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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3141 - Meadowlane Elementary School

*FeederPattern:* Hialeah Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Kevin Hart

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Meadowlane Elementary School*

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Meadowlane Elementary is a pre-kindergarten through grade five school that is 97 percent Hispanic and has more than 1200 students. Eighty percent of the students are on free and reduced lunch. The school is located in a totally Hispanic working class community in the city of Hialeah. Most of the students live in rental apartments and townhomes.

Meadowlane offers to its students a reading/language arts gifted program, Academic Excellence Program, and tutoring programs. Parents and students also have the opportunity to participate in a hands-on learning computer lab.

Meadowlane Elementary presents the following school improvement objectives for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grade three through five will improve their reading skills as evidenced by a five percentage point increase in the percent of students scoring FCAT Achievement Level of 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a five percentage point increase in the percent of students of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills by a five percentage point increase in students meeting high standards as measured by the 2005-2006 district developed pre/post test(s) writing results utilizing the FCAT Writing rubric when compared to the 2004-2005 district developed pre/post test(s).

Given instruction using the Sunshine State Standards, students in grade five will increase their science scores as evidenced by a five percentage point increase in students' scores as measured by the 2005-2006 school developed pre/mid/post test results.

Given the emphasis on parental involvement, Meadowlane Elementary will increase parental involvement as evidenced by increased participation in parent workshops by five percent in 2006 as compared to 2005.

Since response to fire drill time could be improved, students will decrease the number of minutes it takes to complete the drill by three percent.

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 5% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade 4-5 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running

the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Given that only 40 students are currently enrolled in the Academic Excellence Program, the number of participants will be increased by 10 percent.

Meadowlane Elementary School will rank at or above the 60th percentile state-wide in the ROI index of value and cost effectiveness of its programs.

Based on the self-assessment that all employees completed, the two areas for improvement at Meadowlane Elementary are 1.) soliciting ideas from the faculty and 2.)informing staff on how the school is doing financially. These two concerns were expressed in the Organizational Performance Improvement Snapshot. To improve these two targeted areas, the principal will invite faculty participation in providing ideas and will discuss budgetary restrictions and allowances at scheduled 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.

## Meadowlane Elementary School

### VISION

The vision of Meadowlane Elementary is to establish an educational partnership with the home, school, and community that provides students with an optimal learning environment.

### MISSION

Meadowlane Elementary will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application, and abstract thought, while inspiring and stimulation intellectual curiosity that will guide our learners throughout their lives.

### CORE VALUES

Meadowlane Elementary believes that:

- Every child has the potential to succeed
- Every educator has the ability to find and nurture the gifts and talents of our students
- By working together with parents and the community, our students achievement will be greatly enhanced.

## *School Demographics*

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Meadowlane is a pre-kindergarten through grade five school that is 97 percent Hispanic, two percent White, one percent African-American and one percent Other. The school is located in a largely Hispanic working class community in the city of Hialeah. Most of the students live in rental apartments or townhomes. Meadowlane has more than 1200 students. Eighty percent of the students are on free and reduced lunch. Meadowlane Elementary is a Title I funded school.

Meadowlane was established in 1957 and is located at 4280 W. 8th Avenue, Hialeah, Florida. There are four main classroom buildings, one with four wings and two pods. These four major structures are augmented by three portables, a media center, a kindergarten building, and an office/cafeteria complex. Every classroom has a minimum of three computers with Internet access. The school also has its own server that supports SuccessMaker Enterprise (integrated learning system). The media center houses a closed circuit television system. There is one art room, one music room and one computer lab on the premises.

The school offers students an extensive after-school and Saturday program. Additionally, academically talented students have the opportunity to participate in chess and Academic Excellence classes. The computer lab is also available to both parents and students after school for enrichment and supplementary activities.

Meadowlane has excellent and dedicated teachers. We believe that our responsibility is to our students first and to the community and the society that we serve. We maintain a positive teaching and learning environment. The staff is comprised of 102 full-time staff members and 21 part-time staff members. Of this group, there are three administrators, 50 classroom teachers, four exceptional student teachers, two guidance counselors, 21 special teachers, 13 paraprofessionals, six clerical employees, six custodians, 11 cafeteria workers, and three security monitors.

