
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2361 - Hialeah Elementary School

FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Carolina Naveiras

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hialeah Elementary School

Hialeah Elementary School is located at 550 E. 8th Street, Hialeah, Florida, and it serves a population of 909 students from pre-kindergarten through fifth grade. The student population is composed of 802 Hispanics, 59 African Americans, 46 White, one Multicultural and one Asian. This school site was built in 1948 and it's currently undergoing renovation and construction. At the present time, it contains 35 classrooms and 5 portables, a cafeteria, a media center, a physical education shelter and a storage shed. The main building was retrofitted for Internet accessibility for all classrooms within the main building. The media center also contains an advanced closed-circuit television center and Internet access. Each classroom is equipped with five computers and access to the Internet. Hialeah Elementary is awaiting the completion of a new library, a music classroom, an art classroom, additional classrooms and a technology lab with 30 computers. Hialeah Elementary offers the following programs to students and parents: The Accelerated Reader Program, Teaching Enrichment Activities to Minorities (T.E.A.M.), Academic Excellence, Bilingual Parent Outreach, the Department of Human Services After School Tutorial Grant Program, the Gifted Program, the Literacy Diet Program, the Parent Academy, orchestra and art club.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades third through fifth will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 77% of the students achieving high standards on the 2006 administration of the FCAT Writing.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 263 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 years.

Given the emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of Student Case Management Forms submitted during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the use of technology in education, all students will augment their usage of technology as evidenced by a 10% increase during the 2005-2006 school year compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades three through five will increase five percent in the percentage of gold awards obtained on the 2006 FITNESSGRAM standards when compared to the 2005 FITNESSGRAM results

Given emphasis on the benefits of participating in after-school programs, the number of students enrolled in Art Club and Hialeah Chorus will increase by 10% during the 2005-2006 school year.

Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 47th percentile in 2003 to the 52nd percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, items 6a and 7c were identified as in need of improvement. Item 6a pertains to the resources needed to perform the employee's job, and item 7c pertains to the employee's financial knowledge of the organization. These two items were selected because they have the lowest average scores among the items surveyed in the seven categories. Item 6a is under the Leadership category, and item 7c is under the Customer and Market Focus category. The administration plans to address these items by providing every resource necessary to facilitate the staffs' jobs. For instance, the principal and the assistant principal are doing everything in their power to expedite the arrival of delayed reading materials to all classrooms. In addition, the administration will openly discuss in team meetings the financial status of the school.

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 Elementary School

VISION

The staff, parents and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together, under the principal's strong leadership skills, we will strive to develop each student's academic, social, physical, and emotional potential in order to develop productive citizens in our multi-cultural and changing world.

MISSION

Hialeah Elementary School, taking into account the many different cultures that are represented in its student body, is dedicated to providing quality education to those students that attend. The dedicated staff at Hialeah Elementary encourages community involvement.

Everyone, including parents, neighboring businesses, local television and sports figures is utilized in the development of good networking events that are scheduled throughout the school year to promote an enthusiastic learning environment. This type of community-based education is what continues to motivate the entire Hialeah Elementary staff to excel in all academic endeavors.

CORE VALUES

Excellence

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

Equity

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

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.

School Demographics

The principal at Hialeah Elementary School has high expectations for the students and the staff. As a result of that fervor, the learning community at Hialeah Elementary School strives for total success.

Hialeah Elementary School is located at 550 E. 8th Street, Hialeah, Florida, with a student population of 909 children in grades PK through fifth. The student population is composed of 802 Hispanics, 59 African Americans, 46 White, one Multi-cultural and one Asian.

Hialeah Elementary employs a total of 100 staff members. Seventy-five members of the staff are Hispanic, 19 members are African American and five members are white. Of this group, we have two highly qualified administrators. Ms. Carolina F. Naveiras, principal, worked in the District Office as a director in School operations and as an Executive Director, Management Selection. Previously, she worked as an assistant principal at J.H. Bright Elementary for six years. This is her fourth successful year as a principal. Ms. Mary G. Williams, assistant principal, has successfully completed 12 years as an assistant principal in Miami-Dade County Public Schools. She taught 24 years in elementary schools prior to becoming an administrator. Furthermore, we have one lead teacher, one reading leader, 39 classroom teachers, two Exceptional Student Education (ESE) teachers, 17 special area teacher, one speech pathologist, one pool substitute, one security monitor, one micro-system technician, one media specialist, one guidance counselor, three full-time paraprofessionals, four part-time paraprofessionals, one library aid, one parent outreach specialist, five custodians, 11 cafeteria workers, and four lunch room monitors.

