
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3341 - Miami Shores Elementary School

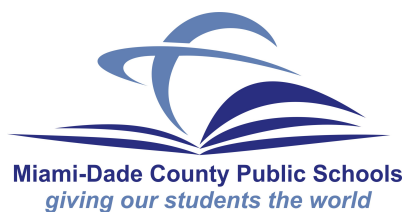
FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Sherry Krubitch

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Shores Elementary School

Miami Shores Elementary School, a historically designated building, was established in 1929 in the Art Deco style. It is a prekindergarten through fifth grade configuration with a membership of 925 students. Situated on 8 acres in Northeast Miami-Dade County, Miami Shores Elementary sits amid a well kept surrounding community. Most of the families of students who attend this school are middle to lower economic status. This school's boundaries encompass four surrounding areas: Miami Shores, Biscayne Park, El Portal, and unincorporated Miami-Dade County. The student population is 13 percent White, 63 percent Black (this number includes African American and Haitian students), 20 percent Hispanic, and 4 percent Asian/Indian Multiracial. Seventy-one percent of the students qualify for free or reduced price meals. Twelve percent of the students speak Spanish as their first language and 21 percent of the students speak Creole as their first language. Twelve percent of the students are considered as Limited English Proficient (LEP) students. After analyzing and evaluating data in the areas of reading, mathematics, writing, and science, scores on the Florida Comprehensive Assessment Test (FCAT), School Demographic and Academic Profile, the Stanford Achievement Test (SAT) results, and school climate parent-teacher-student surveys, and data charts, the Educational Excellence School Advisory Council (EESAC) has identified ten objectives as schoolwide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, the percent of students meeting high standards will increase by three percentage points when comparing the results of the 2004-2005 administration to the 2005-2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percent of students meeting high standards will increase by two percentage points when comparing the results of the 2004-2005 administration to the 2005-2006 administration of the FCAT Mathematics Test.

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

Given instruction using the Sunshine State Standards, all grade four students will increase their writing skills as evidenced by an increase of one percent of the students scoring at or above mastery level on the 2006 administration of the FCAT Writing Test.

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

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points in the number of parents attending school related school-sponsored events during the 2005-2006 school year as compared to the 2004-2005.

Given implementation of a schoolwide discipline plan, students will improve their attendance as evidenced by a two percent increase for the 2005-2006 school year.

Given schoolwide attention to instruction and practice in the use of computer technology, teachers' ability to use computers to infuse technology throughout the curriculum in order to strengthen student critical thinking and application skills will improve by ten percent, as measured by the pre-test given in September 2005 compared to the post-test given in May 2006, by the district's Milken and Florida Education Technology Corporation (FETC) teacher instruments.

Given instruction using the Sunshine State Standards, the percent of students scoring in the gold and silver categories in the FITNESSGRAM Physical Fitness Testing Program will increase by three percentage points in the 2005-2006 administration.

Given encouragement and support the LEP and SWD, student participation in the musical performing groups will increase by five percent in the 2005-2006 school year.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, the learning gains for students at Miami Shores Elementary School on the State of Florida ROI index will increase by two percentage points while program costs will remain the same.

Using the Organizational Performance Self-Assessment Survey, Miami Shores Elementary School has identified several areas of institutional weakness concerning the challenges the school faces in internal daily operations and in interactions with staff, parents, and the community: Strategic Planning and Business Results. In order to remediate these weaknesses and improve upon these two areas staff, parents, and community members will be encouraged to participate in business planning and the decision making process for the school through grade level planning meetings, Instructional Improvement Team meetings, faculty meetings, PTA meetings, EESAC meetings and nine week surveys.

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.

Miami Shores Elementary School

VISION

Miami Shores Elementary School is committed to providing a challenging, diversified curriculum and a safe, secure school environment in which all students will succeed, regardless of their cultural background and/or socio-economic status. A total school effort will be placed on developing, coordinating, and implementing activities and programs, with the use of technology as the basis of instruction and emphasis on the academic disciplines, to improve student achievement. The staff, parents, and community members envision our students becoming lifelong learners and productive contributors to our society.

MISSION

The mission of Miami Shores Elementary School is to provide a safe environment that will foster self-directed learning, good citizenship, and high scholastic achievement. We will emphasize parental involvement and encourage the total development of the child within our multi-ethnic population and within our constantly changing world.

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.

School Demographics

Miami Shores Elementary School, a historically designated building, was established in 1929 in the Art Deco style. Situated on 8 acres in Northeast Miami-Dade County, Miami Shores Elementary School sits within a middle class community of homes. It is a prekindergarten through fifth grade configuration with a membership of 925 students. The percent of student attendance is 96.0. The percent of student suspensions is .04. The percent of student retentions is 3.7. The school offers several specialized programs such as an ESE program, full-time Gifted program, an ESOL program, a state-of-the-art technology program, and a Parent Access Center. Each of our school-based leaders has had success improving student achievement.