# *School Foundation*

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## ***Leadership:***

According to the findings of the Organizational Performance Improvement Snapshot, the leadership of Meadowlane Elementary is strong in setting direction for the school and in sharing the mission and vision, as evidenced by an average score of 4.7. The principal creates a positive working environment and involves his employees in the operation of the school. The administrative team is knowledgeable about scientifically-based research and practice on teaching and learning, and they are the driving force in increasing student academic achievement. Their experience as educators and leaders is recognized in the results of the Organizational Performance Improvement Snapshot.

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

Meadowlane employees are involved in the development of the goals and objectives of the school. The Organizational Performance Improvement Snapshot reveals an average score of 4.7 which shows that the staff feels that the strategic planning process includes an analysis of regulatory and legal requirements, consistent with state and District goals, and that the work location's strategic objectives are supported by action plans that include timelines and resource allocations, including personnel.

## ***Stakeholder Engagement:***

Parents and students at Meadowlane are highly satisfied with their level of engagement. The average score in this category of the OPI Survey is 4.6. The work location scored high in communicating the needs of present and future stakeholders. Customer satisfaction is determined through parent surveys, participation in parent workshops, and by the daily interaction of the Community Involvement Specialist with the parents and students. Parents are also able to communicate their needs by visiting our Parent Resource Center.

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

Meadowlane takes a team approach to the overall function of the school. Employees collaborate to accomplish Meadowlane's strategic objectives. The Organizational Performance Improvement Snapshot reveals that the work location promotes a work environment that supports professional growth, safety, satisfaction, and motivation for all of its employees. The average score of 4.6 shows the feelings of the staff.

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

Meadowlane utilizes data to monitor the progress of its employees and school functions. The average score on the OPI Survey in this category is 4.7. Data-driven decision making is stressed in trainings provided at grade group meetings. Test results and comparison data determine the appropriateness of the educational materials and the technology that is used.

## ***Education Design:***

Meadowlane manages the key processes of the school to maximize growth and achievement. Some specific opportunities are provided through extended learning programs after school and on Saturdays, computer lab use,

mentoring and paraprofessional assistance. Applying the Eight-Step Continuous Improvement Model, FCAT results are utilized to adjust services provided according to the areas in need of improvement. The average score on the OPI Survey in this category is 4.6.

***Performance Results:***

Our work location is quite effective in improving performance results as revealed by a score of 4.6 on the OPI Survey. Employees who responded to the Organizational Performance Improvement Snapshot believe that Meadowlane excels in reporting product and service performance results. This process has positively impacted student achievement.

## 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 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 1 STATEMENT:**

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

### **Needs Assessment**

Results of the 2005 FCAT Reading test indicate that 73 percent of students in grades three through five are reading at or above grade level as compared to 63 percent of students the previous year. 72 percent of students made a years worth of progress in reading and 65 percent of struggling students made a years worth of progress. All subgroups met adequate yearly progress. According to 2005 Stanford Achievement Test, 2nd grade reading results students who are now in the 3rd grade need to improve in main idea. Based upon the 2005 grade 3 reading data results, students who are now in the 4th grade need to improve in Main Idea/Purpose and Comparisons. The 2005 4th grade reading data shows that students who are now in 5th grade need to improve in Word/Phrases.

### NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three through five will improve their reading skills as evidenced by a five percentage point increase in the percent of students scoring FCAT Achievement Level of 3 or higher on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer reading test taking skills workshops to Meadowlane parents to help students prepare for standardized reading test.	Administrators Reading Coaches Title-I Specialist PTA Teachers	8/8/2005	5/24/2006
Target lowest 25% and retainees in third grade to participate in the after-school remediation program to improve reading achievement.	Administrators Reading Coaches Third Grade Teachers After-School Tutors	8/8/2005	5/24/2006
Utilize reading coaches to model lessons, support, and assist teachers in enhancing student achievement in reading.	Administrators Reading Coaches	8/8/2005	5/24/2006
Utilize reading coaches to model lessons, support, and assist teachers in enhancing student achievement in reading.	Administrators Reading Coaches	8/8/2005	5/24/2006
Revise and implement grade-level developed Sunshine State Standards (Higher Order Thinking Skills) scope and sequence reading curriculum in grades two through five to improve the performance of students on the FCAT Reading.	Administrators Reading Coaches Teachers in grades two through five	8/8/2005	5/24/2006
Analyze the data of student assessment in Kindergarten through fifth grade, to immediately target specific students' critical needs.	Administrators Reading Coaches Teachers in Kindergarten through Fifth	8/8/2005	5/24/2006

## Research-Based Programs

SuccessMaker, Houghton-Mifflin Reading Series, Riverdeep, Voyager Passport, DIBELS

## **Professional Development**

Houghton-Mifflin Training

### **Evaluation**

Students will be assessed quarterly with DIBELS. Monthly and quarterly assessments will be given to monitor student progress and redirect learning activities. The monthly assessments will be based on the lowest reading strands on the 2005 FCAT Reading Test, student achievement and a scope and sequence.