Hialeah Elementary School, a Title I Funded school, provides basic educational services, based on the Sunshine State Standards. Instruction is provided in traditional classroom settings and is enhanced through a variety of programs in all grades. These programs are: The Accelerated Reader Program, Teaching Enrichment Activities to Minorities (T.E.A.M.), Academic Excellence, Bilingual Parent Outreach, the Department of Human Services After School Tutorial Grant Program, the Gifted Program, and the Literacy Diet Program.

In addition, Hialeah Elementary has hired Joseph Bondi, a curriculum consultant, to assist the staff in all phases of school improvement.

Among the unique aspects of our strengths, Hialeah Elementary offers students enrichment activities such as Tiger Bank, Take Your Child to Work Day, Career and Truck Day, Community Outreach Program, and the Academic Excellence Enrichment Program.

In addition, Hialeah Elementary endeavors to link with the community throughout the school year in several ways. Among these are the school web-site, Student-Parent Handbook, school agendas, monthly calendars, school bulletin, teacher voice-mail accessibility, School Volunteer Program, parent workshops, "Reading Under the Stars", Report Card Day, Harvest Festival, Math and Science Night, Hispanic and Black History shows, Kindergarten Parent Workshops, and PTSA sponsored school-wide activities.

Another valuable strength is our partnership with Weeks Gas. This partnership has proven to be pivotal in providing additional resources to the students, teachers and parents. One of the many fruitful projects is the establishment of the Parent Academy and incentives for teachers, students and parents.

The Organizational Performance Improvement Snapshot survey indicated that the staff is comfortable using and analyzing data to effectively plan, make changes, and instruct.

The challenges that Hialeah Elementary confronts are mostly due to low socioeconomic status of the community. In addition, some students are new to the United States and their home language is Spanish, categorizing these students as Limited English Proficiency (LEP) students.

This makes language a vital component that has to be addressed in educating the child. Many students do not have the use of technology nor the proper resources at home to help them make an easy transition in the learning process.

Home visits by the Community Involvement Specialist have shown that some parents work numerous low entry jobs to make ends meet and are often unaware of how to help their children with academics.

The PTSA is instrumental in identifying the neediest families in our community, and provides them with direct assistance, such as, references to appropriate social service agencies, as well as providing basic necessities, including eyeglasses, hearing aids,

recycled uniforms, and holiday toys. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through after school tutoring programs. Many of these students require extensive redirection of unproductive behaviors, which is the responsibility of the members of the Child Study Team.

Students at Hialeah Elementary are provided with extra curricular academic activities such as small group tutoring in writing, reading, and math. Grade one students receive individualized instruction in reading through the Miami-Dade Community College "America Reads Program".

The parents of these students are employed in low-level jobs, which provide only the basic needs of shelter and food. Their lives and those of their children need to be enhanced through governmental assistance and by the provision of services at the school site such as parenting skills classes, child safety classes, parent curriculum workshops, and low cost after school-care through the YMCA program.

The Organizational Performance Improvement Snapshot survey indicated that staff members found challenges communicating and receiving feedback with customers. The Community Involvement Specialist (CIS) is working with parents and teachers to open additional lines of communication through home visits and parent workshops.

Some opportunities for improvement are parental involvement and academic growth. Although parental involvement has steadily improve, the number of parents attending schools functions and workshops are not at the desired level. Attendance can increase by scheduling additional bilingual workshops. Similarly, academic growth has been improving, especially in reading and math, making adequate yearly progress two consecutive years. The only subject that did not attain adequate yearly progress was writing. Our faculty has designed and put in place a rigorous academic plan to increase our writing scores.

In addition, the Organizational Performance Improvement Snapshot survey indicated some opportunities for improvement. The principal, along with the leadership team, have carefully analyzed the results and determine that the faculty will be informed about the financial status of the school during team meetings and Educational Excellence School Advisory Council (EESAC) meetings.

