
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3381 - Miami Springs Elementary School

FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Celia Fernandez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Springs Elementary School

Miami Springs Elementary Community School was built in 1937 and is officially designated as an historical site. The courtyard style, typical of buildings built in the 30's and 40's, provides a lovely, cozy atmosphere for learning. The school is located at 51 Park Street, Miami Springs, Florida. The surrounding area is comprised primarily of single-family homes, yet students also come to the school from high-density housing located in the adjacent city of Hialeah. Although family incomes range from, non-skilled salaries to upper middle-class, professional salaries; the majority of families earn middle-income, blue-collar wages. This community profile has remained consistent for the past eleven years. The school enjoys the benefits of many active partnerships with local businesses such as Milam's Market (grocery store), Treats (restaurant), Office Depot, and Washington Mutual Bank, as well as partnerships with other businesses located outside the immediate community such as Wendy's (Hialeah), Costco Wholesale Club (Miami), Chevy's (Doral) and others. In addition to successful business partnerships, the school has a very productive PTA which is supported by a high degree of parent/community involvement.

The current student population is 781 pre-kindergarten through fifth grade students, including seven fee-supported, pre-kindergarten students. The breakdown of students is as follows: 82 percent Hispanic, 13 percent White, Non-Hispanic, three percent Black, Non-Hispanic and two percent Asian/Indian Multiracial. The Hispanic students' families originated from Cuba, and various countries in South America. Currently, our school is servicing two students recently displaced by Hurricane Katrina. Eight percent of our total student population is ESOL Level I; five percent are ESOL Level II, seven percent are ESOL Level III, 13 percent are ESOL Level IV. Eight percent of the school's students live outside school boundaries and attend Miami Springs Elementary on area transfers. Forty-nine percent of students receive free lunch, 8% of students are on reduced lunch, and 14 percent are on free-direct lunch. There are 124 students in Exceptional Student Education programs such as gifted, specific learning disabilities, other health impaired, speech impaired, language impaired, physically impaired, educable mentally handicapped, and developmentally disabled programs. Eight of these students attend the school on walk-in basis to receive speech/language therapy services. Eight students receive occupational therapy and four students receive physical therapy during the regular school day. One student has been assigned full-time one-on-one paraprofessional assistance as part of his Individual Education Plan (IEP). Another student has been provided with the opportunity to draw up a contract with his regular and special area teachers wherein he is given certain modifications to his daily schedule to accommodate his special needs, and he has to maintain specific behavioral expectations in return. This contract is also part of his IEP.

After analyzing and evaluating pertinent data such as the Academic Demographic School Profile, the Stanford Achievement Test (SAT) results, the Florida Comprehensive Achievement Test (FCAT) results, the 2004-2005 School Improvement Plan (SIP) Year-End Progress report, and the 2004-2005 School Public Accountability Report, Miami Springs Elementary School, in conjunction with the EESAC, has identified the following objectives as schoolwide priorities for the 2005-2006 school year:

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

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 number of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards in writing, at least 93 percent of students in grade four will continue to score a 3.5 or higher on the 2006 FCAT Writing Test as compared to the results of the 2005 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by a five scale point increase in the mean scale score on the 2006 FCAT Science Test as compared to the results of the 2005 administration of the FCAT Science Test.

Given the importance of maintaining a positive link between the school, home and community in order to support student academic achievement, parental involvement will increase as evidenced by a five percent increase in the number of parents involved in the school at least twice during the 2005-2006 school year as compared to similar data from the 2004-2005 school year.

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

Given an emphasis on the use of technology in education, staff members will augment their usage of computer and web-based programs by five percentage points as evidenced by program utilization printouts and teacher lesson plans analyzed in the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness levels as evidenced by twenty five percent of the students meeting high standards on the 2005-2006 end-of-year evaluation.

Given an emphasis on the benefit of student participation in advanced academic and enrichment activities, 44 percent of the student population will participate in After-School Care and Academic Excellence Enrichment Programs.

Miami Springs Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 59th percentile in 2003 to the 64th percentile on the next publication of the index.

Data from the Organizational Performance Snapshot Self-Assessment Tool survey indicates that the faculty and staff are satisfied with the overall functioning of the school. However, the two identified categories of relative weakness

were Process Management with an average of 3.9 and Strategic Planning with an average of 3.8. Due to their low ratings, these areas have been targeted for improvement. Process Management data results will be utilized to set goals to address the issues of proper resource allocations and ensuring use of effective work processes. Strategic Planning data results will be utilized to set goals to address the issues of empowering staff and faculty in planning and the organization of their work as it pertains to the overall operation of the school and educational environment.

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 Springs Elementary School

VISION

The vision of Miami Springs Elementary Community School is to inspire all students to pursue excellence and empower them to become lifelong learners.

MISSION

The staff and community at Miami Springs Elementary Community School value each and every one of our students. Our mission is to academically, emotionally, and physically nurture the whole child in a positive, safe learning environment. We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at his highest potential. The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a learning environment that is educationally challenging and culturally relevant to the students.

CORE VALUES

Miami Springs Elementary Community School believes that attitude and motivation are the key factors in undertaking all endeavors at our school. We are dedicated to the promise of giving our students the best education possible and the necessary tools to reach their highest potential in society. We believe that our responsibility is to our students, our faculty and staff, and to the community we serve.

School Demographics

Miami Springs Elementary Community School was built in 1937 and is officially designated as an historical site. The courtyard style, typical of buildings built in the 30's and 40's, provides a lovely, cozy atmosphere for learning. Despite its charm, the aged facility presents many challenges. For example, the school has just been painted inside and out, and a water intrusion problem in the cafeteria serving line area was recently repaired. New windows have also recently been installed in the cafeteria. In addition, a new roof was installed during the 2004-2005 school year. The school has additional needs to improve the facility including a main office renovation, a P.E. shelter with covered walkways, retrofitting for ADA compliance, additional parking, renovation of biome, renovation of primary playground area, and new air conditioning system for the cafeteria. As a result of the principal's efforts, and the cooperation of the district's maintenance and capital departments along with the support of the Parent Teacher Association (PTA), these needs are being addressed.