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

### *Miami-Dade County Public Schools*

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

### **GOAL 2 STATEMENT:**

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.

### **Needs Assessment**

Results of the 2005 FCAT Mathematics test indicate that 70 percent of students in grades three through five scored at or above grade level as compared to 62 percent of students the previous year. Sixty-seven percent of students made a years worth of progress in mathematics as compared to 62 percent of students the previous year. All subgroups met adequate yearly progress. According to the 2005 Stanford Achievement Test, 2nd grade mathematics results, students who are now in the 3rd grade need to improve in geometry and measurement. Based upon the 2005 grade 3 mathematics data results, students who are now in the 4th grade need to improve in Number Sense, Algebraic Thinking and Data Analysis. The 2005 4th grade mathematics data shows that students who are now in 5th grade need to improve in Number Sense.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a five percentage point increase in the percent of students of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Hold workshops for Meadowlane parents that provide information about mathematics computation and application skills that appear on the SAT-10 and FCAT to improve the performance of students on the standardized tests.	Title I coordinator Selected teachers Community Involvement Specialist	8/8/2005	5/24/2006
Use SuccessMaker Mathematics courseware IPM data and reports to monitor monthly progress and student gains.	Administrators Teachers Technology Coordinator	8/8/2005	5/24/2006
Provide individualized FCAT strategies and materials to students with disabilities that will address remediation in the Sunshine State Standards (SSS).	Administrators ESE teachers General education teachers	8/8/2005	5/24/2006
Implement SuccessMaker Math Concepts and Skills Spanish software for LEP students that will emphasize remediation and practice in the Sunshine State Standards.	Administrators ESOL teachers General education teachers Technology coordinator	8/8/2005	5/24/2006
Follow a grade level scope and sequence that incorporates the District scope and sequence to ensure that all strands are covered each nine weeks.	Administrators Teachers	8/8/2005	5/24/2006
Provide students with extra support utilizing the SuccessMaker Mathematics courseware for daily use and practice.	Administrators Teachers Technology coordinator	8/8/2005	5/24/2006

## Research-Based Programs

Scott-Foresman Mathematics Program, SuccessMaker, Riverdeep

## **Professional Development**

Teachers will share ideas and strategies at weekly grade-level meetings. Administrators will share information regarding upcoming district initiatives. Staff members who attended the Summer HEAT math workshops will share information with other teachers.

## **Evaluation**

This objective will be evaluated by the 2006 FCAT Mathematics Test as evidenced by a five percentage point increase in the percent of students of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT. Teachers will monitor student progress through weekly assessments correlated to the textbook and the District Scope and Sequence.

### 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"/>

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

**GOAL 3 STATEMENT:**

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of writing.

**Needs Assessment**

Based on the 2005 FCAT data students in fourth grade scored higher in both narrative and expository than the state-wide average. Although expository scores exceeded the state-wide average, they were lower than our narrative scores.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills by a five percentage point increase in students meeting high standards as measured by the 2005-2006 district developed pre/post test(s) writing results utilizing the FCAT Writing rubric when compared to the 2004-2005 district developed pre/post test(s).

