
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3501 - Morningside Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Josette Paris

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Morningside Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Morningside Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Morningside Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Morningside Elementary School.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 50% of students scoring at Level 3 or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students who scored in the lowest 25 percent will increase their reading skills as evidenced by 50 percent of said students demonstrating learning gains on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades 3- 5 will increase their reading skills as evidenced by a minimum of 50 percent of students scoring at or above the state mastery level in Reading on the 2006 FCAT.

Given instruction using the Sunshine State Standards, students with limited English proficiency (LEP) in grades 3- 5 will increase their reading skills as evidenced by a minimum of 50 percent of students scoring at the state mastery on the 2006 administration of the FCAT Reading.

Given instruction using Sunshine State Standards, students in grade 3-5 will increase their mathematics skills as evidenced by a 50 percent scoring at FCAT Achievement Level 3 or higher on the 2006

administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Black students in grades 3-5 will increase their mathematics skills as evidenced by 50 percent scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Free and Reduced Lunch students in grade 3-5 will increase their mathematics skills as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Limited English Proficient students in grades 3-5 will increase their mathematics skills as evidenced by a 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematics skills as evidenced by a 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards the percentage of fourth grade students scoring at 4.0 or higher in writing at Morningside Elementary School will increase from 81 percent to 82 percent on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improvement in Science as evidenced by an increase from 241 to 246 as measured by the administration of the 2006 FACT Examination.

Given the school wide emphasis on parental involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing records of parent participation for the 2004 - 2005 and 2005 - 2006 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a integration of adequate disciplinary measures.

Given emphasis on a safe and secure learning environment, student tardiness and absences will improve as evidenced by a decrease in the number of tardies and an increase in the attendance rate of the 2005 - 2006 report.

Given an emphasis on the use of technology in education, students in grades K-5 will augment their usage of technology and engage in one project based technology activity as evidenced by portfolio content, display on school web page and during Technology Fair from 2004-05 to 2005-06.

Given emphasis on the use of technology in education, staff usage of the electronic gradebook, SPI and the infusion of technology in the curriculum will be evidenced by 85% of the staff usage in 2995-06 compared to 2004-05.

Given instruction based on the Miami Dade County Public Schools mandated FitnessGram standards, students in grades 4-5 will improve in fitness as evidenced by a 3% increase in the number of students passing the 2005-2006 FITNESSGRAM.

Given instruction using Soar to Success and ReadingPlus, students in grades 3-5 will increase their reading skills from 43 percent to 50 percent of students scoring at Level 3 or higher on the 2006 administration of the FCAT Reading.

Morningside Elementary School will improve its ranking on the State Return on Investment Index as evidenced by a minimum of a 20 percent increase. The school will improve from the 5th percentile to the 25th percentile.

Morningside Elementary School in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this document as school-wide priorities for the 2005 - 2006 school year. The EESAC also analyzed the September 2005 Organizational Performance Improvement Snapshot Survey and conducted that the two weakest areas were Strategic Planning and Business Results, scoring 4.1 and 4.2 respectively out of 5.0 possible points.

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.

Morningside Elementary School

VISION

Vision

The Morningside Elementary School community has high expectations for excellence. Teachers, staff, parents, students, and the community will work together to foster an environment where students are excited about learning and work at the peak of their abilities. We believe that learning is a lifelong process, one in which all the stakeholders are fully committed. As a School Improvement Zone School, we will provide an environment that is child-centered, maintaining a balance between the cognitive and affective domains seeking to develop the whole child. As a community rich in diversity, we take pride in and celebrate our uniqueness. We expect students to take responsibility for their actions, respect one another, and make ethical choices. We challenge our children to become critical and creative thinkers and problem-solvers who can work both independently and collaboratively using their failures as learning tools as they prepare to become productive citizens.

MISSION

Mission

The mission of Morningside Elementary School is to achieve academic excellence in a caring, safe, and healthy environment. The stakeholders deem that all students benefit from a program in which mathematics, science, social studies, reading, speaking, and writing in the English language are stressed and incorporated with a strong technology component. We emphasize self-worth by valuing our students as individuals and respecting their different cultures. Within the School Improvement Zone we will provide a differentiated instruction and a focus on literacy that promotes high achievement. We recognize that children have various learning styles, and we are committed to multiple teaching methods to ensure their academic success. Through an integration of the Sunshine State Standards and the use of the best instructional practices, an arena is created that stimulates, challenges, and guides students to their goals. We strive to unite with parents and community members to form a strong fellowship that will help us achieve success. We endeavor to provide a quality education for each student in a school that adapts to the changing environment.

CORE VALUES

Respect - We will acknowledge the rights, needs, inherent worth, and dignity of others. We will show others that they matter to us and treat them in the ways that we would like to be treated.

Kindness - We will instill being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

Cooperation - We will work together in pursuit of common goals. We will create partnerships that transcend boundaries, including those created by cultures and institutions. We will create teams that pool the unique and diverse talents of all members of our learning community.

Responsibility - We will take responsibility for our own success and failures. We will celebrate success and see failures as opportunities for growth.

Honesty - We will see things as they truly are, communicate things as they truly are, act based on facts.

Integrity - We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.

Citizenship - We will do our share to make our school and community a better place. We will be good citizens by obeying all rules and laws.

Fairness - We will be open-minded, listen to others. We will not take advantage of others nor blame others carelessly. We will be fair to all.

Pursuit of Excellence - We will do our best with our given talents and gifts and strive to achieve our best each and everyday.