The school is located at 51 Park Street, Miami Springs, Florida. The surrounding area is comprised primarily of single-family homes, yet students also come to the school from high-density housing located in the adjacent city of Hialeah. Although family incomes range from non-skilled to upper middle-class professional salaries, the majority of families earn middle-income, blue-collar wages. This community profile has remained consistent for the past eleven years. The school enjoys the benefits of many active partnerships with local businesses such as Milam's Market (grocery store), Treats (restaurant), Office Depot, and Washington Mutual Bank, as well as partnerships with other businesses located outside the immediate community such as Wendy's (Hialeah), Costco Wholesale Club (Miami), Chevy's (Doral) and others. In addition to successful business partnerships, the school has a very productive PTA which is supported by a high degree of parent/community involvement.

Miami Springs Elementary Community School has received district grants which have enabled the school to provide a rich variety of educational and fun experiences to students. A district grant was obtained summer 2004 to provide four weeks of summer camp, free of charge, to students in grades kindergarten through five. Students from other schools were welcome to attend the camp, and as a result, several students subsequently requested and received area transfers to allow them to attend our school during the 2004-2005 school year. A district technology grant made it possible to provide additional support to teachers integrating technology in the classrooms during the 2004-2005 school year. At present, a district Inclusion Grant provides the school with two part-time hourly support personnel to assist in the research and implementation of inclusion models with third and fifth grade students. Also, the Title III Grant provides Limited English Proficient (LEP) students with the web-based Learning Today research based program to improve reading comprehension and language acquisition. The school also houses Before- and After-School Care Programs, which currently serve 170 students in grades pre-k through five. In addition, enrichment classes such as math and reading tutoring are offered to LEP and non-LEP students. To enhance the effectiveness of these classes, regular classroom teachers complete weekly articulation forms, to provide tutors with data-driven goals and objectives to target during tutoring sessions. Other enrichment classes such as Strings, Guitar, Cheerleading and Tae Kwon Do are also offered to grade levels kindergarten through fifth. All after-school enrichment classes are offered for a nominal fee.

The administration and teachers at Miami Springs Elementary Community School have high expectations for students and believe that all students can learn. The current student population is 781 pre-kindergarten through fifth grade students, including seven fee-supported, pre-kindergarten students. The breakdown of students is as follows: 82 percent Hispanic, 13 percent White, Non-Hispanic, three percent Black, Non-Hispanic and two percent Asian/Indian Multiracial. The Hispanic students' families originated from Cuba, and various countries in South America. Currently, our school is servicing two students recently displaced by Hurricane Katrina. Eight percent of our total student population is ESOL Level I; five percent are ESOL Level II, seven percent are ESOL Level III, 13 percent are ESOL Level IV. Eight percent of the school's students live outside school boundaries and attend Miami Springs Elementary on area transfers. Forty-nine percent of students receive free lunch, 8% of students are on reduced lunch, and 14 percent are on free-direct lunch. There are 124 students in Exceptional Student Education programs such as gifted, specific learning disabilities, other health impaired, speech impaired, language impaired, physically impaired, educable

mentally handicapped, and developmentally disabled programs. Eight of these students attend the school on walk-in basis to receive speech/language therapy services. Eight students receive occupational therapy and four students receive physical therapy during the regular school day. One student has been assigned full-time one-on-one paraprofessional assistance as part of his Individual Education Plan (IEP). Another student has been provided with the opportunity to draw up a contract with his regular and special area teachers wherein he is given certain modifications to his daily schedule to accommodate his special needs, and he has to maintain specific behavioral expectations in return. This contract is also part of his IEP. The school has a strong student council that, organizes several large community service projects each year. Just recently, the Student Council has collected and donated monies to the United Way to provide relief for the victims of Hurricane Katrina. Currently, the Student Council is collecting bottled water and toys to send to hurricane victims as well. Upon completing 5th grade at Miami Springs Elementary Community School, most students progress to Miami Springs Middle School, and then Miami Springs Senior High School.

The staff, students and parents of Miami Springs Elementary Community School are committed to enhancing teaching and learning and the school is an "A" school for the fourth consecutive year. There are 49 full-time teachers at Miami Springs Elementary Community School; three of them having permanent substitute, or 3100, status. Sixty-five percent are Hispanic, 25 percent are White, Non-Hispanic, and 10 percent are Black. Four itinerant teachers and therapists also provide support in the areas of art, speech-language therapy, occupational therapy and physical therapy. The school also receives the services of an itinerant psychologist and an itinerant staffing specialist. Three full-time teachers are national board-certified and three more teachers are currently working toward this goal. One teacher has a doctorate degree, and one other teacher is currently pursuing a doctorate. Three teachers have specialists' degrees, and 39 teachers have masters' degrees. Teacher retention at Miami Springs Elementary Community School is good, with many teachers having worked here for ten years or more. Several teachers live in the school community yet most live out of area and make a significant commute to school each day. Seven beginning teachers have joined the staff; two of them being permanent substitutes, or 3100's. Three teachers have also transferred here from other schools to begin the 2005-2006 school year. One is teaching third grade, one is teaching fourth grade and one is teaching fifth grade. In order to support and nurture new teachers, a mentoring program provides new teachers with veteran teachers who visit the school periodically to model lessons and offer input with regard to generating lesson plans and improving classroom management. In addition, the assistant principal meets with these new teachers. The school's professional development team assesses faculty needs regarding continuing education and provides appropriate training targeting specific areas of need to new and veteran teachers on an ongoing basis.