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a Sunshine State Standards Writing workshop for fourth grade parents to provide tips on how to help their children improve writing achievement.	Administrators Title I Coordinator Reading Coaches Community Involvement Specialist	8/8/2005	5/24/2006
Implement small group intervention to support low achievers/LEP/SWD students in writing using multimedia and word processing software in the computer lab.	Classroom teachers Technology Coordinator Technology Paraprofessional	8/8/2005	5/24/2006
Implement cross-grouping by student writing level in order to maximize level of achievement.	Administrators Fourth grade teachers Reading Coaches	8/8/2005	5/24/2006
Implement Saturday Academy Writing Clinics prior to the FCAT Writing+ Test.	Administrators Reading Coaches Fourth Grade Teachers	8/8/2005	5/24/2006
Provide a Writing Across the Curriculum program for teachers who will provide tips to students in order to improve writing skills (i.e. modeling, intervention, peer editing) while monitoring their progress monthly.	Administrators Reading Coaches	8/8/2005	5/24/2006
Utilize mentors to new fourth grade teachers to assist and model instructional techniques for writing process.	Administrators Reading Coaches Select Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Houghton-Mifflin Reading Program

## Professional Development

Zelda-Glazer Writing Institute

## **Evaluation**

This objective will be evaluated by the scores of the 2005-2006 district developed pre/post FCAT Writing Test. Monthly writing tests will provide a formative assessment which will be used to monitor progress toward 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.)

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

### *Miami-Dade County Public Schools*

#### *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 4 STATEMENT:***

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of science.

### ***Needs Assessment***

The mean scale score for the 2005 FCAT-Science at Meadowlane was 16 points under the state scale score of 296. Areas of weakness include: Physical and Chemical, Earth and Space, and Life and Environmental.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science scores as evidenced by a five percentage point increase in students' scores as measured by the 2005-2006 school developed pre/mid/post test results.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Science Link Connection from the Houghton Mifflin reading series.	Classroom Teachers	8/8/2005	5/24/2006
Utilize Riverdeep Science Software to support student understanding of science skills.	Classroom teachers Technology Coordinator Technology Paraprofessional	8/8/2005	5/24/2006
Conduct monthly classroom experiments and other activities to promote authentic learning experiences and greater awareness of science.	Administrators Classroom teachers	8/8/2005	5/24/2006
Emphasize the on going cross-curricular utilization of the scientific method as a problem-solving tool applicable to all grade-levels and culmination with a school-wide Science Fair.	Administrators Classroom Teachers Title I Coordinator	8/8/2005	5/24/2006
Offer science project informational workshop to Meadowlane parents to help students prepare for the Science Fair and to enhance science skills. Distribute the packet "Helping Your Child Learn Science" from the DOE website.	Administrators Title I Coordinator	8/8/2005	5/24/2006
Implement school designed pre/mid/post formative assessments and utilize assessment data as a tool to analyze progress and guide instruction/remediation according to the Florida Sunshine State Standards/CBC.	Administrators Classroom teachers	8/8/2005	5/24/2006

## Research-Based Programs

McGraw-Hill Science Program

## Professional Development

Summer Heat Workshops

## **Evaluation**

This objective will be evaluated by the mean scale scores as evidenced by a five percentage point increase in students' scores on the 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.)

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"/>

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

### **GOAL 5 STATEMENT:**

Meadowlane Elementary will increase communication with parents.

### **Needs Assessment**

Last school year 2679 parents attended seminars and meetings at Meadowlane. Our need is to increase this number. For this school year, our plans include providing parent workshops/meetings on the following topics: Title I Orientation/Open House, Making Reading Fun, FCAT Reading, FCAT Mathematics, Test Taking Skills, Science Fair Information, and Parenting Skills. The use of sign-in sheets will indicate the degree of participation. We will further assess desirable topics by administering a parent needs survey to learn what the parents would like. Since most of our presentations have been in the morning, we will now include some evening meetings to increase the participation of fathers and working mothers. We will continue sending home frequent letters and flyers in English and in Spanish to inform the parents about school policies and events and to invite their involvement in the education of their children. School climate surveys will reveal further needs.

## Measurable Objective

Given the emphasis on parental involvement, Meadowlane Elementary will increase parental involvement as evidenced by increased participation in parent workshops by five percent in 2006 as compared to 2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide workshops that are of high interest to parents	Title I Coordinator Community Involvement Specialist	8/8/2005	5/24/2006
Advertise meetings and workshops in flyers printed in English and Spanish	Title I Coordinator	8/8/2005	5/24/2006
Offer door prizes to attendees	Community Involvement Specialist	8/8/2005	5/24/2006
Send home monthly calendars announcing meetings, seminars, workshops and other events	Title I Coordinator Data Input Clerk	8/8/2005	5/24/2006
Produce a Meadowlane Newsletter which informs parents of school happenings and how they can be involved.	Academic Excellence Sponsor Data Input Clerk Principal	8/8/2005	5/24/2006
Display important dates and meetings on the school marquee	Title I Coordinator Security Monitor	8/8/2005	5/24/2006