School Foundation

Leadership:

Leadership: The Organizational Performance Improvement Snapshot survey items related to leadership indicated that the leadership at Hialeah Elementary sets direction for the school by clearly sharing the mission and vision with all staff members and by modeling the organization's values to guide the faculty. The principal creates a work environment where teachers are informed of what is important and encourage them to learn in order to advance in their careers. In addition, the leadership creates an atmosphere where teachers can freely express their thoughts and concerns.

District Strategic Planning Alignment:

District Strategic Planning Alignment: Results from the Organizational Performance Improvement Snapshot survey indicated that the faculty at Hialeah Elementary is knowledgeable about the objectives of the school improvement plan and has participated in the creation of said goals. Furthermore, teachers have the tools to monitor their students' progress on a weekly basis. This strategy helps them identify students that are not mastering the skills and allows them to prepare additional lessons to re-teach and assess.

Stakeholder Engagement:

Stakeholder Engagement: According to the Organizational Performance Improvement Snapshot survey, teachers have magnificent relationships with parents and students. Teachers try to maintain open lines of communication with their customers to find out their needs and concerns. Similarly, customers have the opportunity to express their satisfaction about the teachers' performance.

Faculty & Staff:

Faculty & Staff: According to the Organizational Performance Improvement Snapshot survey, the staff at Hialeah Elementary believes and practices a team approach to achieve success in the overall function of the school. Teams work interdependently in order to achieve success. This approach helps staff members to be informed about the school and their overall performance within the school.

Teacher Mentoring Programs: Hialeah has a mentoring program funded by the Wachovia grant. It permits the school to allocate a veteran teacher to mentor novice teachers on a weekly basis. In addition, grade level chairs and department heads are always supervising and providing assistance as needed.

Data/Information/Knowledge Management:

Data/Information/Knowledge Management: Results from the Organizational Performance Improvement Snapshot survey indicated that the staff at Hialeah Elementary has the knowledge and the ability to utilize data to monitor the progress of its employees and school functions. Additionally, the school constantly recognizes and celebrates the efforts of its employees.

Education Design:

Education Design Extended Learning Opportunities:

The Organizational Performance Improvement Snapshot survey indicated that the staff at Hialeah Elementary believes that their work products meet all requirements for high quality and excellence. Hialeah Elementary provides several extended learning opportunities for its students during the school year. The after-school programs include a number of clubs that promote self-confidence and social awareness. These clubs include chorus, violin and dance team. All these clubs perform throughout the year in the school as well as throughout the neighboring community. Also, the Art Appreciation Club and Science Club are conducted after school. Furthermore, some selected students attend the gifted program at Liberty City Elementary School, twice a week. Most importantly, Hialeah Elementary offers an after-school tutorial program for third through fifth grade students.

School Wide Improvement:

The Organizational Performance Improvement Snapshot survey indicated that the staff at Hialeah Elementary utilize and implement a school-wide improvement model. The researched-based school improvement model utilized by Hialeah Elementary School is the Plan-Do-Study-Act cycle, a data-driven results-oriented improvement model that in a spiral fashion addresses improving teaching and learning through data desegregation, instructional timelines, instructional focus, assessments, tutorials, enrichment opportunities for students, reinforcing learning through maintenance and monitoring progress. This model is in accordance with the philosophies of both Total Quality Management (TQM) and Effective Schools Research.

Advanced Courses Initiatives & Post Unitary Commitments:

Not applicable.

Performance Results:

Performance Results:

Based on the results of the Organizational Performance Improvement Snapshot, Hialeah Elementary has a strong leadership that sets direction for the school; involve employees in the creation of objectives and goals; addresses the level of satisfaction of its customers; considers and fosters team work to approach; and utilizes data to monitor progress.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will increase reading proficiency.

Needs Assessment

An assessment of the data reveals that 38 percent of third grade students scored below Level 3 on the FCAT Reading Test. Forty-four percent of grade four students scored below Level 3 on the FCAT, and 54 percent of fifth grade students failed to reach an achievement Level 3. Fifty one percent of students didn't make learning gains in, and 38% of students in the lowest 25% didn't make adequate progress. Students from third through fifth grade were less successful with (1) Reference and Research (2) Word Phrases (3) Main Idea. In addition, 38% of students in grade three scored below FCAT level three; 44% of students in fourth grade scored below FCAT level three; and 54% of students in grade five score below FCAT Level three.

