
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3431 - Phyllis Ruth Miller Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Lora Manning

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Phyllis Ruth Miller Elementary School

Phyllis R. Miller Elementary School, has maintained an A+ status for two consecutive years and has made Adequate Yearly Progress (AYP) for the first year as evidenced by the results of the state performance tests and the No Child Left Behind (NCLB) Act.

This school houses Pre-Kindergarten through fifth grade students. Phyllis R. Miller Elementary School is identified for the implementation of a school-wide federally supported program for economically disadvantaged families, Montessori Magnet, three Alternative Education classes, Exceptional Student Education Inclusion (ESE) program, and Gifted programs to meet the need of all students.

The Phyllis R. Miller Elementary School Family believes that students of varying socio-economic and ethnic backgrounds can learn at all levels if the proper atmosphere is established. It is also our belief that students can be motivated to learn if appropriate methods and techniques are used to facilitate the learning process. Furthermore, it is our belief that creative methods that involve teachers, community, parents, and students are necessary for high student achievement.

The faculty recognizes that in order to provide academic instruction and assess student development effectively, we must respond to the different teaching philosophies and learning styles. Strategies will be implemented during the 2005-2006 school year to guarantee that stated objectives are met.

A collaborative effort among the faculty, students, and parents will foster a sense of shared purpose to help every child succeed. The students and staff feel challenged to be lifelong learners and risk takers. Students and staff will use up-to-date technology to discover, create, and communicate. Their efforts and accomplishments will be visible throughout the school and community.

The school will also address the following needs for improvement based on the results of the Organizational Performance Improvement Snapshot Survey.

Results of the Organizational Performance Improvement Snapshot Survey indicate a need for improvement in the areas of strategic planning and business results. Emphasis on strategic planning will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail. Information regarding the budget will be made available to faculty and staff through the Educational Excellence School Advisory Council.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a minimum of three percentage point increase in the percentage of students scoring at or above Achievement Level 3 on the 2006 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 two percentage point increase in the percentage of students scoring at or above on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by a twenty-four percentage point increase in the percentage of students scoring at or above level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a one percentage point increase in the percent of students scoring 3.5 or above on the 2006 FCAT Writing test, as compared to the 2005 FCAT Writing test.

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

Given a school-wide focus on parental participation at academically related events, parents attendance at workshops will increase by five percentage points during the 2005-2006 school year when compared to the 2004-2005 school year. The number of parents engaged in parental workshops will be documented in attendance logs.

Given instruction based on the Code of Student Conduct, all students will improve their behavior as evidenced by a five percent reduction in the number of Group I – III violations

Based on the National Educational Technology Standards, students in grades four and five will increase their technology literacy skills as evidenced by ninety percent of the students obtaining an average score of eighty percent on the EasyTech quizzes.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM Test standards, students in grades four through five will improve their running skills as evidenced by ninety-one percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Given instruction based on State Standards and Benchmarks, Phyllis R. Miller Elementary School students will improve their basic movements, rhythmic and manipulative skill levels by three percentage points.

Phyllis R. Miller Elementary School will improve its ranking on the State of Florida ROI index publication from the fifty-eighth percentile in 2003 to the sixtieth percentile on the next publication of the index.

In summary, the objectives selected for the 2005-2006 school year will strengthen communication skills by improving student performance in reading, writing, science, global awareness, and problem solving. Students' computation and critical thinking skills in mathematics will also be strengthened. Successful achievement of these stated objectives will complete the school's mission to provide quality academic programs, which will maximize the potential of each

student.

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.

Phyllis Ruth Miller Elementary School

VISION

At Phyllis Ruth Miller Elementary School, our vision is to provide quality academic and educational programs that will maximize the potential of each student in today's changing technological society and to prepare students to meet the challenge of our rapidly changing world. Furthermore, we recognize that the school/home/community partnership is an important variable in the total development of the child.

MISSION

The faculty believes that the purpose of Phyllis Ruth Miller Elementary School is to provide an environment which enables students to acquire basic skills, knowledge, attitudes, and the values which will help empower them to function in a global society. We believe that it is also the purpose of the school to provide a safe, inviting, well-equipped, and stimulating environment which encourages students to develop all of their intellectual, physical, moral, social, and artistic talents so that they can make positive contributions to an ever changing society.