School Demographics

Morningside Elementary School, located at 6620 N.E. 5th Avenue, in the Little Haiti community of Miami, Florida. The school population is approximately 500 pre-kindergarten through fifth grade students, with 73 percent Black, (predominately Haitian American), 24 percent Hispanic, 2 percent White, and 1 percent other. Twenty-six percent of the student population is Limited English Proficient (LEP). This represents 136 students, in which 11 are at a Level 1, 28 are at a Level 2, 29 are at a Level 3, and 68 are at a Level 4. These students are receiving services in the English for Speakers of Other Languages (ESOL) Program. Thirty-eight students are served through our in-school Gifted Program. Morningside Elementary School also serves 65 pre-kindergarten through grade five students with disabilities. Our Exceptional Student Education (ESE) Program provides 36 students with services from the Emotionally Handicapped Program, 42 students with services from the Varied Exceptionalities Programs, and 5 students with services from the Speech and Language Program. Approximately 97 percent of our students receive free or reduced lunch, and the mobility rate is at 39 percent. Morningside Elementary School provides basic educational services in traditional classroom settings which are enhanced through computer-based activities in grades pre-kindergarten through five. Additionally, the school has an International Language Magnet Program in grades two through five for French, Spanish, and Japanese. Students in grades kindergarten through five receive services in Spanish and Haitian Creole. Morningside Elementary School receives Title I funding which is allocated to reduce class size and defray expenditures for differentiated programs to address the specific needs of students. Morningside Elementary has been designated a School Improvement Zone school which will promote high achievement through a focus on literacy, structured research based-curriculum, supplementary education through an extended day and year, as well as rigorous professional development. Morningside Elementary School employs a total of 56 full-time staff members and 17 part-time staff members. Of this group: 2 are administrators, 21 are classroom teachers, 12 are special area teachers, 9 are exceptional education teachers, 1 is a teacher of the gifted, 1 is a Behavior Management Teacher (BMT), 1 is a Reading Coach, 1 is a Technology Facilitator, 1 is a Counselor, 2 are itinerant teachers, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 9 are paraprofessionals, 8 are classroom assistants, 6 are clerical employees, 7 are cafeteria workers, 7 custodial service workers, and 2 are security monitors. Of the instructional staff, 52 percent have advanced degrees in education and 47 percent are annual contract teachers. Thirty four percent are Hispanic, 14 percent are White, 52 percent are Black, and 1 percent is Asian. Morningside Elementary School has an average classroom teacher to student ratio of 1:23 in kindergarten through grade five. The Florida Department of Education has graded Morningside Elementary School as a "C" level school. The school did not meet the 2005 Adequate Yearly Progress requirements stipulated in the No Child Left Behind Act.

School Foundation

Leadership:

Morningside Elementary's leadership team consists of Ms. Josette B. Paris, Principal; Ms. Lourdes Nunez, Assistant Principal; Ms. Sandra Lezama, Reading Coach; Ms. Aide Patterson, Behavioral Management Teacher for Emotional Handicapped Unit, Maiko Nakamura, Magnet Lead Teacher, Mr. Frantz Pierre, EESAC chairperson, and Technology Facilitator and Ms. Oby Okany, Counselor. The Leadership team meets monthly to address benchmark timelines, staff development needs, plan coaching and mentoring of teachers, and review student services needs.

The 2005 Organizational Performance Improvement

Snapshot Survey indicates that Morningside's strongest item in the area of Leadership is the knowledge of the organization's mission, item 1a, while the weakest is the staff's opinion of the organization, item 1g. Based on these results, it is evident that the administration and the EESAC needs to define a mission, vision and goals for the improvement of this area of concern.

District Strategic Planning Alignment:

The 2005 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Strategic Planning is analyzing progress, item 2c, while the weakest item is the lack of staff input and ideas of the organization's future, item 2a. Based on these results, the EESAC and the administration has involved all employees in the development of the School Improvement Plan goals and objectives.

Stakeholder Engagement:

The 2005 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Stakeholder/Engagement/ Customer and Market Focus is knowledge and identification of the stakeholders, item 3a, while the weakest item is the decision making process, item 3e.

Morningside Elementary endeavors to link all stakeholders in the educational process. The school hosts annual Read Aloud Day, Career Day, Family Reading Nights, Hispanic Heritage Program, Haitian Heritage Program, Science Fair, and Field Day where there are parents and community-based organizations' participation. These events promote parents and community organizations' commitment to supporting the educational process.

Faculty & Staff:

Morningside Elementary School employs a total of 56 full-time staff members and 17 part-time staff members. Of this group: 2 are administrators, 21 are classroom teachers, 12 are special area teachers, 9 are exceptional education teachers, 1 is a teacher of the gifted, 1 is a Behavior Management Teacher (BMT), 1 is a Reading Coach, 1 is a Technology Facilitator, 1 is a Counselor, 2 are itinerant teachers, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 9 are paraprofessionals, 8 are classroom assistants, 6 are clerical employees, 7 are cafeteria workers, 7 are custodial service workers, and 2 are security monitors. Of the instructional staff, 52 percent have advanced degrees in education and 47 percent are annual contract teachers. Thirty four percent are Hispanic, 14 percent are White, 52 percent are Black, and 1 percent is Asian. Morningside Elementary School has an average classroom teacher to student ratio of 1:23 in kindergarten through grade five. The Florida Department of Education has graded Morningside Elementary School as a "C" level school. The school did not meet the 2005 Adequate Yearly Progress requirements stipulated in the No Child Left Behind Act.