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 based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement staff development in-services that will consist of teacher instructed workshops, such as data analysis and Sunshine State Standards (SSS) training to enhance proficiency in the delivery of reading instruction	Assistant Principal	8/8/2005	5/24/2006
Utilize grade level scope and sequence school-wide to teach the Sunshine State Standards to ensure reading benchmarks are taught.	Assistant Principal	8/8/2005	5/24/2006
Implement the Plan Do Study Act to guide reading instructions in grades three through five.	Assistant Principal	8/8/2005	5/24/2006
Continue, in first through third grade, the Comprehensive Assessment for Reading Strategies (CARS) and Strategies To Achieve Reading Success (STARS) to teach reading strategies, increase comprehension, provide practice with self-assessment and goal setting, and identify level of mastery for 12 reading strategies.	Reading Coach	8/8/2005	5/24/2006
Administer weekly assessments, correlated to grade level scope and sequence, to monitor student progress in reading.	Computer Specialist.	8/8/2005	5/24/2006
Identify FCAT Levels 1 and 2 students and provide them with small group tutoring interventions during the school day.	Assistant Principal	8/8/2005	5/24/2006
Continue an after school tutorial program for third, fourth and fifth grade students working below grade level in reading.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series-2003 Edition.

Professional Development

Based on the needs assessment, professional development training will include in-services on the following topics: 1. Training on computer software such as River Deep, FCAT Explorer, Success Maker, Snapshot and Accelerated Reader. 2. Training on data analysis of student's assessments. 3. Training on the reading scope and sequence. 4. Training on teaching strategies that cover all strands found in the FCAT Reading Test.

Evaluation

The scores of the 2006 FCAT Reading Test and weekly grade level assessments will be used to monitor progress towards the objective. Similarly, Accelerated Reader and STAR Reader scores will be used to monitor growth. CARS II Assessment will evaluate the tutorial program.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Student achievement for all subgroups in mathematics will increase.

Needs Assessment

An assessment of the data reveals that 28% of third graders scored below FCAT level three; 50% of fourth graders scored below FCAT level three; and 65% of fifth graders scored below FCAT level three. In addition, Forty eight percent did not make learning gains in grades three through five. Furthermore, students need to improve the mean score in each skill tested. For example, the mean point earned by content in third grade is 7 out of 12 possible points in number sense; 6 out of 8 in measurement; 5 out of 7 in geometry; 3 out of six in algebraic thinking and 5 out of seven in data analysis. The mean point earned by context in fourth grade is 6 out of 11 possible points in number sense; 4 out of 8 in measurement; 4 out of 7 in geometry; 4 out of 7 in algebraic thinking; and 3 out of seven in data analysis. The mean point earned by context in fifth is 4 out of 13 in number sense; 5 out of 11 in measurement; 6 out of 13 in geometry; 5 out of 11 in algebraic thinking and 5 out of 12 in data analysis.

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 based on the Sunshine State Standards, students in grades third through fifth will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act model for continuous improvement in mathematics in grades three through five.	Assistant Principal	8/8/2005	5/24/2006
Implement staff development in-services that will consist of teacher instructed workshops, such as Data Analysis and Sunshine State Standards (SSS) training to enhance proficiency in the delivery of instruction.	Assistant Principal	8/8/2005	5/24/2006
Utilize grade level scope and sequence school wide to teach the Sunshine State Standards to ensure all benchmarks are taught.	Assistant Principal	8/8/2005	5/24/2006
Establish an after-school tutorial program for fourth and fifth graders to assist students working below grade level mathematics.	Lead Teacher	8/8/2005	2/8/2006
Administer weekly assessments that are correlated to the grade level scope and sequence to monitor students' progress in mathematics.	Computer Specialist	8/8/2005	5/24/2006
Identify students who scored in Levels 1 and 2 on the FCAT Math Test and provide small group tutoring during the day to improve mathematics skills.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Math Series-2004 Edition

Professional Development

Based on the needs assessment, professional development training will include in-service on the following topics: 1. Training on data analysis of students' assessments, using Snapshot. 2. Training on computer software such as River Deep, FCAT Explorer and Success Maker. 3. Training on the math scope and sequence. 4. Training on teaching strategies that cover the five strand in mathematics (Number Sense, Measurement, Data Analysis, Algebraic Thinking and Geometry

Evaluation

The scores on the 2006 FCAT Math Test will evaluate this objective. Weekly grade level math assessments will be used to monitor progress towards the objective. CAMS II Assessment will evaluate the tutorial program.