The school leadership team consists of the principal, one assistant principal, the speech-language pathologist, the school counselor, individual grade level chairs, and a Cohort Team consisting of a reading leader, mathematics facilitator and science facilitator. Both the principal and the assistant principal encourage teachers to increase their leadership skills through experience and professional development activities. The principal is beginning her first full year in the position, having begun her principalship at Miami Springs Elementary Community School in May of 2005. Prior to this she served as an assistant principal for ten years, where her responsibilities included the supervision and assistance for implementation of the curriculum, bilingual programs, exceptional student education programs, students services, professional development of teachers, Title I, and parent involvement. During the 2003-2004 school year, Ms. Fernandez was voted the Miami Jackson Senior High School Feeder Pattern Assistant Principal of the Year. The assistant principal began at Miami Springs Elementary Community School in the fall of the 2004-2005 academic year and has eight years of experience in the role of assistant principal in urban settings. She managed an elementary school Exceptional Student Education (ESE) department during her first four years of administrative experience and possesses a high level of expertise in this area. She was in charge of curriculum in an elementary setting during her fifth and sixth years as an administrator; and she worked for one year as a middle school assistant principal, successfully handling the demands of supervising both the sixth grade as well as the ESE department. The speech-language pathologist serves as the EESAC chair as well an administrative designee in the absence of the principal and assistant principal. Over the last five years she has served successfully as grade level chair, safety patrol program sponsor, science committee chairperson, and Dade Partners Liaison. She has worked extensively towards winning the Five Star Award for three consecutive years, and has worked in the After-School Program in an administrative capacity since the beginning of the 2003-2004 school year. In this position she offers support to a staff of 17,

coordinates the enrichment class program, and acts as a liaison between regular classroom teachers and tutors in the After-School reading and math enrichment classes. She has also written a summer camp grant. The school counselor is a seasoned member of the leadership team who also serves as an administrative designee and works closely with the assistant principal to implement the student services program. This year she is placing particular emphasis on character education and school-to-career activities. The leader is a classroom teacher who takes on the additional responsibility of working directly to support the school's reading plan. There are nine grade level chairpersons who provide leadership to small groups of teachers and provide a link between the school's leadership team and the individual grade level teams. The work of the leadership team has facilitated a high degree of team building and created a welcoming school climate wherein parental and community involvement has significantly increased.

The school has maintained a grade of "A" based upon the Florida Department of Education's Accountability Standards for four years, and has been awarded the Five Star Award which recognizes outstanding achievement in the area of family and community involvement for the past three years.

Despite having attained a high level of success, Miami Springs Elementary Community School faces a number of challenges in the course of achieving and maintaining academic excellence. The school must compete with five private schools as well as one public charter school within or near the school's boundaries to maintain a steady enrollment. Nevertheless, enrollment has increased by three percent this year as compared to the 2004-2005 school year. Miami Springs Elementary Community School continues to have a competitive edge among surrounding feeder pattern elementary schools and the private and charter schools by integrating representatives from all stakeholder groups in a collaborative system of leadership in order to meet all the criteria as mandated by the state; thus resulting in the retention of an "A" school rating. Two problems the school has faced have concerned student tardiness and a lack of compliance to home learning policies that require students to bring in assignments on a daily basis. However, due to implementation of strategies such as use of student planners, home learning charts, positive reinforcement, parent contact logs and parent conferences, these two areas improved markedly during the 2004-2005 school year. To further address these issues, the school will soon include electronic grade books on the school website; and this will enable parents to monitor home learning completion as well as student tardies. Students who miss three home learning assignments are required to serve after-school detention for one hour. The PTA also encourages parents to support the school's home learning and tardy policies via newsletters. Another challenge impacting on student achievement involves a lack of supplemental funds to provide no-cost after-school tutoring and/or Saturday School for the neediest students. In the past, recruitment of teachers to teach tutoring classes has been difficult, but this year there has been a significant increase in the number of teachers willing to teach after-school tutoring classes. At present, some tutoring is offered during school hours by highly qualified hourly paraprofessionals working in small groups.

Miami Springs Elementary Community School has identified three challenges in the area of relationships with internal operations and external forces. These issues include communicating with hard-to-reach parents, the lack of a full-time on-site technology technician to maintain computer hardware and assist teachers, and the lack of a medical professional on site. To improve school-parent communication, the school has implemented several strategies to include teacher phone message boxes, student planner books, Internet e-mail, a monthly calendar, and school-wide correspondence. A full-time on-site technology technician would help to facilitate the use of technology in the school. Since the school has been unable to attain a full-time microtechnician, steps have been taken to maximize the time utilization of the part-time microtechnician that we have. Specifically, the microtechnician has been designated a workspace in the main office in order to centralize and coordinate the processing of teacher assistance requests. Furthermore, a microtechnician assistance-request form has been developed to facilitate the microtechnician's ability to swiftly address the teachers' concerns. Once the microtechnician has addressed the teachers' technical and hardware needs, he indicates the completion date on the original assistance-request form and offers recommendations and or referrals as necessary. As the number of students attending our school requiring medical assistance continues to increase over time, a full-time trained medical professional is needed. For the time being, several staff members have been trained in CPR. Ongoing training will also be provided through EESAC in emergency medical procedures, to ensure that the staff is aware of the procedures that should be followed while injured or ill students are waiting for professional medical attention. In addition, budget constraints permitting, the

school would like to purchase CPR mouthpieces and latex gloves for every classroom.

School Foundation

Leadership:

Eighty percent of the staff members at Miami Springs Elementary Community School completed the Organizational Performance Snapshot Self-Assessment Tool. The outcomes of the categorical rankings are delineated below:

According to the data, the staff members of Miami Springs Elementary Community School rated the leadership of the school highly. The category average score was 4.3. The leadership team recognizes the importance of including all stakeholders in decision-making and values their contributions.

District Strategic Planning Alignment:

Miami Springs Elementary Community School attained an average rating of 3.7. Items concerning the questioning of employees for their ideas and keeping stakeholders informed of progress toward planned goals were rated the lowest with a relative strength in the area of informing employees of school plans. Compared to the other domains surveyed, this is an area which needs improvement.