### Research-Based Programs

When it comes to parent involvement and its influence, the knowledge base is broad and clear. The most comprehensive survey of the research is a series of publications developed by Anne Henderson and Nancy Berla. *The Evidence Grows* (1981); *The Evidence Continues to Grow* (1987); and *A New Generation of Evidence: The Family is Critical to Student Achievement* (1995). Citing more than 85 studies, these publications document the profound and comprehensive benefits for students, families, and school when parents and family members become participants in their children's education and their lives.

### Professional Development

Most of the presenters at our workshops will be teachers who are experts in reading, mathematics or science. These teachers have attended inservices and have done research in the field. They have also created Power Point presentations used to clarify the information to the parents. For this school year, our plans include providing parent seminars/meetings on the following topics: Title I Orientation/Open House, Making Reading Fun, FCAT Reading, FCAT Mathematics, Test Taking Skills, Science Fair Information, and Parenting Skills. The use of sign-in sheets will indicate the degree of participation.

## **Evaluation**

The number of parents in attendance as revealed by sign-in sheets will be counted and compared to last year. School climate surveys will be reviewed for suggested improvements.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

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*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

The goal of Meadowlane Elementary is to decrease fire drill completion time.

**Needs Assessment**

Currently, fire drill evacuation takes a total of 6.2 minutes to complete. This time needs to be decreased.

## Measurable Objective

Since response to fire drill time could be improved, students will decrease the number of minutes it takes to complete the drill by three percent.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coach teachers to exit their rooms promptly.	Principal	8/8/2005	5/24/2006
Teach a lesson on fire safety/fire drill procedures	Physical Education teachers K-1 teachers	8/8/2005	5/24/2006
Review at faculty meetings the school map that highlights appropriate exits	Administrators	8/8/2005	5/24/2006
Identify and review manual for Procedures for Safe Learning Environment	Administrator	8/8/2005	5/24/2006
Conduct a fire drill practice by grade level.	Administrator Classroom teachers	8/8/2005	5/24/2005

## Research-Based Programs

Stop, Drop, and Roll Fire Safety Program

## Professional Development

Fire safety training provided by the Hialeah Fire Department.

## Evaluation

The number of minutes required to evacuate the school will be decreased by three percent as compared to last year's average time.



## 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 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 7 STATEMENT:***

Meadowlane Elementary will increase the use of technology in order to improve student achievement.

### ***Needs Assessment***

Usage reports show that student time spent on SuccessMaker can be increased. According to the SuccessMaker usage reports, the amount of time that students are actively engaged with the program correlates to their FCAT achievement.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 5% increase 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
Utilize SmartBoards to enhance student learning	Classroom teachers Computer lab teacher Computer lab aide	8/8/2005	5/24/2006
Implement an incentive program within each classroom to encourage student participation.	Classroom teachers Technology Coordinator	8/8/2005	5/24/2006
Utilize prediction reports to guide application of SuccessMaker.	Technology Coordinator Classroom Teachers	8/8/2005	5/24/2005
Utilize the computer lab during and after school.	Administrators Classroom teachers Technology Coordinator Technology Paraprofessional	8/8/2005	5/24/2006
Generate grade level reports to monitor progress during grade level meetings.	Administrators Grade Level Chairpersons Technology Coordinator	8/8/2005	5/24/2006

## Research-Based Programs

SuccessMaker Enterprise

## Professional Development

SuccessMaker Training

SmartBoard Training

## Evaluation

This objective will be met when the usage reports reveal a five percent increase in the amount of time spent on the program.

## 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 type="checkbox"/>

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

**GOAL 8 STATEMENT:**

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

**Needs Assessment**

The 2004-2005 Fitness Gram Test shows that 178 of the students tested achieved the Gold Standard while 252 students achieved the Silver Standard.

## Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade 4-5 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize running, walking, and other activities that improve cardiovascular and muscular strength.	Physical Education Teachers	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	8/8/2005	5/24/2006
Develop an action plan for Meadowlane to insure meeting the goals and objectives as stated.	Physical Education Teachers	8/8/2005	5/24/2006
Continue the Fit to Achieve Program for grades K-5.	Physical Education Teachers	8/8/2005	5/24/2006
Continue Jump for Heart program.	Physical Education Teachers	8/8/2005	5/24/2006
Administer a Fitness Gram Pre-test to determine baseline measures.	Physical Education Teachers	8/8/2005	5/24/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal	8/8/2005	5/24/2006

### Research-Based Programs

Fitness Gram, Fit to Achieve Program, Safety Walk

### Professional Development

Fitness Gram Training for Physical Education teachers as provided by the District.

### Evaluation

This objective will be evaluated by scores on the 2005-2006 Fitness Gram Test as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

## 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 type="checkbox"/>

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

**GOAL 9 STATEMENT:**

Meadowlane Elementary will increase enrollment in the Academic Excellence Program.

**Needs Assessment**

Results of the 2005 FCAT indicate that students who are involved in the Academic Excellence Program score higher because of their increased exposure to critical thinking skills. We will increase the amount of students participating in this program by 50 percent.

## Measurable Objective

Given that only 40 students are currently enrolled in the Academic Excellence Program, the number of participants will be increased by 10 percent.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student participation in chess.	Academic Excellence Teachers	8/8/2005	5/24/2005
Teach students using a hands-on approach with great emphasis on critical thinking and problem solving.	Academic Excellence Teachers	8/8/2005	5/24/2005
Emphasize computer activities with the SMARTBoards.	Academic Excellence Teachers Technology Coordinator	8/8/2005	5/24/2005
Send home flyers encouraging eligible students to enroll.	Administrators	8/8/2005	5/24/2005
Create a school newsletter with students quarterly.	Academic Excellence Teachers	8/8/2005	5/24/2005

## Research-Based Programs

SuccessMaker

## Professional Development

Academic Excellence teachers attend District sponsored trainings.

## Evaluation

Students will be evaluated using teacher-made tests. We will also incorporate District assessments as a progress monitoring tool.

Attainment of this objective will be evaluated by a 10 percent increase in the number of participants and comparing it to the 40 currently enrolled.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Meadowlane Elementary will achieve a high return on investment score of 48 percent.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Meadowlane Elementary School ranked at the 46th percentile on the state of Florida ROI index.

## Measurable Objective

Meadowlane Elementary School will rank at or above the 60th percentile state-wide in the ROI index of value and cost effectiveness of its programs.

## 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
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Administrators	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage 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

Houghton-Mifflin Reading Series, Scott-Foresman Math Series, McGraw-Hill Science Series

## Professional Development

Houghton-Mifflin Training, Summer HEAT courses

## Evaluation

On the next state of Florida ROI index publication, Meadowlane Elementary School will show progress toward reaching the 60th percentile.



## *EESAC Compliance*

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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 Educational Excellence School Advisory Council (EESAC) reviewed the school budget, offering recommendations as needed in support of the school's goals and objectives. For example, purchasing Voyager Passport and Soar to Success Programs was approved.

### ***Training:***

The EESAC collaborated with the administration to devise staff development activities to address the needs identified in the School Improvement Plan (SIP). For example, Smartboard training was made available to all teachers.

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

The EESAC actively participated in the selection of instructional materials in support of those instructional goals outlined in the SIP. For example, Voyager Passport Program was secured for after school tutoring.

### ***Technology:***

The EESAC reviewed the technology objectives, offering recommendations as needed in support of the school goals. Additional teachers are receiving Smartboards in their classrooms due to the recommendations of the EESAC.

### ***Staffing:***

The EESAC collaborated with the administration to suggest staffing needs identified in the SIP. For example, a part-time security monitor was approved by EESAC.

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

The EESAC actively participated in the selection of student support services, where necessary, to augment the SIP. The EESAC facilitated utilizing Children's Psychiatric Center's services, via the counselors, to provide parents with on-going parenting skills workshops.

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

The EESAC collaborated with the administration to secure funds in support of the SIP objectives. Consumable primary handwriting books were purchased.

***Benchmarking:***

The EESAC reviewed the benchmarking activities, offering recommendations as needed, in support of the school's goals and objectives. For example, members will examine DIBELS scores every nine weeks to ensure student progress.

***School Safety & Discipline:***

The EESAC allotted funds to hire security monitors.

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*

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*UTD Steward*

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*EESAC Parent Representative*

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*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*