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 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 3 STATEMENT:

Student achievement for all subgroups in writing will increase annually.

Needs Assessment

An assessment of the data reveals that 39% of fourth grade students did not attain mastery on the 2004-2005 FCAT Writing Test.

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 based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 77% of the students achieving high standards on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act model for continuous improvement in writing in grades three through five.	Assistant Principal	8/8/2005	5/24/2006
Expand grade level "Writing Topic of the Month" to allow all students an opportunity to experiment with various forms and styles of writing which include, but are not limited to Expository and Narrative writing forms.	Reading Coach	8/8/2005	5/24/2006
Expose all students to various topics and writing forms by planning writing lessons during special area blocks to increase student achievement in writing	Reading Coach	8/8/2005	5/24/2006
Invite community journalist and authors as guest speakers to educate and motivate our third and fourth grade students about the important role of acquiring good writing skills in school and how it affects their future endeavors.	Counselor	8/8/2005	5/24/2006
Continue "Write Time for Kids", a writing program in grades one through five, to strengthen students' writing skills and abilities.	Grade Level Chair	8/8/2005	5/24/2006
Utilize the writing component of the Comprehensive Research Based Reading Plan to teach the Sunshine State Standards and increase student achievement in writing.	Grade Level Chairperson	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading-2003 Edition

Professional Development

Based on the needs assessment of the writing objective, professional development training will include inservices on the following topics: 1. Training on data analysis of students' assessments. 2. All new teachers to grades three and four will be trained on how to score writing samples utilizing the FCAT rubric. 3. Training on comprehension of the writing scope and sequence. 4. Training on teaching strategies that cover narrative and expository writing forms.

Evaluation

The scores on the 2006 FCAT Writing Test, the school site developed Monthly Writing Topics document as well as district writing assessments will be used to monitor progress towards the objective.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Student achievement in science will increase to meet the district's mean scale score.

Needs Assessment

An assessment of data revealed that the mean scale score of fifth grade students in the 2005 FCAT Science score is 258. This score is below the district mean scale score. The assessment also revealed that the mean points earned by content need improvement in the following areas: Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 263 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act model for continuous improvement in science in grade five.	Assistant Principal	8/8/2005	5/24/2006
Implement "Train the Trainer" for teachers who will later disseminate the information to other teachers during their block planning and/or early release days in an effort to promote effective delivery of instruction in science.	Science Facilitator	8/8/2005	5/24/2006
Implement three grade level evening workshops that keep parents abreast of the curriculum being taught in science.	Grade Level Chair	8/8/2005	5/24/2006
Implement a Science Night Workshop for parents, affording them the opportunity to get acquainted with our science program expectations and provide them the opportunity to actively participate with their child's education.	Science Facilitator	8/8/2005	5/24/2006
Implement Promoting Science Among English Language Learners (P-SELL) to provide training and materials for third and fourth grade teachers.	Science Facilitator.	8/8/2005	5/24/2006
Follow the District's scope and sequence for science in fifth grade to aid the teachers in instructing the Sunshine State Standards.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

McGraw-Hill Science Series-2000 Edition

Professional Development

Based on the needs assessment, professional development training will include in-services on the following topics: (1) Training on data analysis of students' assessments. (2) Promoting Science Among English Language Learners (P-SELL) workshops will address hands-on experiments and instructional strategies.

Evaluation

This objective will be evaluated using results from the 2006 FCAT Science Test. In addition, the P-SELL assessment program will monitor progress towards the objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase parental involvement at Hialeah Elementary during the 2005-2006 school year.