Stakeholder Engagement:

This category is another area of strength with an average rating of 4.3. Results indicate that the customers at Miami Springs Elementary Community School feel that the school does a good job of maintaining an open line of communication, keeping customers informed, and asking customers if they are satisfied with the work done by staff at the school.

Faculty & Staff:

The faculty and staff indicated a high level of satisfaction with an average rating of 4.1 in this category. They are made to feel safe, nurtured, and encouraged to seek professional growth development. For example, the school's Professional Growth Team, consisting of highly qualified teachers, offer support to new and beginning teachers in the form of assistance in delivery of instructional programs through modeling and providing techniques for meeting the needs of their students and developing lifelong learners. There is a strong sentiment that the administration cares about the staff, promotes teamwork, and offers recognition for staff achievement and collaboration in providing a learning environment for all our students to reach their potentials.

Data/Information/Knowledge Management:

With the average rating of 4.3 in this category, the faculty and staff discloses an affirmation that data and communication of information are managed in an efficient manner.

Education Design:

The general education design encompasses all categories rated in the survey for the implementation of a positive, productive learning environment that ensures all students academic, social, and emotional growth. This is achieved through School-wide improvement models such as Inclusion, Read 180, and Voyager. Extended learning

opportunities are provided through small group tutoring during the regular school day and After-School Care enrichment classes.

Performance Results:

A review of the results of the Organizational Snapshot Self-Assessment Tool has revealed several factors that have impacted the overall achievement of the school to include: students from low socio-economic status, a high percentage of students in ESOL levels I-IV, a broad variety of exceptionalities in the special education programs. Although there is a core group of parents who are very actively involved in a variety of areas of the school, parental involvement is inconsistent and the school is making efforts to improve the percentage of parents participating in school events and activities. Our community businesses and Dade Partners continue to provide a significant level of support for school programs and projects.

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

GOAL 1 STATEMENT:

All students will demonstrate a high level of achievement in the area of reading.

Needs Assessment

An analysis of the data reveals a decrease in achievement of third grade students in all reading content strands except comparisons. Although all subgroups met the criteria for adequate yearly progress in reading, as defined by the No Child Left Behind legislation, improvements are needed in several areas. Although, students in all grade levels answered 71 percent of questions related to words and phrases correctly, third graders answered only 67 percent of the questions related to words and phrases correctly. In addition, third grade students decreased by two percentage points in the area of main idea/purpose as compared to the average increase of 10 percentage points in fourth and fifth grades. In the area of reference/research, third grade decreased by 15 percentage points, as compared to the increase of 25 percentage points in fifth grade, while fourth grade did not demonstrate an increase or decrease, remaining at 50 percentage points.

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Cycle for all students to ensure student achievement.	Principal, Assistant Principal, Cohort Team	8/8/2005	5/24/2006
2. Disaggregate and analyze data from the 2005 FCAT Reading subtest for students in grades three through five to identify strengths and opportunities for improvement in order to develop and implement a weekly Academic Calendar to guide instruction.	Administrators and Grade Level Chairpersons	8/8/2005	5/24/2006
3. Implement and monitor the District approved, uninterrupted two-hour reading block using the Comprehensive Reading Program in Kindergarten through fifth grades to ensure growth in phonemic awareness, phonics, vocabulary, fluency and comprehension skills.	Principal, Assistant Principal	8/8/2005	5/24/2006
4. Provide computer-assisted support for reading instruction through programs such as FCAT Explorer, Learning Today, and Read 180 for targeted ESOL, ESE, and fifth grade students in order to increase their reading skills.	Grade Level Chairs	8/8/2005	5/24/2006
5. Use quarterly assessment data to realign the instructional focus calendar as needed in order to meet the individual needs of students in grades two through five.	Grade Level Chairpersons	8/8/2005	5/24/2006
6. Provide small group tutoring after school and throughout the school day for students who scored a Level 1 on the 2005 FCAT Reading subtest, retainees, students with disabilities and Limited English Proficient students to address their individual needs.	Assistant Principal, After School Care (ASC) Program Administrator	9/1/2005	5/24/2006
7. Utilize the After-School Care program to support reading instruction for students enrolled in this program through scheduled computer access,	ASC Program Administrator	9/1/2005	5/24/2006

homework assistance, and reading activities in order to increase student achievement in reading.			
8. Promote recreational reading among students in Kindergarten through fifth grade through the use of Accelerated Reader in order to increase students' reading skills.	Media Specialist	8/8/2005	5/24/2006
9. Provide a parent workshop conducted by the Reading Leader to inform parents of FCAT strategies.	Reading Leader	1/1/2006	3/31/2006

Research-Based Programs

1. Houghton Mifflin Reading for Florida
2. Learning Today
3. Voyager Passport
4. Scholastic Read 180

Professional Development

- 8/05: Houghton Mifflin Training by the District
- 8/05 READ 180 (Targeted Staff) provided by the District
- 9/05-5/06 New Teacher Training provided by Assistant Principal and Reading Leader
- 10/05 Staff training on Comprehensive Reading Plan provided by Reading Leader
- 11/05-2/06 CRISS Training provided by Division of Language Arts

Evaluation

This objective will be evaluated using the scores on the 2006 FCAT Reading subtest. Data from the quarterly assessments and computer assisted reading programs, such as FCAT Explorer, Read 180, and Learning Today, will be used to monitor progress toward this objective. In addition, implementation of the above strategies will be monitored as follows:

- 1) Review of Assessment Results
- 2) Teachers' Lesson Plans
- 3) Computer Program Reports (EduSoft, PMRN, and Learning Today)
- 4) Professional Development Sign-In Sheets/Agendas and/or
Registration
- 5) Accelerated Reader (AR) Reports
- 6) Evaluation of the After-School Care tutorial program via
Edusoft database.