CORE VALUES

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

School Demographics

Phyllis Ruth Miller Elementary School is located in the community of Shorecrest, on the upper northeast side of Miami, Florida. The school is comprised mainly of recent immigrants who are Limited English Proficient, typically economically disadvantaged, and primarily from Haitian-Creole linguistic backgrounds. A significant number of students enter without any previous schooling.

The school is the educational home of 802 boys and girls of diverse languages, cultures, and ethnicities with sixty-seven percent of the students qualifying for free lunch and less than one percent qualifying for reduced lunch. The student population is comprised of seventy-one percent African-American, twenty percent Hispanic, five percent White, three percent Multi-Racial, and one percent Others.

There are three alternative education classes to meet the needs of at-risk students. Twenty-six percent of these students are Limited English Proficient (LEP) and are currently enrolled in our English for Speakers of Other Languages (ESOL) program. Eleven percent of the student population participate in Exceptional Student Education (ESE) program of which two percent have been identified as having a Specific Learning Disabilities, five percent have been identified as being Gifted with four percent in other ESE exceptionalities.

Phyllis R. Miller Elementary is provided with supplemental funding in an effort to help close the achievement gap between economically disadvantaged students and their peers. It is our belief that students can be motivated to learn if appropriate methods and techniques are used to facilitate the learning process. The following data was utilized in developing the 2005-2006 School Improvement Plan:

- According to the School Profile 39 students received outdoor suspension.
- Student attendance was ninety-six percent.
- Teachers' attendance was ninety-four percent.
- The retention rate of students was at four percent.
- Sixty-seven percent of Phyllis R. Miller students qualify for free lunch and less than one percent of its students qualify for reduced lunch.
- Phyllis R. Miller Elementary has 2 Varying Exceptionalities (VE) classes servicing 27 students; 28 Specific Learning Disabilities (SLD); 5 Other Health Impaired; 1 Educable Mentally Handicapped; and 19 Speech Impaired students.
- Phyllis R. Miller Elementary incorporates inclusion practices in 3rd – 5th grade classes in the area of Reading. Additionally, fifty-seven percent of the students in grades Kindergarten – 5th spend eighty percent or more time with non-disabled students.
- Phyllis R. Miller will rank at or above the ninety-one percentile statewide in the FITNESSGRAM Test providing students with the opportunity to attain their optimal level of fitness while participating.
- There were no Group IV violations reported at Phyllis R. Miller Elementary School.
- This school is in the middle third of all elementary schools in the state in relation to the percent of students making learning gains. This school is in the middle third of all elementary schools in the state in relation to money spent per student in this school.
- According to the Florida Department of Education, Phyllis R. Miller's Return On Investment (ROI) percentile rank is fifty-eight. The school's percent of students with learning gains in Mathematics is seventy-four percent and sixty-eight percent in Reading. The percent of the highest Return on Investment Value is fifty-four percent. The total program cost for Weighted Full-Time Equivalent (WFTE) per student is \$5,945.

In order to establish the specific resources that the faculty and staff are in need of, the school conducted a needs assessment survey. The survey indicates that non-instructional staff members are interested in knowing more about the financial status of their organization. Information regarding the budget will be made available to faculty and staff through the Educational Excellence School Advisory Council. The school will prioritize the results of additional items on the survey to identify ways to meet the needs of the staff members.

School Foundation

Leadership:

Leadership proves to be an area of strength at Phyllis R. Miller Elementary School. Indicators of effective leadership include but are not limited to a clear mission and values communicated to all members of the school, a positive work environment that encourages learning, and valued professional input from faculty and staff.

District Strategic Planning Alignment:

Strategic Planning has been identified as a category in need of improvement. A continued emphasis on this area will include grade level meetings, enhanced communication through district e-mail and an initiation of interim collaboration between past, present and future grade levels.

Stakeholder Engagement:

Phyllis R. Miller Elementary School's stakeholders understand the importance of building school, home, business, and community relationships.

Faculty & Staff:

It has always been the staff's belief as stated in the Saturn proposal that "It takes a village to raise a child" therefore, all faculty and staff members agree and believe that the impact of a team approach is essential to the overall function of the school.

Data/Information/Knowledge Management:

Data collection, analysis, and knowledge management are areas of strength in the school. Data is disaggregated and analyzed during grade group and weekly round table meetings. This process enables the staff to monitor the progress of all students that will lead to a high quality of education.

Education Design:

The school offers additional programs that extend students learning opportunities. Students in grades three through five who are in the lowest quartile in reading receive additional remediation. Several programs are used to remediate targeted students: Read 180, Leap Track, Voyager, Soar to Success, and Direct Instruction. Technology has always been an integral part of the instruction for the lower performing students. Phyllis R. Miller Elementary continues to utilize the Edusoft materials to assist with the monitoring of the Interim Assessment activities.