All of the instructional staff are certified and qualified. The instructional staff attendance is 96.1. The demographics of our current instructional staff are as follows: 57 teachers comprised of 48 females and 9 males; 40 percent White, 35 percent Black, and 25 percent Hispanic; 7 teacher aides with 5 being female and 2 male, 1 percent White, 29 percent Hispanic, and 57 percent Black. The percent of instructional staff attendance is 96.0. The ethnic/racial makeup of the student population is 13 percent White, 63 percent Black (this number includes African American and Haitian students), 20 percent Hispanic, and 4 percent Asian/Indian Multiracial. Seventy-one percent qualify for free or reduced price meals. Twelve percent of the students speak Spanish as their first language and twenty-one percent of the students speak Haitian Creole as their first language. Sixteen percent of the students are considered as Limited English Proficient (LEP) students. Two percent of the students are ESOL Level I, one percent of the students are ESOL level II, four percent of the students are ESOL Level III, and nine percent of the students are ESOL Level IV. Fourteen percent of the students are considered as Exceptional Student Education (ESE) students. The ESE program services the following student population: 88 with Specific Learning Disabilities, 39 Speech and Language Impaired, 4 Educably Mentally Handicapped, 1 Autistic, and 1 Orthopedically Impaired. The percent of ESE students participating in full day Inclusion is 7.0. The school also houses a full-time Gifted program for 101 students. The average class size teacher to student ratio is 1:25.

The FITNESSGRAM Physical Fitness Test showed that 296 students were tested and only fifty-one percent out of ninety-nine percent tested were award winners. Twenty-two percent of the students earned a gold award, thirty-two percent earned a silver award, and twenty-seven percent did not earn an award. There were 3 Group IV Violations (serious incident reports) during the 2004-2005 school year. The Facilities Management Report showed that there were thirteen items: six corrected items, six uncorrected items and one not valid item. The Financial Management Report showed that Miami Shores Elementary School is in the middle third of all elementary schools in the state on money spent per student.

School Foundation

Leadership:

The administrative team maintains that the school's culture of student achievement, student involvement, teacher performance, quality administrative leadership and parental and community involvement are paramount. The mission/vision of the school are publicized daily and a safe, secure work environment is provided for all stakeholders.

District Strategic Planning Alignment:

All stakeholders, administrators, parents, teachers, students, and community members, are involved in developing and implementing all goals, programs, and decisions for the school. More emphasis will be placed on involving more stakeholders through information made available in grade level planning meetings, Instructional Improvement Team meetings, faculty meetings, PTA meetings, EESAC meetings and nine week surveys.

Stakeholder Engagement:

The administrative team, teachers, and school staff, work diligently to create customer satisfaction at Miami Shores Elementary School. A strong school alliance, a committed staff, and a well-rounded curriculum, are critical to the school's success to deliver an educational program that will ensure the total development of the child. Students, staff, parents, and community members will participate in weekly, monthly and bi-monthly meetings to become more involved and informed.

Faculty & Staff:

The teaching staff and faculty members at Miami Shores Elementary School are supported and recognized for a job well done. Support is provided for all teachers focusing on beginning and transfer teachers. Teachers are provided with appropriate opportunities for professional development at the school, region, and district level to enhance student achievement. Miami Shores Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in both district and site-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their new environments. The annual contract teachers are assigned a Professional Growth Team comprised of members who are mutually agreed upon by them and the site administration. Scheduling accommodations are made for mentoring teachers so that they can assist annual teachers in: (1) lesson planning [plans are submitted for review to an administrator the week before implementation to encourage well-planned teaching and learning experiences]; (2) successful teaching practices [via collegial classroom visitations]; and (3) rendering support that focuses on the successful completion of teaching requirements. The Annual Teachers' activities are documented in activity logs which are maintained by the Professional Growth Teams to relate necessary feedback for growth.

Data/Information/Knowledge Management:

Data is disaggregated and used at the school level to increase knowledge and information concerning student's academic needs. Data is also used in survey format for students, parents, teachers and community members to enhance the knowledge base for administrators and teachers, to improve the school environment. The use of data has assisted us in collaborating with parents, peers, and experts and helped us to contribute to content-related knowledge and communication within the school and community environments.

Education Design:

The daily educational program at Miami Shores Elementary School is customized to meet the needs of our multi-ethnic student population. Within our student population there are several key student groups (gifted, SWD, LEP, academic excellence, remedial and retained) whose academic needs vary from a challenging instructional program to a remedial instructional program. Miami Shores Elementary School provides extended learning opportunities for all students such as personalized tutoring during the school day, Monday through Friday from September to March, for all Level 1 students and other identified students seeking additional assistance in reading, science, mathematics, and writing. Each day of the week, any student can receive help with needed skills and/or FCAT preparation. Clubs and afterschool activities are structured around FCAT skills, (chess club, computer club, etc.) Level I students remain afterschool to receive individualized tutoring in reading, science, mathematics and writing. Retained third grade students and rising second grade Level 1 students are given the opportunity to attend summer school for further remediation. The research-based School Improvement Model at Miami Shores Elementary School is the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model successfully implemented fully by the Brazensport School District in Texas. This will be the second year of implementation at Miami Shores Elementary School, which will include professional development for the administrative team, Instructional Improvement Team, and staff. All steps of the model will be implemented again this year.

Performance Results:

The Organizational Performance Self Assessment Survey showed that in all six areas customer satisfaction is high. Stakeholders are generally satisfied with the total operation of the school. The survey did identify two areas of institutional weakness concerning the challenges the school faces in internal daily operations and in interactions with staff, parents, and the community. These are Strategic Planning and Business Management. In order to remediate these weaknesses and improve upon these two areas, staff, parents, and community members will be encouraged to participate in the business planning and the decision making process for the school by attending weekly, monthly, and bi-monthly meetings.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Attract

1. Advertised open position's on District's website.
2. Began interviewing teacher candidates for positions January/2005 for the 2005-2006 school year.
3. Held an informational meeting about the school for interested teachers.
4. Held a "Welcome" breakfast for new and transfer teachers to welcome them to the school.

Retain

1. Keep new and transfer teachers informed of school policies, procedures, best practices, inservices, etc.
2. Provide teacher workday breakfasts with all teachers and administrators.
3. Provide gift incentives for all holidays and special occasions.
4. Attendance awards are given out at faculty meetings.