Data/Information/Knowledge Management:

The 2005 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Data/Information/Knowledge/Process Management is the administration and staff's ability to plan effectively, item 6c, while the weakest item is the staff's need and ability to access resources. Based on these results, staff members are encouraged and provided opportunities to participate in the 8-Step Continuous Improvement Model to acquire the knowledge and ability to utilize data to monitor student progress and identify school resources to meet the needs of each student.

Education Design:

Specialty programs are provided to meet the diverse learning needs of our students. Programs include: the Exceptional Student Education Program with an inclusion model for selected students, the Limited English Proficiency Program which provides instruction in English for Students of Other Languages, a Gifted Program, and an Academic Excellence Program (AEP). The AEP is implemented for students who benefit from enrichment strands of instruction. These programs will focus on improving the educational achievement of all students.

Performance Results:

The 2005 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Performance/Business Results is the staff members' ability to meet all requirements with high degree of excellence, item 7b, while the weakest item is the staff full awareness of the schools' funding sources.

Morningside has identified several issues that challenge the process of student achievement. The 2005 FCAT scores indicate that 60% of the students made learning gains in Reading and Math while 45% of the lowest 25% made learning gains in Reading and earned 348 points equivalent to a school grading of "C". Morningside will continue to utilize the 8-Step Continuous Improvement Model to monitor and improve student achievement, attendance, suspensions and participation in remediation and enrichment activities to improve performance and to achieve.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

BRADY-RUMBLE KELLY, Teacher-Grade 5, Elementary Education, CCE/ESOL; DESROULEAUX MARIBEL, 238630, Teacher-VE Kindergarten, Grades 1,2,3, Elementary/Secondary, CCE/ESOL; DOLCE DIANA, 147315, Teacher-Kindergarten, Elementary Education, ESOL, Primary Education K-3; DUKE DOROTHY, 099147, Teacher-Grade 4, Elementary Education, Elementary/Secondary; GORDON DEANETH, 202925, Teacher-Grade 3, Primary Education, CCE/ESOL; OLIVIER ANN, 263884, Teacher-Grade 2, Elementary Education; PAUL-HENRIQUEZ GENEVIEVE, 269731, Teacher-Kindergarten, Elementary Education, Early Childhood; PIERRE YOLANDE, 213090, Teacher-Grade 1, Elementary Education, ESOL; RICHARDSON SHIRLEY, 086402, Teacher-Grade 2, Elementary Education, Early Childhood Education, ESOL; STEWARD CORNELL, 142008, Teacher-Grade 3, Elementary Education, Social Science, ESOL; TERRELONGE EVADNEY, 153330, Teacher-EH Grade-3, Elementary Education, Emotionally Handicapped, ESOL; VICKERS JUANITA, 236542, Teacher-Grade 1, Elementary Education; ZUCKER BARBARA, 186042, Teacher-EH Kindergarten, Grades 1-2, History 6-12, Sociology 6-12, Emotionally Handicapped Elementary/Secondary, ESOL; COTHIERE, LINDA, 183264, Teacher Grade-5, Elementary Education; ANTOINE, WIDLYNE, 273927, Teacher Grade-4, Elementary Education; WEST, LATIA, 261742, Teacher Grade-3, Elementary Education; VANMALI, RAJNI, 275714, Teacher-Grade 1, Elementary Education; SABATES, MERCEDES, 117830, Media Specialist, Elementary Education, Early Childhood Education, ESOL and Media Specialist; CAVE, CARIMA, 272546, Magnet Teacher, French K-12; PETERS, JAMILLAH, 113824, ESE Teacher, Elementary Education, ESOL and ESE; VIARD, MARIE, 204747, CCHL Teacher, ESE, Bilingual Curriculum; AGOSTO, RAFAEL, 275708, Teacher Grade-4, Elementary Education; PEGUERO, ROBINSON, 275711, Teacher Grade-2, Elementary Education; AMILL, CHRISTINE, 275558, Teacher Grade-1, LLANO, THERESITA, 139943 Teacher Grade-Pre-K, Elementary Education, Early Childhood Education; GEORGINA COSTAS, 132292, Teacher Grade-K, Early Childhood Education, Elem. Education, ESOL; PIERRE-LOUIS, YVONNETTE, 233169, Teacher Grade-2, Elementary Education, ESOL; BLOT JEAN-CHARLES, ROSE, 206420, Teacher Grade-3, French, Elementary Education; KOEHNK, DIANE, 263144, Teacher Grade-Pre-K, Elementary Education, Exceptional Student Education; RIVERO, MERCEDES, 162900, Teacher Grade-Pre-K, Emotionally Handicapped; MARTIN, MARIE, 186498, Teacher Grade-4/5 EH, Exceptional Student Education ESOL; DAVIS, CONNIE, 040163, Teacher VE, Exceptional Student Education; PATTERSON, AIDE, 133304, BMT, LEZAMA, SANDY, 191680, Reading Coach, Elementary Education, ESOL, Reading; PIERRE, FRANTZ, 155361, Technology Facilitator, French, Emotionally Handicapped, Specific Learning Disability; OKANY, OBY, 223135, Counselor, OLIVA, Guidance Counselor; NELSON, 230184, Magnet Teacher, NAKAMURA, MAYAKO, 263564, Magnet Teacher, Elementary Education; MCCORMICK, LARRY, 108886, Music Teacher, Music; DUVERNY, ROLNEY, 275471, Music Teacher, Music; BURROWS, EVERETTE, 042150, Physical Education Teacher, GUTIERREZ, MABEL, 221844, Physical Education Teacher, Physical Education, Health; REYNA, ANN, 192147, Art Teacher, Art.