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

GOAL 2 STATEMENT:

All students will demonstrate a high level of achievement in the area of mathematics.

Needs Assessment

An analysis of the data reveals that fifth grade students' scores on the Mathematics subtest of the 2005 FCAT lagged behind third and fourth grade students' scores both in high performance standards and in learning gains. As a matter of fact, only 53 percent of fifth grade students scored at or above Level Three while 63 percent of all students in grades three through five tested scored at or above Level Three. In addition, less than 63 percent of the fifth grade students made annual learning gains compared to 72 percent of all students. As a result, it is clear that fifth grade achievement in the area of mathematics is a weakness. On average, students answered 54 percent of questions related to Algebraic Thinking correctly, while they answered 38 percent of number sense questions correctly, 54 percent of measurement questions correctly, 54 percent of geometry questions correctly, and 50 percent of data analysis questions correctly. While Number Sense was the weakest area on average for all grade levels, it was especially weak for fifth graders, who answered 38 percent of these questions correctly, as compared to third graders who answered 58 percent correctly and fourth graders who answered 64 percent of these questions correctly.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a five percentage point increase in the number of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Cycle for all students to ensure student achievement	Principal, Assistant Principal, Cohort Team	8/8/2005	5/24/2006
2. Utilize the long range plan provided by the Division of Mathematics and Science in order to ensure that all students are exposed to all of the Sunshine State Standards during the school year.	Principal, Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
3. Utilize quarterly assessment data to realign the instructional calendar, as needed to meet the individual needs of students in grades two through five.	Assistant Principal and Grade Level Chairs	8/8/2005	5/24/2006
4. Utilize manipulatives during mathematics instruction in order to help all students develop a concrete understanding of mathematics concepts	Grade Level Chairpersons	8/8/2005	5/24/2006
5. Provide small group tutoring after school hours to students who achieved Level 1 on the FCAT mathematics subtest, students who demonstrate need for remediation on quarterly assessments, and other students identified by classroom teachers as needing additional assistance to reinforce classroom instruction.	Assistant Principal, ASC Program Administrator	9/1/2005	5/24/2006
6. Provide computer support to enhance mathematics instruction for students who achieved a Level 4 or 5, through programs such as FCAT Explorer Mathematics, and Riverdeep Mathematics to provide additional opportunities for students in grades three through five to maintain or increase/enrich mathematical concepts	Assistant Principal, Grade Level Chairs	8/8/2005	5/24/2006
7. Implement Family Math Night at a local grocery store to provide all students with real-world applications of mathematics.	Principal, Assistant Principal, Dade Partner Liaison	11/1/2005	4/30/2006
8. Provide training to teachers, paraprofessionals, parents, and volunteers that addresses specific math strands based upon students' needs, so that	Principal, Assistant Principal, Cohort Team Members	8/8/2005	5/24/2006

instructional delivery and home learning assistance is enhanced.			
9. Implement Washington Mutual's School Savings Program to allow all students to learn to use math as part of their everyday lives.	Principal, Assistant Principal, Dade Partner Liaison	10/3/2005	5/24/2006

Research-Based Programs

1. Harcourt Brace Mathematics for Florida
2. Everyday Mathematics: The University of Chicago School Mathematics Project (SRA McGraw-Hill)

Professional Development

- 9/05-05/06 New Teacher Training provided by the Assistant Principal
- 11/05-01/06 Harcourt Brace Mathematics for Florida provided by the District
- Ongoing WSPI Student Performance Indicators provided by the Administration
- Ongoing Plan-Do-Study-Act Cycle provided by the Cohort Team
- 11/05-04/06 RiverDeep workshop offered by District.
- 11/05-04/06 Online and Powerpoint training regarding effective teacher utilization of FCAT Explorer.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics subtest. Ongoing assessments will be used to monitor progress toward the objective. In addition, implementation of the above strategies will be monitored as follows:

- 1) Review of Assessment Results
- 2) Teachers' Lesson Plans
- 3) Review of EduSoft Reports
- 4) Professional Development Sign-In Sheets/Agendas and/or Registrations
- 5) Evaluation of After-School Care tutorial program via Edusoft database.

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"/>

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 checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All fourth grade students will demonstrate writing proficiency.

Needs Assessment

An analysis of the data reveals that writing proficiency at Miami Springs Elementary Community School is generally strong; however, Limited English Proficient (LEP) students' scores need to improve. In previous years, recently arrived LEP students were not tested, however all students were tested for the 2005 administration of the FCAT Writing subtest. One hundred and thirty-one students were tested with an average score of 3.9 in expository writing and 3.8 in narrative writing, with an overall average score of 3.8, based upon the state's rubric. Two LEP students' papers were unscorable, and six students scored either a 1.0 or a 1.5. Ninety-three percent of all students met high standards in writing and adequate yearly progress was obtained. In order to meet the specific writing needs of our Limited English Proficient students, it is important to provide them with a print-rich learning environment as well as opportunities to write about topics that are culturally relevant to them. The school must also acknowledge the role that language development plays in writing success.