During the 2005-2006 school year, all Reading teachers are certified and quality instructors. One-Hundred percent of them have been trained in the 8 Step Continuous Improvement Model.

MILAGROS ARZOLA Employee # 263757/ Certification: Primary Education (Grades K-3), English (Grades 6-12)/ Teaching Assignment: Kindergarten

JOSEPH AZAEL Employee # 272765/ Certification: Elementary (Grades K-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Fifth Grade.

JUDITH BARREDO Employee # 166930/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Second Grade

JENNIFER BAUER Employee # 231429/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) (Grades K-12) / Teaching Assignment: First Grade

VERONICA BELLO Employee # 269051/ Certification: Elementary Education (Grades 1-6)/ Teaching Assignment: Gifted

JANET BERNAL Employee # 242571/ Certification: Elementary Education (Grades K-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: First Grade

SAMUEL BICHACHI Employee # 194718/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Third Grade

LAURELLE BLANCHARD Employee # 211115/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Third Grade

YANIL BOSCHETTI Employee # 275279/ Certification: Elementary Education (Grades 1-6), Exceptional Student Education (Grades K-12) / Teaching Assignment: Third Grade

JULIE BRADY Employee # 242571/ Certification: Elementary Education (Grades 1-6), Primary Education (Grades K-3), Gifted endorsement/ Teaching Assignment: Gifted

CYNTHIA BRAYE Employee # 038421/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Second Grade

IVETTE CABAN Employee # 235763/ Certification: Elementary Education (Grades 1-6), Teaching Assignment: First Grade

DAWN CAMPBELL Employee # 275115 Certification: Elementary Education (Grades 1-6), Teaching Assignment: Fifth Grade

DIANA CORREA Employee # 272440/ Certification: PreKindergaten/Primary Education (Grades PreKindergaten-3), English To Speakers Of Other Languages (ESOL) Endorsement, Teaching Assignment: Kindergarten

BILLIE CARPENTER Employee # 093700/ Certification: Early Childhood Education (Nursery-Kindergarten), Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement, Guidance and Counseling (Pre-Kindergarten-Grade 12), Gifted Endorsement/ Teaching Assignment: Gifted

MARIA DELGADO Employee # 244250/ Certification: Elementary Education (Grades 1-6) / Teaching Assignment: First Grade

ISABEL ECHEVARRIA Employee # 269550/ Certification: Elementary Education (Grades 1-6) / Teaching Assignment: First Grade

JULIE FRANCIS Employee # 196309/ Certification: Elementary Education (Grades 1-6) / Teaching Assignment: Fourth Grade

SHARON GEUTHER Employee # 265370/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Third Grade

EFREM GILLIAM Employee # 160331/ Certification: Elementary Education (Grades 1-6) / Teaching Assignment: Fifth Grade

LINDSAY HERNON Employee # 275719/ Certification: Elementary Education (Grades K-6) / Teaching Assignment: Third Grade

DEBORAH HESLER Employee # 141727/ Certification: Elementary Education (Grades 1-6) / Teaching Assignment: Fifth Grade

BRITTANY JEFFRIES Employee # 241136/ Certification: PreKindergarten/Primary Education (Grades PreKindergarten-3), English To Speakers Of Other Languages (ESOL) Endorsement, Teaching Assignment: PreKindergarten

LAURA LACHUK Employee # 217898/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Second Grade

CARLINNE LACOSTE Employee # 210761/ Certification: Elementary Education (Grades 1-6), Teaching Assignment: First Grade

LINDA MOSES Employee # 093740/ Certification: Early Childhood Education (Nursery-Kindergarten), Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Fourth Grade

THERESE MURRAY Employee # 152188/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Second Grade

CARMEN PUPO Employee # 171364/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement, Gifted Endorsement/ Teaching Assignment: Gifted

NICOLE REID Employee # 244642/ Certification: Elementary Education (Grades 1-6)/ Teaching Assignment: Fourth Grade

BARBARA SCHULTZ Employee # 093689/ Certification: Early Childhood Education (Nursery/Kindergarten), Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement, Primary Education (Grades K-3) / Teaching Assignment: Second Grade

TAMARA SCHWARTZ Employee # 256046/ Certification: Elementary Education (Grades K-6), Teaching Assignment: Second Grade

JACKIE SUAREZ Employee # 237271/ Certification: Elementary Education (Grades K-6), English To Speakers Of Other Languages (ESOL) Endorsement/ Teaching Assignment: Fifth Grade

ELIZABETH SUITER Employee # 231832/ Certification: Elementary Education (Grades 1-6), English To Speakers Of Other Languages (ESOL) Endorsement, Primary Education (Grades K-3) / Teaching Assignment: Fourth Grade

TERRI TOOMER Employee # 247789/ Certification: Elementary Education (Grades 1-6), Teaching Assignment: Second Grade

SELENA WELCH Employee # 238657/ Certification: PreKindergarten/Primary Education (Grades PreKindergarten-3), English To Speakers Of Other Languages (ESOL) Endorsement, Teaching Assignment: Second Grade

SANDRA WEST Employee # 155774/ Certification: Elementary Education (Grades K-6) / Teaching Assignment: Kindergarten

CELESTE WIEDER Employee # 191563/ Certification: Elementary Education (Grades K-6) / Teaching Assignment: Kindergarten

MELROSE WILKS Employee # 219503/ Certification: PreKindergarten/Primary Education (Grades PreKindergarten-3), Teaching Assignment: Third Grade