• Highly Qualified, Certified Administrators:

The school principal is Josette B. Paris. Ms. Paris has twenty-eight years of experience in education, with 20 of those years serving as an administrator. She has served as teacher in the 3rd, 4th, 6th grade, as an Adult Education ESOL teacher and as an Assistant Principal at Morningside and Toussaint Louverture Elementary Schools. Mrs. Paris has served as the principal at Morningside Elementary for 10 years. She holds a Bachelor of Science degree in Elementary Education, a Masters of Science degree in Bilingual and Urban Education, and a Specialist Degree in Administration and Supervision. During her tenure at Morningside, Mrs. Paris has impacted student achievement by making data-driven decisions to design and implement quality

programs that have resulted in the school receiving a "C" designation. Her experiences in curriculum and identifying appropriate resources have provided professional development for the teachers and staff at the school. Ms. Paris provides a fruitful, nurturing, and structured academic environment to meet the individual needs of the students, staff, and parents. Her leadership qualities coupled with her strong work ethic serves as a model for the daily pursuit of excellence. Ms. Paris has empowered students, teachers and staff to develop an environment of excellence where academic, discipline and professionalism prevails. Additionally, she serves on numerous district committees, participates in the Technology Leadership Program, served for three years as the Lead Principal for the area feeder pattern schools and was recognized in 2001 by the feeder pattern as the Principal for the Year. Her service to the community has been in various formats and she was presented the 2002 "Outstanding Leadership and Commitment to Community Education" award by the Haitian Women of Miami Inc.

The school's assistant principal is Lourdes Nunez. Ms. Nunez has been assigned to Morningside for the past 3 months. Lourdes Nunez holds a Bachelor's degree in Early Childhood/Elementary Education with ESOL Endorsement, a Master's degree in Reading (K-12) and a Specialist's degree in Educational Leadership. For the past 9 years, she has taught students from diverse backgrounds in Miami-Dade County Public Schools. She has worked with students, parents and the community in improving student achievement in all areas of the curriculum. Ms. Nunez has taught and worked with curriculum from all grade levels. She is an individual who is committed to her profession, possesses great leadership abilities and is a self-directed person with an enormous amount of energy and initiative. During her years at W. J. Bryan Elementary, she made an enormous impact as an educator and a leader. Ms. Nunez's flexibility in working with students, teachers, and all stakeholders earned her mutual respect and an enviable reputation as an excellent educator who truly cares about the function of schools and people. She is always open to new ideas and posses the initiative to begin projects, offer assistance, and follow through in making sure they get done effectively and efficiently. She has improved the quality of instruction as well as enhanced and added to the existing activities at W. J. Bryan Elementary School. Ms. Nunez was the assistant principal at Paul Laurence Dunbar Elementary School last school year, a school within the School Improvement Zone and assisted in making tremendous learning gains with all students. The percentage of students making learning gains increased 15% in reading and 15% in mathematics. The percentage of the lowest 25% of students making adequate progress increased 17%. In addition, the school made Adequate Yearly Progress, and moved from a D with 300 points to a C with 354 points. As the assistant principal of Morningside Elementary, Ms. Nunez will continue to work with all stakeholders in increasing the academic achievement of all students.

• Teacher Mentoring:

Teacher Mentoring

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the District. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies through mentorship and coaching. Professional Growth Teams, pairing veteran teachers with new teachers or those who will benefit from additional support, will be facilitated to provide additional growth activities on an individual basis. New teachers will participate in school site training sessions and receive follow-up, one-on-one mentoring, and coaching provided by the reading coach, administrative team, and grade level chairpersons. Additionally, new teachers participated in the district's New Teacher Orientation program which provided high quality professional development tailored to the challenges facing new and early career teachers. The program incorporates three full days of professional development targeting classroom based instructional activities, classroom resources for teaching and learning, creating positive learning environments and focusing on literacy and strategies to teach reading.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) reviewed, analyzed, and evaluated pertinent data such as the School's Demographic Profile, FCAT Reports, and the School Demographic and Academic Profile, and formulated objectives as school-wide priorities. The council has scheduled monthly meetings, will notify participants, and will create agendas, as per state

and district guidelines. In addition, the council will expend a budget of \$5,480.00 to support school-wide initiatives. Members of the EESAC will participate in school safety and discipline committees. EESAC will also provide recommendations related to technology integration, staffing and student support services. Concerns related to academic progress, instructional materials, and supplies will also be addressed by the EESAC. The council will support the efforts of the PTA in achieving a higher level of parental involvement.

• Extended Learning Opportunities

Morningside Elementary School will offer a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs for each subgroup will occur during the day, before, after-school and on Saturday. Funding for these tutorial programs will be augmented through Title I funding and a Children's Trust grant in collaboration with Easter Seals of Miami Dade. The grant, YES: Youth Experiencing Success Through Out of School Programs, will provide funding for an after-school tutoring and Saturday Academies. Additional services will be provided through the District Approved Supplemental Services (DASES) and State Approved Supplemental Services (SES). During the day, tutorials will provide students in subgroups needed assistance in Reading and Mathematics. The tutorials will include the use of guided reading, Voyager Passport reading program for students retained in third grade as well as other students in need of remediation. The Read 180 Reading laboratory will be utilized to provide remedial support for students participating in the Easter Seals after school tutorials. The after-school and Saturday programs for Reading, Writing, and Mathematics will provide additional remedial opportunities for students in grades two through five. The Extended Day Chess Program for students in grades two through five will enable students to develop critical thinking skills. The Academic Excellence Program (AEP) for Journalism and Broadcasting will service selected students and promote the use of technology to develop reading and writing skills during an after school program. The School Improvement Zone extended hour will provide remediation to strengthen needed skills. Enrichment opportunities to enhance thinking skills and explore students' talents in Art, Technology, Music and Dance. The Chess component will enable students to develop critical thinking skills.