Phyllis R. Miller Elementary School will incorporate the Continuous Improvement Model (CIM). The CIM model will involve an 8-step process that will regularly assess students for enrichment, intervention, and remediation. The steps will include: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process. This model is being implemented by all grade levels throughout the school.

Performance Results:

Performance Results: The overall results of the Organizational Performance Improvement Snapshot survey indicate that the faculty and staff are satisfied with the school's organizational performance assessment. However, it is noted on the 2004-2005 Referral/Suspension Report, that the school's weakest performance lies in the outdoor suspensions. A total of 22 students received outdoor suspensions for code I, II, and III violations.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The following are a few actions taken by the district and the school to attract highly qualified teachers.

Attract:

1. Advertised opened positions on District website.
2. Begin interviewing teacher candidates for positions in June 2005 for the 2005-2006 school year.
3. Held a "Welcome" breakfast for new and teachers who transferred from other schools.

Retain:

1. Keep new and transfer teachers informed of schools policies, procedures, best practices, in-services, etc.
2. Provide teacher work day breakfast for all teachers and administrators.
3. Provide mentor teachers for new and transferred staff members.

• Highly Qualified, Certified Administrators:

Principal

Lora J. Manning has been a classroom teacher, a Teacher On Special Assignment, (TSA) an assistant principal and principal prior to being assigned to Phyllis Ruth Miller Elementary School. Ms. Manning holds a Bachelor of Science (BS) degree in Elementary Education and Early Childhood Education; a Master of Science (MS) degree in Administration and Supervision; and an Educational Specialist (Ed. S.) degree in Elementary Education. Ms. Manning has always been involved in cutting edge activities during her 35 year educational career with the Miami-Dade School District, starting with her initial assignment as the first African American teacher at a predominately white suburban school. Ms. Manning was later assigned to the South West Area Office as a Teacher On Special Assignment (TSA) to train and provide support for teachers implementing individualized instruction (Reading Systems Very Plain-RSVP). Ms. Manning was also one of the first facilitators for the Dade-Monroe Teacher Educator Center (TEC). This assignment afforded her an opportunity to design effective needs assessment instruments and professional growth activities for teachers. Ms. Lora J. Manning has been selected to participate in various innovative educational experiences at the elementary and secondary levels during her tenure as an assistant principal. These assignments afforded Ms. Manning opportunities to model effective teaching strategies, design instructional materials, and work closely with teachers to meet the needs of every student. As principal, Ms. Manning was one of the first to open her school during spring break to offer continuous learning opportunities to inner city students. Under Ms. Manning's instructional leadership, Phyllis Ruth Miller Elementary School students' performance has maintained an upward movement. The school has progressed from a designated "D" school to an "A+" school for the second consecutive year. Ms. Manning attributes the school's success to the dedicated instructional teams and their commitment to meet the needs of their students. Another successful strategy implemented under Ms. Manning's leadership is the weekly "Round Table" grade group discussion sessions with teachers, paraprofessionals, administrators and monthly consultants. These weekly small group sessions allow key stakeholders to review the progress of students and share "best practice" strategies.

Assistant Principals

Dr. Tracy L. McCloud has served the students and community of the Miami-Dade County Public School System for twelve years. Dr. McCloud joined the Phyllis Ruth Miller Elementary team in August 2004. He holds a Bachelor of Science degree in Elementary Education, Master of Science degree in Educational Leadership, and a Doctorate of Theology. He is currently entering into his fifth full year as an assistant principal. Previously, Dr. McCloud served in the capacity of assistant principal at North County Elementary School. Through his leadership, North County Elementary School received several accolades for being a

meritorious school. Dr. McCloud collaborates with the administrative team daily to improve the learning gains of students, particularly those in the lower twenty-five percentile. Significant gains were achieved during the 2005-2006 school year in the areas of Reading, Mathematics, and Writing. Reading achievement in grade three and five increased from thirty-nine percent to forty-two percent. Mathematics increased in grades three through five from thirty-three percent to forty-two percent, therefore increasing the number of students scoring level three and above. Dr. McCloud continues to enhance his leadership skills by engaging in in-services and workshops that target new trends in education.