WALTER WRIGHT Employee # 177577/ Certification: Elementary Education (Grades 1-6) / Teaching Assignment: Fourth Grade

• Highly Qualified, Certified Administrators:

SHERRY KRUBITCH, PRINCIPAL

During her 19-year tenure, Ms. Krubitch has served in both low performing and high performing elementary schools with a high concentration on economically-disadvantaged students in Miami-Dade County. Ms. Krubitch holds a Bachelor of Science Degree in Exceptional Student Education as well a Masters of Science Degree in Elementary/Exceptional Student Education as well a Masters of Science Degree in Exceptional Student Education and Educational Leadership. She is currently enrolled in dissertation credits at Barry University where she hopes to complete her doctoral studies in Educational Leadership. Specifically, she has been a teacher for Orthopedically Impaired, Learning Disabled, and Emotionally Disturbed children, a Journalism teacher, a Department Chairperson, Yearbook Advisor, and an administrator. Ms. Krubitch was the Assistant Principal at Charles R. Drew Elementary School in Dade County for six years, where she facilitated and participated in various curriculum-planning efforts to increase academic achievement for the students. She then became principal of Everglades Elementary School in Miami-Dade County for three years. Ms. Krubitch revamped and reconstructed the entire curriculum in the school by purchasing all new textbooks and materials and redoing the media center for student-use. She facilitated various trainings on reading instruction, writing content area, technology, and data analysis. She also wrote and received a \$300,00.00 grant to begin the technology program, which still exists in the school today. Ms. Krubitch began her tenure at Miami Shores Elementary School in Miami-Dade County nine years ago. Miami Shores Elementary School was classified as a D under the state's A+ plan in 1999 and is now a B under the State's A+ plan in 2005. Through her efforts academic achievement by the students has risen tremendously. She facilitated and trained the teachers in the use of research-based programs and materials, using technology as the basis of instruction, to increase student achievement. During the 2004-2005 school year, she worked with the teachers to increase student performance gains in mathematics, reading, and writing.

YECENIA MARTINEZ, ASSISTANT PRINCIPAL

During her 9-year tenure, Mrs. Martinez has served in low performing as well as high performing elementary schools with a high concentration on economically disadvantaged students in Miami-Dade County. She holds a Bachelor of Science Degree in Elementary Education as well as a Masters of Science Degree in ESOL and a certification in Educational Leadership. Specifically, she has been a teacher for the Gifted and the Learning Disabled, a Department Chairperson, Reading Leader, A Lead Teacher, and an administrator. Mrs. Martinez was a fourth grade teacher at Henry E.S. Reeves Elementary School in Miami-Dade County for two years where she facilitated various workshops on reading instruction, Florida Writes, and hands-on-science. Mrs. Martinez has worked at Miami Shores Elementary School for seven years. She worked as a third grade teacher and was a department chairperson where she closely planned curriculum and related activities such as fieldtrips. Mrs. Martinez then became the Reading Leader at the school She modeled lessons, closely worked with remedial students, planned and monitored instruction, conducted teacher inservice as well as parent workshops, and purchased textbooks and supplemental materials to target areas of deficiency. She then became the Lead Teacher at the school. In this position she continued to monitor curriculum and began working as an

administrative assistant taking on responsibilities other than the curriculum. Mrs. Martinez became the Assistant Principal of Miami Shores Elementary School in August of 2004. During the 2004-2005 school year she worked with the teachers to increase student performance gains in mathematics, reading, writing and science.

• Teacher Mentoring:

Miami Shores Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual. At the onset of the school year, new teachers are identified and scheduled to participate in both district and site-sponsored orientations to familiarize them with

Miami-Dade County's policies and procedures and facilitate their success in their new environments. Then annual contract teachers are assigned a Professional Growth Team comprised of members who are mutually agreed upon by them and the site administration. Scheduling accommodations are made for mentoring teachers so that they can assist annual teachers in: (1) lesson planning [plans are submitted for review to an administrator the week before implementation to encourage well-planned teaching and learning experiences]; (2) successful teaching practices [via collegial classroom visitations]; and (3) rendering support that focuses on the successful completion of teaching requirements. The Annual

Teachers' activities are documented in activity logs which are maintained by the Professional Growth Teams to relate necessary feedback for growth.

• School Advisory Council:

The School Advisory Council (SAC) at Miami Shores Elementary School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports

the school's vision and mission. The Council accomplishes this by collaborating with site leadership and SAC members through the forum of bi-monthly meetings the third Wednesday of each month where the progress of SIP goals are analyzed; available resources (human and fiscal) are discussed which will facilitate achievement of our goals; and recommendations are made in keeping with the Plan-Do-Study-Act cycle of the 8 Step Continuous Improvement Model.

• Extended Learning Opportunities

Miami Shores Elementary School provides personalized tutoring during the school day, Monday through Friday from September to March for all Level 1 students and other identified students seeking additional assistance in reading, science, mathematics, and writing. Each day of the week, any student can receive help with needed skills and/or FCAT preparation. Clubs and afterschool activities are structured around FCAT skills, (chess club, computer club, etc.) Level I students will remain afterschool to receive individualized tutoring in reading, science, mathematics and writing.

• School Wide Improvement Model

The research-based School Improvement Model at Miami Shores Elementary School is the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model successfully implemented fully by the Brazensport School District in Texas. This will be the first year of implementation at Miami Shores Elementary School, which will include professional development for the administrative team, Instructional Improvement Team, and staff. All steps of the model will be implemented this year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

The primary goal in reading is to improve reading comprehension skills.