• School Wide Improvement Model

Morningside Elementary School will incorporate the CIM Model (Continuous Improvement Model). The CIM Model involves an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps include: test score disaggregating, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process. Training will be ongoing throughout the 2005-06 school year.

GOAL 1: READING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 1 STATEMENT:

Morningside Elementary students will demonstrate improvement in reading skills as measured by the administration of the 2006 FCAT.

Needs Assessment

Results of the 2005 FCAT Reading subtest indicate that all subgroups with the exception of LEP and SWD at Morningside Elementary School made adequate yearly progress according to the No Child Left Behind law. 45% of students in grades 3 through 5 scoring in the lowest 25 percent by grade level have demonstrated acceptable levels of learning gains in reading as compared to the 50 percent required by the Florida Department of Education (FDOE). This data reflects a decrease of five percentage points as compared to scores of the 2004 administration, demonstrating a need for additional support and assistance. 33% of students in grade 5 have scored at or above FCAT Achievement Level 3, which shows no growth as compared to the scores of the 2004 administration. 37% of students in grade 4 scored at or above FCAT achievement Level 3, a decrease of one percentage point as compared to 2004. 32% of the LEP students and eight percent of the students with disabilities in grades 3 through five have met the required state mastery level in reading. Therefore, greater targeted intervention and remediation are needed for students scoring at FCAT Levels 1 and 2, and for those who are limited English proficient, or participating in the exceptional education program. There is a need to increase academic performance of all sub groups to meet the No Child Left Behind Law requirement for 2005-2006.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 50% of students scoring at Level 3 or higher on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students who scored in the lowest 25 percent will increase their reading skills as evidenced by 50 percent of said students demonstrating learning gains on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades 3- 5 will increase their reading skills as evidenced by a minimum of 50 percent of students scoring at or above the state mastery level in Reading on the 2006 FCAT.

Given instruction using the Sunshine State Standards, students with limited English proficiency (LEP) in grades 3- 5 will increase their reading skills as evidenced by a minimum of 50 percent of students scoring at the state mastery on the 2006 administration of the FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups for intervention.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Utilize computer assisted programs in reading such as Reading Plus, FCAT Explorer Reading, Riverdeep, Starfall, and Accelerated Reader to improve reading comprehension and promote independent reading.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Implement and monitor the District approved uninterrupted two and one-half-hour reading block using Comprehensive Research Reading Plan in third through fifth grades to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Monitor the implementation of professional development through ongoing classroom visitations by Reading Coach, Curriculum Support Specialists and Administrators.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Implement small group tutoring after school,	Reading Coach	8/1/2005	5/31/2006

during school, and on Saturdays for Students With Disabilities, students scoring Level 1 and 2 on the 2005 FCAT Reading Subtest, and Limited English Proficient students.	Curriculum Support Specialists Classroom Teachers Administrators		
Use bi-weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks to target instruction and guide intervention.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Utilize CRISS strategies and implement the 8-Step Continuous Improvement Model for School Reform. Promote instructional focus on the cluster of Main Idea/Purpose and continuously instruct the clusters of Comparisons, Words/Phrases, and Reference/Research, according to the timeline identified in the Zone Instructional Focus Calendar.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Disaggregate and analyze data from the 2005 FCAT Reading Test by subgroup and utilize CRISS strategies to guide instruction.	Reading Coach Curriculum Support Specialists Classroom Teacher Administrators	8/1/2005	5/31/2006
Use DIBELS, analyze reports to group students for targeted instruction. Reading coach and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Develop and implement long-range plans from biweekly assessments in third through fifth grades, that reflect students strengths and weaknesses and guide intervention by adjusting weekly focus skills for long-range plans.	Reading Coach Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006

Research-Based Programs

Houghton Mifflin Reading Program, Houghton Mifflin's Early Success Houghton Mifflin's Soar to Success, Voyager Passport, ReadingPlus, Read 180, SuccessMaker.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, Reading Plus, Leap Frog, and CRISS. Provide professional development on the Transition Academy for fifth grade teachers in April 2006. The School Improvement Zone Curriculum Support Specialists and school-site reading coach will provide on-going professional development to teachers in third through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning, on selected Wednesdays after early dismissal, and on Teacher Planning days. Provide professional development to instructional staff in reading's Big Five. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation. Increase instructional capacity by providing staff development in the following: 8-Step Continuous Improvement Model, District Critical Mass training for teachers new to the selected grade levels, disaggregating data and using it to drive instruction, WSPI, differentiated instructional strategies, Soar to Success, Early Success, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills, Diagnostic Assessments of Reading (DAR) and based upon the content analysis third grade - words and phrases, comparisons, and reference and research, fourth grade – words/phrases, main idea/purpose and fifth grade – words and phrases, main idea/purpose, comparisons and, reference and research, School Improvement Zone Professional Development workshops, and district sponsored workshops.