Needs Assessment

Based on the 2004-2005 parental involvement logs, the total number of parents attending school activities was 1995.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Generate a compact that includes parents, teachers and students to inform parents about their child's education.	Community Involvement Specialist	8/8/2005	5/24/2006
Continue the parent computer workshops to instruct parents on how to navigate the Internet and assist their children with their assignments.	Community Involvement Specialist	8/8/2005	5/24/2006
Offer three grade level evening workshops that keep parents abreast of the curriculum being taught in our school.	Community Involvement Specialist	8/8/2005	5/24/2006
Continue Science/Math Night, Reading Under the Stars, Hispanic Heritage activities, Black History activities, and the harvest festival in order to increase parental involvement.	Community Involvement Specialist Grade/Department Level Chair Science Facilitator Media Specialist	8/8/2005	5/24/2006
Continue Report Card Day to increase more parental involvement.	Community Involvement Specialist/Assistant Principal	8/8/2005	5/24/2006
Establish the Parent Academy to help parents gain the experience and skills they need to assist their children.	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Based on the needs assessment, professional development will include in-services on the following topics:
 1. Parent workshops during morning and evening hours with emphasis on computer skills and strategies to help children succeed in school.
 2. Region/school based parent involvement workshops that address the need for parents to help their child achieve academically.

Evaluation

The objective will be evaluated using the parent sign-in logs. The Community Involvement Specialist will maintain records of workshops and activities taking place during the school year. These logs will be reviewed monthly to chart our progress. In addition, the monthly CIS report will be used to monitor progress towards the objective. Finally, the attendance roster of the Parent Academy will be used to determine additional results.

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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GOAL 6 STATEMENT:

Reduce the amount of discipline referrals.

Needs Assessment

Data from the counselor's office shows that teachers wrote 86 Students Case Management Referral Forms (SCAMS) during the 2004-2005 school year. A total of 165 were written during the 2003-2004 school year; however, the number of SCAMS written by teachers is not at the desired level.

Measurable Objective

Given the emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of Student Case Management Forms submitted 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
Continue the Child Study Team (CST) process to closely monitor and assist with students' behavior and academic progress.	Assistant Principal	8/8/2005	5/24/2006
Continue with monthly Character Education activities to showcase students' accomplishments and/or good behavior.	School Counselor	8/8/2005	5/24/2006
Continue monthly meetings with Discipline and Safety Committees to ensure a safe learning environment.	Assistant Principal	8/8/2005	5/24/2006
Continue with Peer Mediators in order to reduce conflicts among friends.	School Counselor	8/8/2005	5/24/2006
Continue meetings with counselor and teachers to discuss ways to address strategies to improve students' behavior.	Assistant Principal	8/8/2005	5/24/2006
Continue meetings with counselor and teachers to discuss ways to address strategies to improve students' behavior.	School Counselor	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable.

Professional Development

The counselor will attend various workshops and counselors' meetings related to behavior modification and increasing the children's self-esteem.

Evaluation

This objective will be evaluated by comparing the number of SCAMS issued during the 2004-2005 with the number of SCAMS issued in 2005-2006.

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

GOAL 7 STATEMENT:

All students will augment their usage of technology.

Needs Assessment

An analysis of computer logs indicated that on average, students spent 15 minutes per week using computers in the classroom. In addition, due to the low socioeconomic situation of many families, students do not have exposure to technology.

Measurable Objective

Given emphasis on the use of technology in education, all students will augment their usage of technology as evidenced by a 10% increase during the 2005-2006 school year compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue using Accelerated Reading in grades one through five to reinforce reading skills using technology	Reading Coach	8/8/2005	5/24/2006
Students will continue to use various computer programs to reinforce math and reading skills using technology (RiverDeep.com and Brainchild.com)	Computer Lab Specialist	8/8/2005	5/24/2006
Students will use FCAT Explorer in fourth and fifth grade to reinforce math skills.	Teachers Computer Lab Specialist	8/8/2005	5/24/2006
Continue to offer professional development on use of technology for teachers in order to enhance their abilities to use technology in the classroom.	Assistant Principal Comput Lab Specialist	8/8/2005	5/24/2006
Students in second and third grade will use Success Maker twice a week for twenty minutes to reinforce math and reading skills.	Computer Lab Specialist	8/8/2005	5/24/2006

Research-Based Programs

Success Maker and Brain Child.