Needs Assessment

An assessment of the 2004-2005 data reveals that thirty-six percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Thirty-seven percent of the students in grades three through five did not demonstrate learning gains in reading on the FCAT Reading Test. Forty-five percent of students in grades three through five scoring in the lowest twenty-fifth percentile by grade level have not demonstrated acceptable levels of learning gains in reading. The students' greatest areas of reading needs are Words/Phrases and Reference/Research. The assessment also uncovered needs which include, but are not limited to, the following: (1) the need for a refresher training for Reciprocal Teaching of Reading for trained staff on those learning strategies which maximize reading potential; (2) the need for an instructional initiative which promotes reading fluency, vocabulary development, and research skills schoolwide; and (3) the need for an instructional framework across the curriculum which will encourage teachers to utilize the two hour reading block to maximize learning and increase reading achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students meeting high standards will increase by three percentage points when comparing the results of the 2004-2005 administration to the 2005-2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate the total curriculum by implementing the Competency-Based Curriculum and the Sunshine State Standards, aligned to the Houghton Mifflin Textbooks, to foster students' mastery of competencies in reading comprehension skills, K-5.	Principal Assistant Principal Classroom Teachers	08/08/2005	05/26/2006
Utilize supplemental materials to integrate the schoolwide reading curriculum with instruction and application skills similar to the FCAT.	Assistant Principal Reading Coaches Classroom Teachers	08/08/2005	05/26/2006
Identify students in the subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test, as delineated in the disaggregated data and implement a before/during/after school tutorial program to address the reading deficiencies of students, using a diagnostic/prescriptive approach.	Principal Reading Coaches Lead Teacher Tutorial Teachers	08/08/2005	05/26/2006
Implement and monitor a schoolwide program on improving test-taking techniques by practicing with timed tests that simulate testing conditions and questions.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Implement the Reading Plus Technology Program for remedial students to increase fluency and reading comprehension skills.	Principal Technology Coordinator Classroom Teachers Reading Plus Computer Lab Teacher	08/08/2005	05/26/2006

Research-Based Programs

Core Programs: Houghton Mifflin Reading Series/ Houghton Mifflin English/Spelling Series

Programs: Reading Plus Technology Program/ Saxon Phonics / Voyager/ Soar to Success/ Early Success

Professional Development

Data Analysis/ Linking Data to Instruction/ 8 Step Continuous Improvement Model/ FCAT Reading/ Curriculum Mapping/ Saxon Phonics/ Houghton Mifflin Reading Series/ FCAT Explorer/ EduSoft

Provide professional staff development for all teachers through mentoring, modeling of lessons, and training in guided reading, reciprocal teaching of reading, phonemic awareness, curriculum mapping, decoding strategies, and other instructional strategies which can be used with the reading process to improve comprehension and fluency.

Evaluation

Formal Data: 2006 FCAT Results/Assessments-District Devised/Paces Evaluations/EduSoft/Snapshot

Informal Data: Site-Devised Assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

The goal is to provide a challenging mathematics curriculum to improve student achievement.

Needs Assessment

An assessment of the 2004-2005 data reveals that thirty-seven percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Thirty-five percent of students in grades three through five did not demonstrate learning gains in mathematics on the FCAT Mathematics Test. Seventy-six percent of LEP students in grades three through five did not demonstrate mastery according to the FCAT Mathematics Test. The students' greatest areas of mathematics needs, are Number Sense, Algebraic Thinking, and Data Analysis. The assessment also uncovered needs which include, but are not limited to, the following: (1) the need for ongoing data conversations among grade levels about progress on monthly and quarterly assessments; (2) additional inservice training for teachers in the weak areas; (3) remediate deficiencies in the weak areas for LEP students.

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 checked="" 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, the percent of students meeting high standards will increase by two percentage points when comparing the results of the 2004-2005 administration to the 2005-2006 administration of the FCAT Mathematics Test.

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor a schoolwide program on improving test-taking techniques by practicing with timed tests that simulate testing conditions and questions.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Conduct inservice in critical thinking and mathematical problem-solving ability for all teachers and monitor classroom use of strategies learned through peer observation and lesson plans.	Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Involve teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Integrate the total curriculum by implementing the Competency-Based Curriculum and the Sunshine State Standards, aligned to the Harcourt Mathematics Textbook, to foster students' mastery of competencies in mathematics applications skills.	Principal Assistant Principal Classroom Teachers	08/08/2005	05/26/2006
Identify students in all subgroups focusing on LEP students scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test, as delineated in the adequate yearly progress disaggregated data.	Principal Assistant Principal Lead Teacher	08/08/2005	05/26/2006

Research-Based Programs

Core Program: Harcourt Math/Core Manipulatives Kits

Intervention Programs: Calendar Math

Professional Development

DataAnalysis/ Linking Data to Instruction/ 8 Step Continuous Improvement Model/ FCAT Mathematics/
EduSoft/ Curriculum Mapping/ Using Manipulatives in Math/ CRISS/ Snapshot

Conduct on-going Instructional Improvement Team (IIT) meetings with administrative team and teachers.

Evaluation

Formal Data: 2006 FCAT Results/ Quarterly Assessments District-devised/ Site-Devised Assessments/
Paces Evaluations/ EduSoft/ Snapshot

Informal Data: Site-Selected Assessments

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

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

GOAL 3 STATEMENT:

The primary goal for writing is to improve writing skills for all students.