As indicated by results of a survey of newly-hired teachers, Miami Springs Elementary Community School also needs to provide additional staff development in the area of writing for our beginning teachers and teachers new to our school. In particular, these teachers need to develop strategies for teaching the writing process and for holistic scoring.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 in writing, at least 93 percent of students in grade four will continue to score a 3.5 or higher on the 2006 FCAT Writing Test as compared to the results of the 2005 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Instructional Cycle for all students to ensure student achievement.	Principal, Assistant Principal, Cohort Team	8/8/2005	5/24/2006
2. Implement and monitor a school developed instructional focus calendar for students in kindergarten through fifth grade to guide their writing instruction for the school year.	Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
3. Implement Wednesday night writing homework for students in kindergarten through fifth grade to ensure that students learn the power of writing.	Assistant Principal, Grade Level Chairs	10/3/2005	5/24/2006
4. Implement journal writing throughout the curriculum to provide multiple opportunities for students in kindergarten through fifth grade to express themselves through writing.	Reading Leader	8/8/2005	5/24/2006
5. Identify LEP students in grades three through four and provide them after school enrichment activities to increase their achievement in writing.	ASC Program Administrator	9/1/2005	5/24/2006
6. Provide training for teachers and parents that addresses writing strategies for second through fifth grade.	Reading Leader	10/3/2005	5/24/2006
7. Require students in kindergarten through fifth grade to complete a portfolio containing monthly writing samples utilizing the writing process to highlight their writing success.	Reading Leader	8/8/2005	5/24/2006
8. Provide CRISS training to teachers emphasizing effective use of writing strategies in the content areas.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin Reading for Florida

Professional Development

- 9/05-05/06 New Teacher Training Provided by Assistant Principal
- 10/05-01/06 Professional Development of staff on effective writing provided by Reading Leader
- 10/05 Building Early Language and Literacy (B.E.L.L.)
- 11/05-02/06 CRISS Training provided by Division of Language Arts

Evaluation

This objective will be monitored by scores of the 2006 FCAT Writing Test. Monthly testing using district and teacher-provided writing prompts will be used to monitor progress toward the objective. In addition, the implementation of the above strategies will be monitored as follows:

- 1) Review of Assessment Results
- 2) Teachers' Lesson Plans
- 3) Journal Samples
- 4) Writing Portfolios
- 5) Staff Development and Parent Workshop Sign-In Sheets

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 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 checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All fifth grade students will demonstrate a high level of achievement in Science.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that fifth grade students achieved a mean scale score of 294 points as compared to the District's scale score of 286 points and the State scale score of 296. In addition, student performance in the area of earth and space lagged behind their achievement in all other areas. On average, fifth grade students answered 58 percent of the questions related to scientific thinking correctly, 62 percent of physical and chemical science questions correctly, 54 percent of earth and space science questions correctly, and 59 percent of life and environment questions correctly. By presenting students with material that is both academically stimulating and relevant to their personal lives, their ability to link, connect, and integrate their prior knowledge to newly acquired scientific skills may be enhanced.

In the area of staff development, the school has several needs. All staff members need to be trained in how to access and effectively use technology related to science. In addition, new staff members need training on Riverdeep Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by a five scale point increase in the mean scale score on the 2006 FCAT Science Test as compared to the results of the 2005 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Instructional Cycle for all students to ensure students achievement.	Principal, Assistant Principal, Cohort Team	8/8/2005	5/24/2006
2. Provide opportunities for students to explore scientific processes by implementing monthly hands-on science lab activities.	Science Cohort Member	8/8/2005	5/24/2006
3. Provide professional development opportunities in Best Practices, Curriculum Alignment, and Data Analysis for fifth grade teachers in order to strengthen their delivery of science instruction.	Principal, Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
4. Organize and implement a science fair for students in grades three through five which will provide an opportunity for students to demonstrate their knowledge of the scientific process.	Science Committee Chairperson	1/1/2006	5/24/2006
5. Align the Science and Mathematics instructional focus calendars for all students in order to emphasize the relationship between mathematics and science.	Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
6. Utilize manipulatives and consumables contained in the Grade Level Science Cabinets with all students in order to provide them the opportunity to explore the scientific method.	Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
7. Provide training to teachers and parents in grades two through five to enhance delivery of the science program.	Assistant Principal, Science Cohort Member	9/1/2005	5/24/2006
8. Utilize computer support for science instruction by allowing students to access the internet to research science topics in order to increase their science research skills.	Science Cohort Member, Grade Level Chairpersons	8/8/2005	5/24/2006
9. Implement vocabulary development lessons to increase scientific knowledge of students.	Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006

Research-Based Programs

1. Scott Foresman Science for Florida

Professional Development

- 9/05-05/06 Professional growth activities for staff members
to enhance science skills and increase student
achievement provided by District
- 9/05-05/06 New Teacher Training provided by the Assistant
Principal
- 11/05-02/06 CRISS Training
- Ongoing Plan-Do-Study-Act Cycle provided by the Cohort Team

Evaluation

This objective will be evaluated by the scores on the 2006 FCAT Science Test. In addition, teachers in grades two through five will maintain logs of monthly experiments demonstrating student practice of scientific process skills. Quarterly assessments for fifth grade students will consist of material from the textbook assessments as well as hands-on demonstrations of the scientific process. Implementation of the above strategies will be monitored as follows:

- 1) Review of Science Pre-tests and Post-tests Results
- 2) Teacher Lesson Plans
- 3) Professional Development Sign-in sheets/Agendas and/or Registration
- 4) List of Science Fair Participants

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

GOAL 5 STATEMENT:

Miami Springs Elementary will demonstrate an increase in the level of parental involvement.

Needs Assessment

An analysis of the data collected from the participation log for the 2004-2005 school year indicated that 81 percent of parents were involved in the school more than once during the school year. The majority of the volunteer hours are earned by less than 20 percent of the parents. However, this does not mean that other parents do not have a desire to be involved. They may be discouraged or prevented from participating in school activities/events by issues related to transportation, language barriers, employment, and child care needs. Therefore, additional services must be devoted to meeting these needs in an effort to increase the number of parent participants throughout the school.