Mrs. Barbara Joseph has been an educator for Miami-Dade County Public Schools and has provided educational services for students and adults for thirty years. Mrs. Joseph attended Fisk University, Atlanta-Clarke University, and Florida International University. She received her Bachelor of Science in Music Education from the University of Miami. Her postgraduate education was obtained from Nova Southeastern University where she received a Masters in Reading and an Educational Specialist degree in Educational Leadership. During her tenure in the Miami-Dade County Public Schools, Mrs. Joseph was a Head Start instructor for four years and also provided academic instruction for elementary, middle, and senior high school level students. Later, she held an administrative position as an assistant principal at various adult education and community school sites. While at Phyllis R. Miller Community School she developed and enhanced community school programs: martial arts, piano, dance, soccer, floral arranging, tutoring, and child-care.

• Teacher Mentoring:

Successful mentors help protégés expand their repertoire of skills, strategies, and knowledge, useful in different teaching situations and settings. The Mentor Program at Phyllis R. Miller Elementary is a three-phase program. The first phase focuses on practical skills and information -- where to order supplies, how to organize a classroom, where to find instructional resources, the who's who on staff, and the grand tour of the facility. In the second phase, mentors and protégés concentrate more intently on teaching and classroom management skills. Protégés work closely with key resource personnel. During phase three, the focus shifts to a deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students. How long each stage lasts varies according to the knowledge, experience, and skills that a protégé brings to the assignment. Upon completion of the mentor program at Phyllis R. Miller Elementary, the protégé will have had opportunities to observe many different teaching styles, share best practices with other teachers, learn to analyze data, consult at length with one or more mentors, and participate in weekly grade group planning sessions.

• School Advisory Council:

The ESSAC Committee assists in the preparation of the school's budget. Members participated in the School Improvement Plan training. The ESSAC Committee reviews what instructional materials, and strategies are utilized to meet the needs of the students.

• Extended Learning Opportunities

Phyllis R. Miller Elementary provides various extended learning opportunities for third through fifth grade students scoring in the lowest twenty-five percent. These small group activities are offered for an hour before school, two hours after school, and three hours on Saturday. A variety of print and non-print media, including but not limited to technology, are used to deliver each researched based instruction to students.

• School Wide Improvement Model

Phyllis R. Miller Elementary School will incorporate the Continuous Improvement Model (CIM). The CIM model will involve an 8-step model process that will regularly assess students for enrichment, intervention, and remediation. The steps will include: test score desegregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring

of the process. The model is being implemented by all grade levels throughout the school.

Montessori – Montessori is uniquely suited to public schools, where children of many backgrounds and multi-ages are grouped together. Montessori students learn to develop critical thinking skills, conflict resolution, cultural sensitivity and collaborative problem-solving skills that are ideal for modern workplace environments.

Houghton Mifflin –The Houghton Mifflin Core Reading Program was selected by the District as the primary reading program. This program includes reading, language, writing and content areas (math, science, social studies, technology)

Direct Instruction (DI) – An enrichment reading program utilized for at-risk and low performing students.

Junior Great Books – An enrichment program utilized for students in grades four and five who are reading at and above grade level.

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 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 1 STATEMENT:

All students will demonstrate increased performance in reading.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that sixty-six percent of the students in grades three through five met the State required mastery levels, sixty-five percent of the students made a year's worth of progress in reading, and sixty-seven percent of struggling students made a year's worth of progress in reading. Scores on the 2005 FCAT Reading Test indicate that the weakest content cluster in reading for third grade students was Words and Phrases. Students scored fifty percent mastery in this cluster. However, the strongest content clusters in reading for third grade students were Main Idea/Purpose, Comparison, and Reference/Research, ranging from fifty-eight percent to sixty-three percent mastery in each cluster. Fourth grade students' performance of fifty percent mastery on the Reference/Research section of the FCAT Reading test was the weakest content cluster. The fourth grade students demonstrated strength in Comparisons, Words/Phrases, and Main Idea/Purpose, with percentages ranging from fifty-seven percent to sixty-five percent mastery in each cluster. Fifth grade student performance of seventy percent mastery revealed Main Idea/Purpose to be the weakest content cluster. The fifth grade students demonstrated strength in Reference/Research, Comparisons, and Words/Phrases with scores ranging from seventy-five percent to seventy-seven percent mastery in each cluster. The 2005 FCAT Reading data indicated that sixty-seven percent of struggling students made a year's worth of progress in reading. The 2005 FCAT Reading data also revealed that students would benefit from recreational reading to improve fluency and comprehension. Students will participate in research-based programs to help them develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. The 2005 Adequate Yearly Progress (AYP) Report indicates that ninety-six percent of the total students tested scored at the State required mastery Level 3. All subgroups scored at or

above the State required mastery Level 3. Therefore, the school did make adequate yearly progress according to the No Child Left Behind (NCLB) requirements.