Needs Assessment

An analysis of student writing performance data reveals that twenty-one percent of students in grade four did not score 3.5 or higher on the FCAT Writing Test. Forty-seven percent of students in grade four did not score 3.5 or higher, on the FCAT Narrative Writing Test. Twenty-four percent of students in grade four did not score 3.5 or higher, on the FCAT Expository Writing Test. The students' greatest area of need is in Narrative Writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, all grade four students will increase their writing skills as evidenced by an increase of one percent of the students scoring at or above mastery level on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide writing workshops for parents in the school's Parent Access Center so they can assist their children with home learning in writing skills. Notification for meetings will be sent home in their home language.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Implement a schoolwide writing program utilizing computer technology to create student-generated products.	Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Emphasize a weekly schoolwide writing program utilizing prompts to improve writing skills.	Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Involve students in daily journal writing using the following format; write for 5-10 minutes, read entries to yourself, share entries with partner, and have five to six students share entries orally each day.	Principal Classroom Teacher	08/08/2005	05/26/2006
Using the Best Practices Checklist, teacher instruction will be evaluated in writing to ensure it addresses the requirements of the Sunshine State Standards and FCAT Writing using lesson plans, prompts, and records of classroom observations, and mentoring and modeling of lessons as monitoring devices.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006

Research-Based Programs

Great Source Education Group Writing Program/ Houghton Mifflin Writing/ Write Time For Kids Writing Kits

Professional Development

Data Analysis/ Linking Data to Instruction/ 8 Step Continuous Improvement Model/ Effective Writing

Provide professional staff development and resources for all the teachers in computer technology to learn word processing, computer-assisted and computer-managed instruction, databases, and other instructional computing tools which can be used with the writing process.

Evaluation

Formal Data: 2006 FCAT Writing Results

Informal Data: Pre and Post Test District-Devised/ Site-Devised Assessments/ Best Practices Checklist

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

GOAL 4 STATEMENT:

The primary goal in science is to promote student achievement and self directed learning in all areas of science.

Needs Assessment

An analysis of student performance data reveals that scores on the 2005 FCAT Science Test indicate students in grade five have scored a mean scale score of 291, an increase from the 2004 mean scale score of 272. However, the 2005 mean scale score is five points below the state mean scale score of 296. Students in grade five scored eight percentage points below the state score. The students' greatest areas of needs are in Earth/ Space and Life/Environmental Science.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize state-adopted materials to develop long range science scope and sequence plans aligned to the Competency-Based Curriculum and Sunshine State Standards to provide consistency and purpose within the delivery of content.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Implement school-site pre and post quarterly assessments and utilize assessment data as a tool to analyze progress and guide instruction/remediation.	Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Emphasize the ongoing cross-curricular utilization of the scientific method as a problem solving tool applicable to all grade-levels and culminating with a school-wide Science Fair and Science Day.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Provide Math/Science Family Night at least once each semester to provide parents with strategies that can be used at home to increase student achievement. (e.g., "Helping Your Child Learn Science" packet-DOE website)	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Design or utilize hands-on activities such as the Full Option Science System (FOSS) Kits, that integrate the mathematics and science Sunshine State Standards in order to ensure efficient time-management while maximizing the delivery of content.	Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006

Research-Based Programs

Core Program: McGraw Hill Science Series

Intervention Programs: Full Option Science System Kits (FOSS)

Professional Development

Data Analysis/ Linking Data to Instruction/ 8 Step Continuous Improvement Model/ Instructional strategies in Science/ Science Content

Provide staff development for teachers in the areas of: instructional strategies in science, Best Practices, assessment and the analysis of assessment data, and science content.

Evaluation

Formal Data: 2006 FCAT Results/ PACES evaluations

Informal Data: Pre and Post Assessments Site-Devised/ Science Fair Preparation Schoolwide/ Science Fair Participation Districtwide

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

The primary goal is to encourage parent involvement at academically-related events.

Needs Assessment

An analysis of parental involvement trends at Miami Shores Elementary School reveals that attendance has been high at extracurricular events; drama productions and concerts. Comparatively, parental involvement at academically-related events, (e.g., EESAC, PTA and parent workshops) has been low. Specifically, involvement in academically-related events has been the greatest at parent conferences. In an effort to improve parent participation, the following needs have been identified: (a) the need for a liaison to make recommendations and coordinate school-sponsored activities; (b) the need for more school-sponsored events which are designed to assist parents in promoting literacy at home (e.g. Family Literacy Nights); and (c) the need for expanded existing student recognition efforts to promote positive parental involvement.

Measurable Objective

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points in the number of parents attending school related school-sponsored events during the 2005-2006 school year as compared to the 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information at Open House and parent outreach programs.	Principal Assistant Principal Classroom Teachers	08/08/2005	05/26/2006
Coordinate Family Literacy, Mathematics and Science Night workshops to showcase student projects, and provide strategies for parents to use at home in support of academic achievement.	Principal Assistant Principal Classroom Teachers	08/08/2005	05/26/2006
Hold a Parent-Teacher-Student-Association (PTA) drive to increase parent participation in schoolwide planning and issues.	Principal Assistant Principal PTA	08/08/2005	05/26/2006
Host bi-monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Principal Assistant Principal Classroom Teachers EESAC Committee	08/08/2005	05/26/2006
Provide parents with a Parent Access Center to provide information and ideas to families about how to help students at home with home learning and other curriculum-related activities, decisions and planning.	Principal Assistant Principal School Counselors Community Involvement Specialist	08/08/2005	05/26/2006
Appoint a liaison to visit homes, mail communications, and coordinate parent workshops with the Instructional Improvement Team to increase parental involvement among AYP subgroups and students scoring in the lowest 25 percent.	Principal Assistant Principal Community Involvement Specialist	08/08/2005	05/26/2006

Research-Based Programs

Passport To Success Program/ National PTA Standards

Professional Development

Not Applicable

Evaluation

Workshop Attendance Rosters/ PTA Membership Rosters/ EESAC Attendance Rosters/ Rosters and Sign-In Sheets from Family Literacy, Math and Science Nights and Open House

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 checked="" 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 6 STATEMENT:

The primary goal of the schoolwide discipline and safety plan is to increase student attendance.