Measurable Objective

Given the importance of maintaining a positive link between the school, home and community in order to support student academic achievement, parental involvement will increase as evidenced by a five percent increase in the number of parents involved in the school at least twice during the 2005-2006 school year as compared to similar data from the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Cycle by analyzing parental involvement data on a quarterly basis in order to target parents for parental involvement activities.	Principal, Assistant Principal, Cohort Team	8/8/2005	5/24/2006
2. Provide a monthly parent calendar for all parents, in the student's native language, to inform parents of upcoming events and activities.	Principal	9/1/2005	5/24/2006
3. Issue the District's Student Code of Conduct to all students, with parent signatures required, to ensure parent understanding of and support for school disciplinary procedures.	Principal, Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
4. Provide parent workshops for all parents on topics related to student achievement, volunteerism, and effective parenting skills in order to support academic achievement.	Cohort Team Members	10/3/2005	5/24/2006
5. Offer workshops targeting parents of Limited English Proficient students to provide strategies for non-English speaking parents to assist their children with academic assignments.	Cohort Team Members	10/3/2005	5/24/2006
6. Implement parent report card pickup at the end of the second marking period to provide an alternative opportunity for parents to discuss their child's progress with teachers.	Principal, Assistant Principal	12/1/2005	1/31/2006
7. Provide timely, bilingual, notification of activities and meetings to all parents in order to encourage parental involvement in PTA, EESAC and other school meetings and activities.	Principal, Assistant Principal, PTA Board	8/8/2005	5/24/2006
8. Maintain a parent resource center in the media center to provide parents with updated information on important matters.	Assistant Principal, Media Specialist	8/8/2005	5/24/2006
9. Provide parents of Limited English Proficient students with results of quarterly assessments in	Assistant Principal, Bilingual Department Chairperson	8/8/2005	5/24/2006

order to encourage their participation in workshops aligned with students' academic needs.	
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Research-Based Programs

Not Applicable

Professional Development

Ongoing MDCPS Volunteer Training provided by the Volunteer Liaison

9/05-5/06 Bilingual Parent Training provided by the Bilingual Department

Evaluation

This objective will be evaluated utilizing sign-in sheets and teacher logs of parental involvement in workshops, school activities, volunteer activities, and returned, signed, compacts. Progress will be monitored utilizing quarterly parental involvement data submitted by teachers. In addition, the implementation of the above strategies will be monitored as follows:

- 1) Teacher Logs
- 2) Monthly Parent Calendars
- 3) Signed Parent Compacts
- 4) Student Code of Conduct Receipt forms signed by parents
- 5) Workshop Survey
- 6) Workshop Survey in Home Language
- 7) Report Card Pickup Schedule and Sign-In Sheets
- 8) PTA/EESAC Sign-In Sheets
- 9) Picture of Parent Resource Area

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Miami Springs Elementary Community School will be a safe and secure environment for all stakeholders.

Needs Assessment

An analysis of the referrals for detentions in the 2004-2005 school year, indicated a need to review the school wide discipline plan. This analysis also revealed that the primary reason for detention referrals is a low rate of student completion of home-learning assignments.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of detentions 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
1. Provide quarterly recognition of Citizenship Honor Roll students.	Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
2. Implement a school-wide discipline policy based upon Lee Cantor's Assertive Discipline Model.	Discipline Committee	8/8/2005	5/24/2006
3. Review Code of Student Conduct with students and parents.	Principal, Assistant Principal	8/8/2005	5/24/2006
4. Provide parents with information of security procedures and policy.	Principal, Assistant Principal, Discipline Committee	8/8/2005	5/24/2006
5. Inform parents that the most common cause for detention referrals is students' not turning in home-learning assignments, and solicit parents' assistance in reducing the number of detention referrals due to uncompleted home-learning assignments.	Principal, Assistant Principal, Discipline Committee	10/24/2005	5/24/2006

Research-Based Programs

1. PROUD (Peacefully Resolving Our Unsettled Differences)
2. Lee Cantor's Discipline Model

Professional Development

- 8/05 Review of Promoting and Maintaining a Safe Learning Environment Guidelines provided by Administration
- 9/05 KAPOW Training Workshop for Guidance Counselor and Fifth Grade Teachers provided by District
- 10/05-11/05 Professional Development for discipline procedures provided by Discipline Committee
- 10/05-05/06 Functional Assessment of Behavior/Behavior Intervention Plan provided by District
- 10/05-05/06 Review of Lee Cantor's Assertive Discipline Model by Discipline Committee

Evaluation

1. Newsletter about safety procedures sent to parents
2. Visitor sign-in log
3. Signed Lunch Agreements
4. Lee Cantor's Assertive Discipline Model displayed in classrooms and sent home
5. Detention Room Log
6. Detention Referral Forms

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 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 7 STATEMENT:

Staff members will demonstrate an increase in their usage of technology to enhance student achievement.

Needs Assessment

Upon review of Professional Development Plans completed by teachers, a need was found to expand teacher utilization of computer and web-based programs. As a result, Miami Springs Elementary Community School teachers will implement many enrichment and tutorial computer and web-based programs to increase student achievement scores. This will allow teachers to monitor students' needs and progress throughout the school year.

Measurable Objective

Given an emphasis on the use of technology in education, staff members will augment their usage of computer and web-based programs by five percentage points as evidenced by program utilization printouts and teacher lesson plans analyzed in the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Increase teacher use of Read 180 for targeted students in grade five, and students with disabilities in grades four and five, to provide high interest reading strategies to students.	Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
2. Increase teacher use of computer-assisted support for reading and mathematics instruction through programs such as Riverdeep and FCAT Explorer to increase student skills.	Assistant Principal, Grade Level Chairpersons	8/8/2005	5/24/2006
3. Increase teacher utilization of the Learning Today internet program for Limited English Proficient (LEP) students levels I, II, and III, in grades one through five, to enhance reading and language arts skills.	Assistant Principal, Bilingual Department Chairperson	9/1/2005	5/24/2006
4. Increase teacher utilization of the Accelerated Reader program to increase the reading comprehension skills of students.	Assistant Principal, Media Specialist, Grade Level Chairpersons	8/8/2005	5/24/2006

Research-Based Programs

1. Read 180
2. Learning Today

Professional Development

- 8/05 Training for targeted staff for Read 180 given by District
- 9/05 Training for LEP teachers for Learning Today given by District
- 10/05-5/06 Edusoft and Data Analysis Training provided by Regional Center III and Cohort Team

Evaluation

1. Monitor EduSoft Reports
2. Computer programs print-out reports and logs
3. Diagnostic reports for Accelerated Reader
4. Review of teachers' lesson plans
5. Review of best-practices related to utilization of technology in the classroom by the school's Professional Development Team

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

GOAL 8 STATEMENT:

Fourth and fifth grade students will demonstrate high achievement in physical fitness.