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 reading skills as evidenced by a minimum of three percentage point increase in the percentage of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate the monthly reading FCAT practice test data during grade group meetings in order to modify instruction.	Principal, Assistant Principal, Reading Coach, Teachers	8/15/2005	5/19/2006
Develop reading strategies to use with low performing students by using Read 180.	Principal, Assistant Principal, Reading Coach, Teachers	8/15/2005	5/19/2006
Refine critical thinking skills by using Jr. Great Books.	Principal, Assistant Principal, Reading Coach, Teachers	08/15/05	05/19/06
Infuse technology into the reading curriculum by using Leap Track, LightSpan, and Accelerated Reader.	Principal, Media Specialist, Reading Coach, Teachers	8/15/2005	5/19/2006
Provide after school tutoring opportunities for students scoring at FCAT Achievement Levels 1 and 2.	Principal, Assistant Principal, Reading Coach, Teachers.	08/15/05	05/19/06

Research-Based Programs

Houghton-Mifflin Reading Series, Junior Great Books, Direct Instruction (DI), Read 180, and Voyager.

Professional Development

Professional development will include: Houghton-Mifflin Reading training, Junior Great Books training, Direct Instruction (DI), Read 180 training, Accelerated Reader training, CRISS training, LeapTrack, Edusoft training and Continuous Improvement Model (CIM).

Evaluation

Ongoing interim assessments, using district and school designed tests, will be administered to monitor students' progress and to modify instruction. The following additional assessment instruments will be used: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Diagnostic Assessments of Reading (DAR). The objective will also be evaluated by scores of the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 increased performance in Mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that fifty-six percent of the students in grades three through five scored at or above FCAT Level 3 and seventy-one percent of students made learning gains. Third and fourth grade students' highest performance score was demonstrated in the Geometry strand. However, the weakest area for fifth grade students was Number Sense. The 2005 Adequate Yearly Progress (AYP) Report indicates ninety-three percent of the total students tested, scored at the State required mastery level. The subgroups of Limited English Proficient students scored twenty-six percent. However, students showed a ten percent gain in Mathematics over the previous year. Therefore, Adequate Yearly Progress was determined via Safe Harbor and the school did make Adequate Yearly Progress according to the No Child Left Behind (NCLB) requirements.

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, students in grades three through five will improve their mathematics skills as evidenced by a two percentage point increase in the percentage of students scoring at or above on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by a twenty-four percentage point increase in the percentage of students scoring at or above level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate the monthly mathematics FCAT practice test during grade level meetings.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/8/2005	5/24/2006
Provide mathematics enrichment activities at all grade levels.	Principal, Assistant Principal, Mathematics Coach, Teachers	08/08/05	05/24/06
Provide students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development, and implementation of critical thinking skills to real life situations.	Principal, Assistant Principal, Mathematics Coach, Teachers	08/08/05	05/24/06
Provide after school tutoring opportunities for students scoring FCAT achievement levels 1 and 2.	Principal, Assistant Principal, Mathematics Coach, Teachers	08/08/05	05/24/06
Monitor the implementation of the Sunshine State Standards in Mathematics in the ESOL, BCC, and CCHL programs.	Assistant Principal, Mathematics Coach, Teachers	08/08/05	05/24/06
Infuse technology into the mathematics curriculum by using Lightspan and RiverDeep.	Principal, Media Specialist, Mathematics Coach, Teachers	08/08/05	05/24/06

Research-Based Programs

Harcourt Mathematics Series, RiverDeep, and Lightspan.

Professional Development

Professional development training will include: Riverdeep, FCAT Explorer, CRISS, Brainchild, Lightspan, Continuous Improvement Model (CIM), and Edusoft training.

Evaluation

Ongoing interim assessments, using district and school designed tests, will be administered to monitor students' progress and to modify instruction in mathematics. The objective will also be evaluated by scores of the 2006 FCAT Mathematics Test.