Needs Assessment

After a three year historical analysis of attendance trends at Miami Shores Elementary School, it was found that attendance has gradually declined. In 2002-2003 the percent of students in attendance was 96.32. In 2003-2004 the percent of students in attendance was 96.20. The 2004-2005 school year shows the percentage of students in attendance was 95.69. There has been a decrease each year for the past three years. The greatest need is to stop the decline in attendance and increase the percentage of students attending school each day.

Measurable Objective

Given implementation of a schoolwide discipline plan, students will improve their attendance as evidenced by a two percent increase for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students with excessive absences and tardies and refer to counselors, social worker, and Community Involvement Specialist for counseling for students and parents.	Principal Assistant Principal Classroom Teachers Counselors Social Worker Community Involvement Specialist	08/07/2005	05/24/2006
Implement home visitations for students with excessive absences and tardies by the social worker and Community Involvement Specialist to provide additional services and interventions.	Principal Assistant Principal Classroom Teachers Attendance Clerk Social Worker Community Involvement Specialist	08/07/2005	05/24/2006
Publicize perfect attendance on MSE T.V. morning broadcasts and reward classes with weekly perfect attendance.	Principal Assistant Principal Media Specialist Classroom Teachers PTA	08/07/2005	05/24/2006
Use automated call system to notify parents of excessive student absences and tardies.	Principal Assistant Principal Attendance Clerk Social Worker Community Involvement Specialist	08/07/2005	05/24/2006
Require classroom teachers to initial daily attendance bulletin to track attendance, tardies and absences.	Principal Assistant Principal Classroom Teachers Attendance Clerk	08/07/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Evaluate and compare attendance records for each of the four nine week grading periods for the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

The primary goal of technology is for students to become proficient users of available technological resources.

Needs Assessment

Based on requirements of the National Curriculum and Content Area for Technology Standards, teacher observation and judgment, students in the primary grades need to acquire basic computing skills. Students in the intermediate grades need to expand on basic computing in addition to acquiring new skills such as: digital/video camera usage, importing and editing images to create a variety of final projects (e.g. websites, powerpoint presentations, i-Movies, and brochures).

Measurable Objective

Given schoolwide attention to instruction and practice in the use of computer technology, teachers' ability to use computers to infuse technology throughout the curriculum in order to strengthen student critical thinking and application skills will improve by ten percent, as measured by the pre-test given in September 2005 compared to the post-test given in May 2006, by the district's Milken and Florida Education Technology Corporation (FETC) teacher instruments.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Mac and Dell computer labs to afford teachers, parents and students the opportunity to use multi-faceted resources and instructional tools.	Principal Technology Coordinator Classroom Teachers	08/08/2005	05/26/2006
Expose teachers to various uses of instructional technology to improve critical thinking and application skills for their students by providing demonstration lessons and modeling effective use of hardware and software with lesson planning and instruction.	Principal Assistant Principal Technology Coordinator Classroom Teachers	08/08/2005	05/26/2006
Provide staff development for all teachers in computer technology to learn word processing, computer-assisted and computer-managed instruction, databases, and other instructional computing tools.	Principal Assistant Principal Lead Teacher Technology Coordinator	08/08/2005	05/26/2006
Designate a technology coordinator for the school who shares information with the teachers, provides inservices, participates in district and professional development activities and/or continuing educational programs, and is aware of district and commercial resources available to facilitate the integration of instructional technology in the school.	Principal Assistant Principal Technology Coordinator Classroom Teachers	08/08/2005	05/26/2006
Implement a schoolwide writing program utilizing computer technology to create student-authored books, information books, and other student generated projects which will be displayed for use in the media center.	Principal Technology Coordinator Classroom Teachers Media Specialist	08/08/2005	05/26/2006

Research-Based Programs

Brainchild/ Riverdeep/ Reading Plus

Professional Development

Reading Plus/ Basic Computing Skills/ Batter-up/ Excel/ I-Photo/Digital Camera/ Finding & Exploring appropriate Websites/ Kidspiration/ i-Movie/ Power Point/ Atomic Learning/ Electronic Gradebook/ Edusoft/ Snapshot

Evaluation

Formal Data: Milken Post Test/ Florida Education Technology Corporation (FETC) Teacher Instrument

Informal Data: Published Student Samples/ Produced Videos/i-Movies/ Power point/ Electronic Gradebook usage

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

The primary goal of health and physical fitness is to promote and implement skills and physical activities to ensure the well being of all students.

Needs Assessment

An assessment of the 2004-2005 data reveals that forty-nine percent of the students in grades four and five did not achieve a gold or silver fitness award based upon the FITNESSGRAM Physical Fitness Testing Program.