Needs Assessment

Based on physical education teachers' analysis of the FITNESSGRAM post test results for the year 2004-2005, only 20 percent of students met high standards. In order to increase the number of students meeting high standards on the FITNESSGRAM, students need to increase upper body strength, cardiovascular endurance, and participation in aerobic activities.

Measurable Objective

Given instruction based on M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness levels as evidenced by twenty five percent of the students meeting high standards on the 2005-2006 end-of-year evaluation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide all students with appropriate warm-up activities to prevent injury.	P.E. Teachers	8/8/2005	5/24/2006
2. Implement strengthening exercises to tone muscles.	P.E. Teachers	8/8/2005	5/24/2006
3. Implement relay races and shuttle runs to enhance student endurance and cardiovascular health.	P.E. Teachers	8/8/2005	5/24/2006
4. Utilize team sports to promote sportsmanship while enhancing cardiovascular health.	P.E. Teachers	8/8/2005	5/24/2006
5. Implement half mile and mile long runs to assist students in endurance building.	P.E. Teachers	8/8/2005	5/24/2006
6. Promote the free-breakfast program to all students to increase the number of participating students.	Principal, Assistant Principal, P.E. Teachers	11/1/2005	4/30/2006

Research-Based Programs

Not Applicable

Professional Development

11/05-12/05: FITNESSGRAM and Fitness Activities

1/06: Manipulative Activities related to physical education

2/06: Fitness Walking

3/06: Rhythmic Activities

5/06: Fit to Achieve

Evaluation

1. Teacher Lesson Plans
2. Teacher Observations
3. Body Mass Index
4. Fitness Logs
5. Quarterly review of Breakfast Program
6. FITNESSGRAM 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 checked="" 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 9 STATEMENT:

Students will demonstrate an increase of participation in all enrichment programs offered at Miami Springs Elementary.

Needs Assessment

Upon analysis of student participation in After-School and Academic Excellence Enrichment programs revealing a current student participation level of 34 percent, Miami Springs Elementary Community School will implement a greater variety of programs designed to enhance student abilities across all intelligence domains in an effort to develop the total child.

Measurable Objective

Given an emphasis on the benefit of student participation in advanced academic and enrichment activities, 44 percent of the student population will participate in After-School Care and Academic Excellence Enrichment Programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide students and parents with enrichment class schedules.	After School Care Program Administrator	9/1/2005	5/24/2006
2. Provide opportunities for students to showcase their talents at a variety of daytime and nighttime events.	Student Activities Director and Cohort Team Members	9/1/2005	5/24/2006
3. Schedule field trips wherein students can demonstrate their artistic abilities within the community.	Principal, After School Care Program Administrator	9/1/2005	5/24/2006
4. Provide special interest clubs to engage high-achieving students in the arts.	Principal, Assistant Principal, Special Area Department Chairperson	9/1/2005	5/24/2006
5. Provide athletic opportunities to enhance students' motor skills.	After School Care Program Administrator	9/1/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

8/05-5/06 Staff training provided by After-School Program

Administrator

9/05: Academic Excellence Program Print Journalism Training
provided by District

Evaluation

1. Enrichment class schedule and sign-in sheets
2. Photographs of student performances/exhibitions and community involvement activities
3. Field trip forms and itineraries
4. Rosters and sign-in sheets

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

To have a high return of investment.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Miami Springs Elementary Community School ranked at the 59th percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Miami Springs Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 59th percentile in 2003 to the 64th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, After-School Care Program Administrator	9/1/2005	5/24/2006
2. Collaborate with the district on resource allocation.	Principal, Assistant Principal	9/1/2005	5/24/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, Dade Partners Liaison	9/1/2005	5/24/2006
4. Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Dade Partners Liaison	9/1/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

09/05-05/06 Money Matters workshops
 10/05 Fiscal Management Training Lab for ASC Program
 9/05 – 02/06 FTE Workshops
 11/05 - 04/06 Teacher training regarding Return on Investment (ROI) Index conducted by school professional development team

Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Miami Springs Elementary Community School will show progress toward reaching the 64th percentile.

EESAC Compliance

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

Budget:

The EESAC recommended that EESAC funds be utilized to purchase school supplies, student incentives, and supplementary materials for teachers.

Training:

The EESAC recommended that ongoing training be a part of the regularly scheduled EESAC meetings in various topics such as budget, technology and how to increase community partnerships

Instructional Materials:

The EESAC reviewed and recommended the appropriate instructional materials to supplement the basals provided in most subject areas. It also recommended the planning of a variety of instructional activities to support the curriculum such as Family Math Night and Reading Under the Stars.

Technology:

The EESAC recommended a needs assessment be conducted to prioritize the hardware and software needs to enhance the instructional program through technology.

Staffing:

The EESAC recommended that the school provide mentoring to the newly hired personnel to assist them in developing their professional growth.

Student Support Services:

The EESAC recommended the continuation of the process of School Support Teams and the counseling programs that are provided at the school to meet the needs of the students.

Other Matters of Resource Allocation:

The EESAC recommended that the school increase its community and business partnerships through holding bi-monthly family night activities at local businesses.

Benchmarking:

The EESAC openly discussed the school's strengths and weaknesses in curriculum, and test scores. As a result, assessments, evaluations, and teaching strategies are aligned with the school's action plan in an ongoing basis and reviewed throughout the school year.

School Safety & Discipline:

The EESAC recommended that adjustments be made in security measures to ensure the safety of all stakeholders.

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