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 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 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Scores of the combined 2005 FCAT Writing Test indicate that ninety percent of standard curriculum students in grade four scored 3.0 or higher and eighty percent scored 3.5 or higher, a decrease of five percentage points as compared to scores of the 2004 administration. Scores of the 2005 Narrative Writing Test indicate that ninety-two percent of students in grade four have scored 3.0 or higher and seventy-eight scored 3.5 or higher. The Expository Writing Test indicate that eighty-eight percent of students in grade four scored 3.0 or higher and eighty-two percent scored 3.5 or higher.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a one percentage point increase in the percent of students scoring 3.5 or above on the 2006 FCAT Writing test, as compared to the 2005 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate the monthly writing FCAT practice test data during grade group meetings.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/05	05/24/06
Integrate writing across the curriculum.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/05	05/24/06
Infuse technology into the writing curriculum by using FCAT Achiever.	Principal, Media Specialist, Reading Coach, Teachers	08/08/05	05/24/06
Provide morning early bird writing tutoring opportunities for students scoring FCAT Achievement Levels 1 and 2.	Assistant Principal, Reading Coach, Teachers	08/08/05	05/24/06

Research-Based Programs

KidBiz and Houghton-Mifflin Core Language Arts Series

Professional Development

Professional development training will include: CRISS, Edusoft training, Continuous Improvement Model (CIM) and District and Regional training.

Evaluation

Ongoing interim assessments, using district and school designed tests, will be administered to monitor students' progress and to modify instruction in writing. The objective will also be evaluated by scores of the 2006 FCAT Writing Test.

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

District Strategic Plan

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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:

To increase the scientific knowledge of all students.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that students in grade five scored a mean scale score of 272, an increase of 12 mean scale points when compared to scores of the 2004 administration. The school's 2005 FCAT Science mean scale score is 8 points below the district mean scale score of 286 and 24 points below the State scale score of 296. The two weakest strands were Earth and Space Science and Scientific Thinking where students earned 6 out of 13 points and 7 out of 12 points respectively.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide after school enrichment programs using Science Engineering Mathematics and Aerospace Academy (SEMAA) and Science Engineering Communication Mathematics Enhancement (SECME).	Principal, Assistant Principal, Science Coach, Teachers	08/08/05	05/24/06
Utilize McMillan/McGraw Hill Science materials to develop long range scope and sequence plans.	Principal, Assistant Principal, Science Coach, Teachers	08/08/05	05/24/06
Utilize hands on activities such as Full Option Science System (FOSS) Kits.	Principal, Assistant Principal, Science Coach, Teachers	08/08/05	05/24/06
Utilize Lego Instructional Program and related materials.	Assistant Principal, Science Coach, Teachers	08/08/05	05/24/06
Implement a Discovery Science Fair with fifth grade students.	Principal, Assistant Principal, Science Coach, Teachers	08/08/05	05/24/06

Research-Based Programs

Spectrum Science Lab, McMillan/McGraw Hill Science, Full Option Science System (FOSS) Kits.

Professional Development

Professional development training will include: Spectrum Science Lab, Lego Instructional Program, Continuous Improvement Model (CIM), McMillan/McGraw Hill Science and Full Option Science System (FOSS) Kits.

Evaluation

Ongoing interim assessments, utilizing school designed tests, will be administered to monitor students' progress and to modify instruction in science. The objective will also be evaluated by scores of the 2006 FCAT Science Test administered to fifth grade.

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"/>

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education. The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of attendance logs for parent workshops indicated that twenty percent of the parents did not participate in any academically related events during the 2004-2005 school. Phyllis R. Miller Elementary School recognized the need to increase parental participation in all academically related events for the 2005-2006 school year.

Measurable Objective

Given a school-wide focus on parental participation at academically related events, parents attendance at workshops will increase by five percentage points during the 2005-2006 school year when compared to the 2004-2005 school year. The number of parents engaged in parental workshops will be documented in attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate a Parent Resource Fair and Family Literacy Night.	Principal, Community Involvement Specialist,	08/08/05	05/24/06
Coordinate a parent science workshop to enable parents to assist with the projects.	Principal, Assistant Principal, CIS, Teachers	08/08/05	05/24/06
Increase the Adult and Vocational Educational classes through Community School to enhance parents language skills.	CIS and Assistant Principal for Community Education	08/08/05	05/24/06
Maintain a current and up to date Parent Resource Center.	Principal, Assistant Principal, CIS, Teachers	08/08/05	05/24/06

Research-Based Programs

National PTA Standards for Parents and Families Involvement Programs.