Evaluation

Formative bi-weekly and monthly benchmark assessments will be administered by the teacher along with summative Houghton Mifflin Integrated Theme test, Interim Progress Test and the 2006 FCAT Reading for all students. The DIBELS and the SRUSS (K) assessments will be used for screening, DAR Informal Reading Inventory will be used for diagnosing, and DIBELS Quarterly, Grade 3 Portfolio Assessment(3), and writing assessments (1-5) will be used to monitor progress.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Morningside Elementary students will demonstrate improvement in mathematics skills as measured by the administration of the 2006 FCAT.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that forty nine percent of students in grades 3 through 5 have scored at or above FCAT Achievement Level 3, a decrease of three percentage points as compared to scores of the 2004 administration. Forty-six percent of the students in grade 3 have scored at or above the FCAT Achievement Level 3. As compared to the scores of the 2004 Administration, the scores remain the same. Thirty-four percent of the students in grade 4 scored at or above Level 3, as compared to the scores of the 2005 Administration, the scores remain at thirty-four percent. Twenty-nine percent of the students in grade 5 scored at or above Achievement Level 3, as compared to the scores of the 2005 FCAT Achievement decrease of nine percentage points. Fifty percent of the Hispanic students, thirty-nine percent of the Free and Reduced lunch students, thirty-two percent of the Limited English Proficient students, and fourteen percent of the students with disabilities in grade 3 through 5 have scored below the State required mastery level in Mathematics. Therefore, greater targeted assistance and remediation are needed for students scoring at FCAT Levels 1 and 2, for those who are Hispanic, Free and Reduced lunch, Limited English Proficient, or participating in the exceptional education program.

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grade 3-5 will increase their mathematics skills as evidenced by a 50 percent scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Black students in grades 3-5 will increase their mathematics skills as evidenced by 50 percent scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Free and Reduced Lunch students in grade 3-5 will increase their mathematics skills as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Limited English Proficient students in grades 3-5 will increase their mathematics skills as evidenced by a 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematics skills as evidenced by a 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement an after school and a Saturday tutorial program for students in third through fifth grade from all subgroups scoring at Level 1 on the 2005 FCAT Mathematics subtest, using research-based materials; SuccessMaker Enterprise, Riverdeep Mathematics, Scott Foresman/Addison Wesley Mathematics Program and other research-based models that emphasize remediation of student deficiencies.	Curriculum Support Specialist Classroom Teachers Administrators	8/1/2005	5/31/2006
Monitor the implementation of professional development through classroom visitations by Curriculum Support Specialists and administrators.	Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Utilize Edusoft to disaggregate data from bi-weekly and quarterly Mathematics Standards Assessments to monitor progress and identify students in all subgroups in need of remediation to improve mastery of the Sunshine	Curriculum Support Specialist Classroom Teachers	8/1/2005	5/31/2006

State Standards.			
Utilize hands-on manipulatives during mathematics instruction to enhance student mastery of problem-solving skills.	Curriculum Support Specialist Classroom Teachers	8/1/2005	5/31/2006
Use bi-weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to target instruction and guide intervention.	Curriculum Support Specialists Classroom Teachers Administrators	8/1/2005	5/31/2006
Utilize CRISS strategies to improve mastery of the Sunshine State Standards.	Curriculum Support Specialist Classroom Teachers Administrators	8/1/2005	5/31/2006

Research-Based Programs

Core – Scott Foresman/Addison Wesley Mathematics Program,
Supplemental – SuccessMaker Enterprise

Professional Development

Increase instructional capacity by providing staff development in the following: CRISST Training, 8-Step Continuous Improvement Model, disaggregating data and using it to drive instructional practices, differentiated instruction strategies, integration of technology resources into the curriculum, Edusoft, WSPI, use of hands-on manipulatives to enhance and enrich instruction, SuccessMaker Enterprise, and based upon content analysis, third grade – number sense, fourth grade – algebraic thinking and data analysis, and fifth grade – data analysis, and district sponsored workshops.

Evaluation

Scores on the 2006 FCAT Mathematics test will be used to evaluate this objective. Lesson plans, biweekly assessments, quarterly Mathematics Standards Assessments, and the formative data generated by Edusoft will be utilized to monitor progress and drive instruction.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Morningside Elementary students will demonstrate improvement in writing skills as measured by the administration of the 2006 FCAT Writing Plus Test.

Needs Assessment

Scores of the 2005 FCAT Writing Plus Test indicate that students in fourth grade scored a 3.3 average. However, the state’s average is 3.5 percent. Scores of the Narrative Writing Test indicate that 67 percent of students in grade 4 have scored 3.5 or higher, a decrease of 14 percentage points as compared to scores of the 2004 administration. Scores of the Expository Writing Test indicate that 70 percent of students in grade 4 have scored 3.5 or higher, a decrease of 7 percentage points as compared to scores of the 2004 administration. In addition, 81 percent of the students achieved proficiency as delineated in the No Child Left Behind (NCLB) Adequate Yearly Progress Report, evidencing a decrease of 4 percentage points as compared to scores of the 2004 administration. This data indicates a need to focus instruction on writing with emphasis on the 6-point rubric.

