parent permission letters, for student participation in district sponsored events.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

The goal of Eneida Massas Hartner Eementary and Community School is to rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

Results of the 2003-2004 ROI index indicate that Eneida Massas Hartner Elementary and Community School ranked in the 27th percentile on the State of Florida ROI index.

## Measurable Objective

Eneida Massas Hartner Elementary and Community School will improve its ranking on the State of Florida ROI index publication from the 27th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the percentage of students with learning gains in Reading, Writing, and Mathematics.	Principal, Assistant Principal, Reading Coach, Writing Facilitator, Math Facilitator, Classroom Teachers	08/08/2005	05/24/2006
Collaborate with the district on resource allocations.	Principal, Assistant Principal	08/08/2005	05/24/2006
Re-evaluate and re-direct existing resources to enhance the instructional program.	Principal Assistant Principal	08/08/2005	05/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

District Workshops

## **Evaluation**

On the next State of Florida ROI Index Publication, Eneida Massas Hartner Elementary and Community School will show progress toward reaching the 90th percentile.

## GOAL 11: OTHER

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 11 STATEMENT:**

***Needs Assessment***

## Measurable Objective

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relations to school programs.	Principal	08/08/2005	05/24/2006
Collaborate with district on resource allocation.	Principal	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/08/2005	05/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	08/08/2005	05/24/2006

### Research-Based Programs

### Professional Development

### Evaluation

## *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 recommended a review of the 2005-2006 EESAC budgets. In collaboration with the administration, the EESAC will assess the needs of the school to develop a spending plan.

### ***Training:***

The EESAC recommended staff training in the following areas: reading, mathematics, writing, science and technology.

### ***Instructional Materials:***

The EESAC recommended working with teachers and administration in the selection process of instructional materials for classroom use.

### ***Technology:***

The EESAC recommended that our technology facilitator assess the technology needs of the school and make equipment and software purchases to enhance our technology curriculum program(s).

### ***Staffing:***

The EESAC recommended that it be informed of all recommendations related to instructional staff.

### ***Student Support Services:***

The EESAC recommended that it be informed of all programs related to student support services.



***Other Matters of Resource Allocation:***

The EESAC recommended that it be notified of available resources such as personnel, fiscal, and materials and be given the opportunity to make suggestions regarding allocations.

***Benchmarking:***

The EESAC recommended that, in collaboration with the administration, they review and analyze data from our school wide benchmark testing results and make curriculum recommendations.

***School Safety & Discipline:***

The EESAC recommended that it be involved in the decision making process related to school 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:*

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*Principal*

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*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*