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students scoring in the gold and silver categories in the FITNESSGRAM Physical Fitness Testing Program will increase by three percentage points in the 2005-2006 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate the total curriculum by implementing the Competency Based Curriculum and the Sunshine State Standards aligned to the baseline measures of the FITNESSGRAM pre-test to foster students' mastery of competencies in physical education.	Principal Assistant Principal Physical Education Teachers	08/08/2005	05/26/2006
Support the physical education development of the students by using the McGraw Hill Science Textbook to develop a better understanding of the human body and its functions as related to physical fitness.	Assistant Principal Classroom Teachers	08/08/2005	05/26/2006
Coordinate a field day with the PTA and Physical Education teachers to emphasize the importance of physical fitness and a healthy lifestyle.	Principal Assistant Principal Classroom Teachers Physical Education Teachers PTA	08/08/2005	05/26/2006
Develop physical activities that emphasize improvement in cardiovascular, flexibility, muscular strength and endurance.	Principal Physical Education Teachers Classroom Teachers	08/08/2005	05/26/2006
Collaborate with the cafeteria staff to ensure healthy meals are being served to the students.	Principal Assistant Principal Cafeteria Manager	08/08/2005	05/26/2006

Research-Based Programs

McGraw Hill Science Series

Professional Development

Not Applicable

Evaluation

FITNESSGRAM Post-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.)

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

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

GOAL 9 STATEMENT:

The primary goal of the music program is to improve musical literacy and participation of LEP and SWD students in the various musical performing groups such as chorus, strings, and handbells.

Needs Assessment

An analysis of the musical performing groups demonstrates that there is a two percent participation rate of LEP students in chorus and zero participation of SWD students in chorus, while in strings and handbells there is zero participation of LEP and SWD students. The greatest need is to increase participation of LEP and SWD in all performing groups.

Measurable Objective

Given encouragement and support the LEP and SWD, student participation in the musical performing groups will increase by five percent in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify LEP and SWD students interested in the musical performing arts ensuring that the auditions are accessible.	Principal Assistant Principal Lead Teacher Music Teachers	08/08/2005	05/26/2006
Showcase portions of previous performances including LEP students and SWD students on MSE TV morning broadcasts.	Principal Assistant Principal Lead Teacher Music Teachers Media Specialist	08/08/2005	05/26/2006
Integrate multicultural themes in music through group performances so students will be able to relate and want to participate.	Principal Assistant Principal Lead Teacher Music Teachers	08/08/2005	05/26/2006
Provide classroom teachers and music teachers to collaborate to ensure LEP and SWD students are aware of opportunities available to them.	Principal Classroom Teachers Music Teachers	08/08/2005	05/26/2006
Designate one LEP and one SWD student as ambassadors to promote participation among students.	Principal Assistant Principal Lead Teacher Music Teachers	08/08/2005	05/26/2006

Research-Based Programs

Share the Music/ Essential Elements of Strings/ The Music Connection (These are textbooks)

Professional Development

Not Applicable

Evaluation

Group and individual performances for LEP and SWD students will increase by five percent.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

The primary goal for return on investment is to have higher learning gains for students without having to fund additional programs out of the school budget due to budget constraints that will enhance the school learning environment.

Needs Assessment

An assessment of the 2004-2005 Annual School Report Card indicates that students' learning gains are in the fifty-third percentile as compared to all elementary schools in the state and the program costs are in the fiftieth percentile as compared to all elementary schools in the state. In the 2005-2006 school year the greatest need is to increase students' learning gains without the addition of extra funding.

Measurable Objective

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, the learning gains for students at Miami Shores Elementary School on the State of Florida ROI index will increase by two percentage points while program costs will remain the same.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide tutorial programs for Level 1 and Level 2 remedial students by volunteers, locally retired teachers and parent volunteers.	Assistant Principal Lead Teacher	08/08/2005	05/26/2006
Network with community business agencies and organizations to elicit in-kind contributions to fund extra-curricular activities.	Principal	08/08/2005	05/26/2006
Write grants to subsidize regular remedial and extra-curricular programs that are aligned with the Sunshine State Standards.	Principal Assistant Principal Lead Teacher Classroom Teachers	08/08/2005	05/26/2006
Provide opportunities for the PTA to raise funds to provide professional development for teachers.	Principal PTA	08/08/2005	05/26/2006
Offer extended learning opportunities for students after the regular school day in the form of extra curricular activities such as: Chess Club, Computer Club, and Reading Club focusing on the Sunshine State Standards for all students in grades 3-5.	Principal Assistant Principal Lead Teacher Club Sponsors	08/08/2005	05/26/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

State of Florida ROI Index Publication for 2005-2006/ FCAT Results

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 conducted a needs assessment to determine school programs in need of materials, equipment, books, and supplies. They provided recommendations and assisted with the development of the school based budget upon the identified programmatic needs as they related to the School Improvement Plan. The school budget was reviewed at bi-monthly meetings.

Training:

After carefully reviewing all relevant data to develop the School Improvement Plan, the EESAC outlined professional growth activities for all staff members in areas indentified by the staff and to include the following training: CRISS, Clinical Supervision, Cultural Studies, and Technology.

Instructional Materials:

The EESAC reviewed and provided recommendations for instructional materials to support all of the different school programs.

Technology:

The EESAC has promoted technology in all subject areas through the implementation of the School Improvement Plan. Funds will be allocated towards additional laptop computers for all teachers and new computers for the MAC Computer Laboratory.

Staffing:

The EESAC and teachers have been involved in recommending and interviewing potential candidates for open teaching positions at Miami Shores Elementary School.

Student Support Services:

The EESAC made suggestions about the duties of student support personnel. They recommended that the duties of the two counselors be divided up by grade levels to provide students with more support services.

Other Matters of Resource Allocation:

The EESAC made recommendations to the principal for the allocation of funds to support the School Improvement Plan.

Benchmarking:

The EESAC incorporated strategies and techniques that would provide students with support services throughout the School Improvement Plan.

School Safety & Discipline:

The School Safety Committee, Administration, and EESAC work collaboratively to assess all safety and discipline matters.

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