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

Measurable Objective

Given instruction using the Sunshine State Standards the percentage of fourth grade students scoring at 4.0 or higher in writing at Morningside Elementary School will increase from 81 percent to 82 percent on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement individual conferencing and intervention sessions for all students including those scoring 1-3 for all subgroups.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Use the Write Time For Kids Program to provide a vehicle for additional and supplemental instruction of writing skills and the evaluation of student progress.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Form focused writing groups based on writing pretest scores in narrative and expository writing in fourth grade.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Implement a school wide instructional focus on the writing process through Writer's Workshop as delineated in Houghton Mifflin and additional functional writing opportunities in grades 3 through 5.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Implement Learning Express Zone Writing technology based assessment.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Implement and monitor school developed instructional focus calendar for all subgroups, providing intensive, differentiated instruction using the 6-point rubric to evaluate writing tests and use CRISS strategies.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006

Research-Based Programs

Houghton Mifflin Writers Workshop

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level. Increase instructional capacity by providing professional development in the following: CRISS Training, 8-Step Continuous Improvement Model, data analysis, holistic scoring using the U-6 Rubric, and opportunities to attend district sponsored workshops. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Scores on the 2006 FCAT Writing Plus Test will be used to evaluate this objective. District and teacher provided writing prompts will provide formative data used to monitor progress. Learning Express will score and target needed areas for improvement.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Morningside Elementary students will demonstrate improvement in science as measured by the administration of the 2006 FCAT.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that the students in the fifth grade achieved a mean scale score of 241 points in comparison to the District mean scale score of 286 points. The content analysis of the 2005 FCAT Science Test indicates 38 percent of the students responded correctly to the content cluster on Life and Environmental and 38 percent responded correctly to Earth/Science, therefore, greater focused instruction is needed in these two strands.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improvement in Science as evidenced by an increase from 241 to 246 as measured by the administration of the 2006 FACT Examination.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer formative assessments of science instruction based on implemented long-range plans.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Provide opportunities for students in all subgroups to use technology resources to research topics in science focusing on the scientific method.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Align the Science and Mathematics long-range plans to provide opportunities for the integration of the two subjects so that students can experience the relation between Mathematics and Science.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Provide resources for students in second through fifth grades to participate in weekly hands-on /inquiry based investigation through the Science for all curriculum.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Implement science long-range plans to ensure that all Sunshine State Standards are being taught through content area instruction.	Administrators Curriculum Support Specialists Classroom Teachers	8/1/2005	5/31/2006
Utilize CRISS strategies to increase student achievement in science.	Curriculum Support Specialist Classroom Teachers Administrators	8/1/2005	5/31/2006

Research-Based Programs

FOSS Kit

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level. In addition, CRISS training will be provided to increase student achievement in science. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Scores on the 2006 FCAT Science test will be used to evaluate this objective. Administer biweekly assessments of scientific method based on the implemented long-range plans in fifth grade. Use formative data to monitor progress, and science fair participation.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Morningside Elementary parental involvement will increase in the number of parents participating in program activities as compared to the 2004-2005 school year and indicate parental satisfaction on the School Climate Survey.

Needs Assessment

The 2004 - 2005 School Climate Survey indicates that 74 percent of parents responding agree the overall climate of the school is positive and helps their child learn, a response that is below 2 standard deviations and 10 percentage points below the 2003 - 2004 response. Thus, greater parental involvement and activities to promote a positive school climate is needed. The 2004 - 2005 School Climate Survey indicates a decline by 8% points of parents responding that the school includes them in matters directly affecting their child's progress in school. Therefore, improvement in home/school communication is needed.

Measurable Objective

Given the school wide emphasis on parental involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing records of parent participation for the 2004 - 2005 and 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide weekly Second Cup of Coffee parental workshops/activities to empower parents with the skills needed to assist their child; workshop topics to include: a) school-writing projects and the writing process; b) school-home reading projects to increase literacy; c) school-wide mathematics projects to increase mathematical skills in order to promote student achievement.	Administrators Community Involvement Specialists Reading Coach Social Worker Media Specialist	8/1/2005	5/31/2006
Provide at home hands-on science activities designed to increase their child's scientific inquiry skills.	Administrators CIS Instructional Staff	8/1/2005	5/31/2006
Provide parenting skills to promote the emotional/social development of their child.	Administrators CIS Social Worker Counselor	8/1/2005	5/31/2006
Increase home school communication through written notification to parents in their home language of meetings, parent workshops, parent teacher conferences and homevisits.	Administrators CIS	8/1/2005	5/31/2006
Promote active parental participation in their child's education and in decision-making groups such as the Parent Teacher Association (PTA), School Advisory Council (EESAC) and the Title I Parent Advisory Council (PAC).	Administrators CIS	8/1/2005	5/31/2006
Implement and maintain a Parent Resource Center to provide resources to enhance student learning.	Administrators CIS	8/1/2005	5/31/2006
Encourage parent participation in the Parent Academy and other literacy enhancement programs that promote personal growth for parents.	Administrators CIS Counselor Social Worker	8/1/2005	5/31/2006
Encourage and promote active community involvement through collaboration with Dade Partners and the School Volunteer Program.	Administrators CIS Counselor	8/1/2005	5/31/2006

Research-Based Programs

National Standards Parental Involvement Program, Passport to Success

Professional Development

Increase instructional capacity by providing professional development in the following; participation in Community Involvement Specialists, Teacher/Parent Conferencing, Home/School Communication, EESAC and PTA.

Evaluation

This objective will be evaluated by comparing the 2004 - 2005 and the 2005 - 2006 Title I attendance rosters, the number of parents/guardians who sign the 2005- 2006 attendance roster for the weekly Second Cup of Coffee workshops, school-wide workshops/in-services, home visits, and the number who return signed compacts and contracts to the Title I Parental Outreach Program. The Title I Parent Outreach Monthly Report, Parent Workshop Calendar, flyers, and PTA Calendar will provide formative data to monitor progress.

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 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:

Maintain and Promote a Safe Learning Environment and improve attendance.