Professional Development

Teachers will attend technology data analysis training.

Evaluation

This objective will be evaluated by looking at reports generated by Success Maker, FCAT Explorer, and Accelerated Reading.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

All students will to obtain silver and gold in the FITNESSGRAM Test

Needs Assessment

Data from the FITNESSGRAM Test Summary indicates that 259 students were tested in 2004-2005 school year. Thirty five percent did not obtained gold.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades three through five will increase five percent in the percentage of gold awards obtained on the 2006 FITNESSGRAM standards when compared to the 2005 FITNESSGRAM results

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength specificity of training.	Assistant Principal	8/8/2005	5/24/2006
Continue to offer the Dance Team in order to offer additional opportunities to participate in fitness activities.	Dance Team Coach	8/8/2005	5/24/2006
Continue with the annual Field Day to promote participation in physical activities.	assistant Principal	8/8/2005	5/24/2006
Develop an action plan for the school to insure input from the coaches to meet the goals and objectives as stated.	Assistant Principal	8/8/2005	5/24/2006
School site administrators will monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assitant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The 2005-2006 FITNESSGRAM assessment will be used to determine achievement of the objective.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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GOAL 9 STATEMENT:

Increase the number of students participating in after-school art club and chorus exhibitions.

Needs Assessment

Due to a rigorous academic curriculum, groups such as chorus and art need to meet after school. A total attendance from the after-school art program, Art Club funded by the Academic Excellence Program (AEP) and Hialeah Chorus sponsored by the school, shows that 52 students were enrolled during the 2004-2005 school year.

Measurable Objective

Given emphasis on the benefits of participating in after-school programs, the number of students enrolled in Art Club and Hialeah Chorus will increase by 10% during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to offer an after-school chorus to promote and develop young voices.	Assistant Principal	8/8/2005	5/24/2006
Continue to offer an after-school art club in order to give students opportunities to express themselves through painting and sculpturing.	Assistant Principal	8/8/2005	5/24/2006
Continue to participate in the Jose Marti Parade to offer students the opportunity to exhibit their talents to the community.	Assistant Principal	8/8/2005	5/24/2006
Take students to see the annual orchestra concert to increase awareness of classical music.	Assistant Principal	8/8/2005	5/24/2006
Promote participation in the 2006 Miami-Dade County Annual Student Show to showcase students' talents.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The 2005-2006 after-school attendance roster will be compared with the 2004-2005 after-school attendance roster.

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

GOAL 10 STATEMENT:

Hialeah 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 Florida Department of Education indicate that in 2003, Hialeah Elementary School ranked at the 47th percentile on the state of Florida's publication of the ROI index.

Measurable Objective

Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 47th percentile in 2003 to the 52nd 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	8/8/2005	5/24/2006
Collaborate with district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantages of a broader resource base. e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida's ROI index Hialeah Elementary will rank at the 52nd percentile.

EESAC Compliance

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

Budget:

The EESAC committee, along with the leadership team, planned and made decisions on the budget for the 2005-2006 school year. In addition, it was determined to inform the faculty about the financial status of the organization throughout the school year.

Training:

The EESAC committee has actively participated with the administration and determined meaningful training and support for the staff members.

Instructional Materials:

The EESAC committee has purchased additional instructional materials for the classrooms and special area classes.

Technology:

The EESAC committee has participated in the planning of the computer lab and the purchase of additional software and hardware for the classrooms.

Staffing:

The EESAC committee assisted with staffing by recommending and assisting the principal select the right candidates to work at Hialeah Elementary.

Student Support Services:

The EESAC committee, along the counselor, the leadership team and the Community Involvement Specialist, assisted planning and determining student support services.

Other Matters of Resource Allocation:

The EESAC committee discussed with the principal different options on how to allocate resources to areas in need of improvement.

Benchmarking:

The EESAC committee members assisted with the planning and execution of the curriculum map for the 2005-2006 school year.

School Safety & Discipline:

The EESAC committee addressed and suggested ways to maintain a safe and disciplined school by actively participating with the planning of school safety procedures.

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