Professional Development

Not-Applicable

Evaluation

The objective will be evaluated by the number of parents/guardians who participate in school wide events. Evidence of parental participation will be monitored by sign-in sheets and logs maintained for all school wide activities and functions throughout the school.

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"/>

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Outdoor suspension reports from the 2004-2005 school year indicate that 22 students received outdoor suspensions. A review of Student Case Management forms indicate that the majority of suspensions resulted from fighting and general disruptive behavior.

Measurable Objective

Given instruction based on the Code of Student Conduct, all students will improve their behavior as evidenced by a five percent reduction in the number of Group I – III violations

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development for the Proudly Infusing Non-Violence Program.	Counselors, Assistant Principal	08/08/05	05/24/06
Review Code of Student Conduct with students.	Assistant Principal, Instructional Personnel	08/08/05	05/24/06
Ensure each teacher implements a Schoolwide Discipline Plan.	Teachers, Assistant Principal	08/08/05	05/24/06
Implement peer mediation process in each homeroom class.	Assistant Principal, Counselor, Teachers	08/08/05	05/24/06
Provide student workshops in bullying and harassment prevention through the Sunburst Visual Media Program.	Assistant Principal, Counselor	08/08/05	05/24/06
Provide workshops for parents on Prevention of Bullying and on Effective Ways to Communicate and Discipline Your Children.	Assistant Principal, Counselor	10/05/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Attend a Miami-Dade County Public School Conflict Prevention and Peer Mediation Seminar for counselors. Attend workshops on Prevention of Bullying and on Cultural Sensitivity in the Classroom through the Safe School Specialist.

Evaluation

Through the utilization of quarterly reports and weekly Round Table meetings data will be disaggregated and analyzed, thus reducing the number of suspensions at the school site by two percent.

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas while promoting equitable and universal access to technology.

Needs Assessment

The State’s STaR Survey and the Districts Instructional Technology Inventory and Statistics Report indicate that Phyllis Ruth Miller Elementary School needs to continue to implement National Education Technology Standards (NETS). The grade level expectations for technology need to be aligned to curriculum standards and benchmarks to engage students in learning activities. Technology will be utilized to increase student achievement in core academic subjects with an emphasis on building skills to access equal educational opportunities through universal access to technology.

Measurable Objective

Based on the National Educational Technology Standards, students in grades four and five will increase their technology literacy skills as evidenced by ninety percent of the students obtaining an average score of eighty percent on the EasyTech quizzes.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement EasyTech pacing calendar.	Principal, Media specialist, Classroom Teachers	10/05/05	05/26/06
Implement a technology Parent Night.	Principal, Media specialist, Classroom Teachers	10/05/05	05/26/06
Develop intervention strategies, when necessary to provide refresher classes for teachers to enhance instructional skills.	Principal, Media specialist, Classroom Teachers	10/05/05	05/24/06
Implement student activities using word processor software.	Principal, Media specialist, Classroom Teachers	10/05/05	05/24/06
Implement activities using presentation software.	Principal, Media specialist, Classroom Teachers	10/05/05	05/24/06

Research-Based Programs

KidBiz 3000, RiverDeep

Professional Development

The Media Specialist will attend various trainings regarding EasyTech implementation. The Media Specialist will train classroom teachers to integrate the program in the school curriculum. Programs will include: EasyTech by Learning.com, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Inspiration, Atomic Learning, and FCAT Explorer.

Evaluation

Given instruction using the National Educational Technology Standards and State Standards, students in grades four and five will demonstrate mastery of the various concepts taught by scoring at least eighty percent on the EasyTech quizzes.

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"/>

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 8 STATEMENT:

Providing students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program.

Needs Assessment

An assessment of the 2005 data showed that eighty-eight percent of the students tested using the FITNESSGRAM Test received gold or silver awards. However, twelve percent of the students tested did not.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM Test standards, students in grades four through five will improve their running skills as evidenced by ninety-one percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement daily activities emphasizing cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal, Physical Education Teachers	09/26/05	05/24/06
Administer a pre-test to determine baseline measurements.	Assistant Principal, Physical Education Teachers	08/08/05	05/24/06
Administer the FITNESSGRAM Test to fourth and fifth grade students.	Assistant Principal, Physical Education Teacher	09/26/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide the physical education staff with various professional development opportunities to support the health and fitness program through workshops. Utilize current resources and programs to support the Sunshine State Standards.

Evaluation

Phyllis R. Miller Elementary School will demonstrate an annual increase thereby improving its ranking on the State of Florida FITNESSGRAM Test. The school will utilize Test kit software in order to provide a prescriptive report for each student. One copy of the prescription will go in the student's portfolio and another copy will be sent home to parents.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

The 2005 FITNESSGRAM Test scores indicate that Phyllis R. Miller Elementary School ranked at the eighty-eighth percentile. Therefore the physical education staff will provide students, educational opportunities to participate in physically active programs, which will enhance positive attitudes toward personal involvement in a continued physically active lifestyle. Students will improve both cognitive and affective levels that will impact favorably on developing acceptable social and emotional behavior.

Measurable Objective

Given instruction based on State Standards and Benchmarks, Phyllis R. Miller Elementary School students will improve their basic movements, rhythmic and manipulative skill levels by three percentage points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Pre-test students on their basic movements, rhythmic and manipulative skills.	Assistant Principal, Physical Education Teacher	08/08/05	09/26/05
Provide appropriate amount of instructional time dedicated to fitness related activities on a daily basis emphasizing cardiovascular endurance, flexibility, and muscular strength.	Assistant Principal, Physical Education Teacher	09/26/05	05/24/06
Provide cooperative activities for students to improve self control, develop good sportsmanship, and gain an appreciation of the benefits of working together.	Assistant Principal, Physical Education Teacher	09/26/05	05/24/06
Integrate FCAT strategies and classroom subjects (math, science, reading, and writing) into the physical education curriculum.	Assistant Principal, Physical Education Department Chairperson	09/26/05	05/24/06
Monitor the Physical Education Program.	Assistant Principal	09/26/05	05/24/06
Develop an action plan including: Rope for Heart and Library research.	Assistant Principal, Physical Education Teachers Department Chairperson	09/26/05	05/24/06

Research-Based Programs

The teachers will utilize the Physical Education Competency-Based Curriculum for all students in grades kindergarten through fifth. The school will use utilize FITNESSGRAM Test for all fourth and fifth grade students.

Professional Development

Provide the physical education staff with various professional development opportunities to support the health and fitness program through workshops. Utilize current resources and programs to support the Sunshine State Standards.

Evaluation

Phyllis R. Miller Elementary School will evaluate students' progress on a post-test and will administer the FITNESSGRAM Test using the software Test Kit and will provide a prescriptive report for each student. One copy will go in the student's portfolio and another copy will be sent home to parents. On the next district report Phyllis R. Miller Elementary School will show progress toward reaching the ninety-first percentile.

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"/>

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

GOAL 10 STATEMENT:

Phyllis Ruth Miller will rank at or above statewide in the Return on Investment Index (ROI) of value and cost effectiveness of its programs

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2003, Phyllis R. Miller Elementary School ranked at the fifty-eighth percentile on the State of Florida ROI index.

Measurable Objective

Phyllis R. Miller Elementary School will improve its ranking on the State of Florida ROI index publication from the fifty-eighth percentile in 2003 to the sixtieth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Classroom Teachers	08/08/05	06/01/06
Collaborate with the district on resource allocation.	Principal, EESAC Committee	08/08/05	06/01/06
Consider reconfiguration of existing resources and taking advantage of volunteer networks.	Principal, EESAC Committee, Classroom Teachers	08/08/05	06/01/06
Consider shared use of facilities, partnering with community agencies.	Principal, EESAC Committee, Classroom Teachers	08/08/05	06/01/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Phyllis R. Miller Elementary School will show progress toward reaching the sixtieth percentile.

EESAC Compliance

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

Budget:

The EESAC committee is apprised of the school budget. The committee also assists with the allocation of monies for enrichment programs, prizes, and incentives for the students.

Training:

The EESAC committee participated in the School Improvement Plan training.

Instructional Materials:

The EESAC committee is apprised of the various instructional materials and strategies used by staff to meet the students' needs.

Technology:

The EESAC committee previews new technological programs and provides feedback to staff.

Staffing:

The EESAC committee assists in the interviewing and selection of new staff members.

Student Support Services:

The EESAC committee works closely with the counselor in identifying needed resources for students and their families.

Other Matters of Resource Allocation:

The EESAC committee meets with the school's FCAT Incentives Committee to assist with the disbursement of the Florida School Recognition award monies.

Benchmarking:

The EESAC committee works closely with the administration and faculty to monitor students' progress during each nine week period.

School Safety & Discipline:

The EESAC committee works with the Assistant Principal and the safety/ discipline team in order to assist in developing strategies to improve our outdoor suspension rate and referrals.

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