Needs Assessment

The 2004 - 2005 School Climate Survey indicates 70 percent of parents, 73 percent of students and 90 percent of the staff responding, feel the school is safe and secure. Additionally, 59 percent of parents and 48 percent of staff feel the school utilizes adequate disciplinary measures in dealing with disruptive students. Seventy-four percent of parents, 72 percent of students and 80 percent of staff feel the overall school climate is positive and helps children learn. The Miami-Dade County Percentage of attendance Report for 2004-2005 indicates an average attendance of 95 percent.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a integration of adequate disciplinary measures.

Given emphasis on a safe and secure learning environment, student tardiness and absences will improve as evidenced by a decrease in the number of tardies and an increase in the attendance rate of the 2005 - 2006 report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement L&R Attendance Notification Program and Truancy Intervention Program	District staff Administrators Counselor	08/01/05	05/31/06
Implement and monitor DARE Program, Do The Right Thing, Citizens Crime Watch	Counselor Administrators CIS/PTA Social Worker City of Miami Police	8/1/2005	5/31/2006
Review, implement and adhere to the Miami-Dade County Public Schools' Code of Student Conduct.	Administrators Classroom Teachers Parents	8/1/2005	5/31/2006
Utilize Social Workers for home visits to follow up on Tardies/Absenteeism	Administrators Social Worker Counselor Parents	8/1/2005	5/31/2006
Implement and monitor school wide discipline program (Project Fresh Start) that focuses on positive feedback and reinforcement.	Classroom Teachers Administrators Counselor Classroom Teachers	8/1/2005	5/31/2006

Research-Based Programs

Character Education Program
Drug Free Schools
Bullying Prevention program
Peace Foundation

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to all staff, instructional and non-instructional, and will include behavior modification workshops, intervention programs and classroom management trainings.

Evaluation

The 2005 - 2006 School Climate Survey report will indicate an increase in a safer school atmosphere. Lesson plans, school bulletin board displays and classroom displays will support this objective. Additionally, there will be an increase in participation of student referrals for Do The Right Thing Program, the Quarterly Project Fresh Start Reward activity and Honor Roll activities.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

To ensure ongoing professional development for all staff in the use of current and future technologies.

To engage students in grades K-5 in technology infusion projects and information literacy skills in support of their life-long and academic learning needs.

Provide opportunities for parents to utilize technology programs for ESOL, Literacy and basic computing skills.

Needs Assessment

Morningside's 2004 STaR School Profile Technology Report indicates that there is a need for improvement in each of the following areas: Technology Administration & Support, Educators and Technology, Learners and Learning, Accountability, and Community. Morningside's scores varied from Level 0.7 (entry) to Level 3.2 (Target-Level 4). Results indicate a need for all teachers, students, and staff to acquire skills in using available technology and a need for additional funding, staff development, usage of technology, infusing of technology in the curriculum and student engagement.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades K-5 will augment their usage of technology and engage in one project based technology activity as evidenced by portfolio content, display on school web page and during Technology Fair from 2004-05 to 2005-06.

Given emphasis on the use of technology in education, staff usage of the electronic gradebook, SPI and the infusion of technology in the curriculum will be evidenced by 85% of the staff usage in 2995-06 compared to 2004-05.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a Multimedia cart to facilitate teacher usage of various technologies.	Administrators Technology Facilitator	8/1/2005	05/31/06
Allocate funding for hardware and software.	Administrators	8/1/2005	05/31/06
Develop a Train-the-Trainer model at each Grade Level.	Administrators Technology Facilitator Classroom Teachers	8/1/2005	5/31/2006
Provide staff development in the integration of technology in the curriculum.	Administrators Technology Facilitator	8/1/2005	05/31/06
Utilize EasyTech Course and Atomic Learning.com, two online training CBT (Computer Based Training)with grades 4-5 students and staff for technology literacy training.	Administrators Technology Facilitator Teachers	8/1/2005	05/31/06

Research-Based Programs

Core Program :National Education Technology Standards (NETS)

Professional Development

Online modules in all areas of technology literacy training will be available through EasyTech Courses and AtomicLearning.com Courses(two Computer-Based Training (CBT) online training programs).These CBT's will be used in training situations and independently by all staff. Participants and the technology Facilitator will assess mastery levels through self-administered quizzes and reports.

All teachers and instructional staff will receive instruction and training in the integration of technology into the curriculum. Communication Arts and Social Studies will be the core areas initially developed

Evaluation

Formative evaluation each marking period, reports, self-quizzes. Participants and the technology facilitator will assess mastery levels through self-administered quizzes, monthly reports, student presentations, peer and self evaluations. Peer evaluations will be used as a measure of mastery as well as showcasing students' electronic portfolios during Parent Technology Night-April of 2006.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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District Strategic Plan

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

GOAL 8 STATEMENT:

To improve Health and Physical Fitness.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 91% of Morningside’s 4th and 5th grade students had passing scores. Those results indicate a need for 9% of the students to become more physically active and health conscious.

Measurable Objective

Given instruction based on the Miami Dade County Public Schools mandated FitnessGram standards, students in grades 4-5 will improve in fitness as evidenced by a 3% increase in the number of students passing the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in physical fitness activities for a minimum of 2 hours per week.	Physical Education Teachers Classroom Teachers	8/1/2005	5/31/2006
Develop lessons with school nurse to promote health and physical fitness.	Teachers School Nurse	8/1/2005	05/31/06
Implement a physical education program and increase student participation in the FITNESSGRAM.	Administrators Physical Education teachers	8/1/2005	05/31/06

Research-Based Programs

FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Professional development will be provided to Physical Education personnel by the Division of Life Skills and Special Projects.

Evaluation

Miami-Dade County Public Schools Fitness Testing Program 2005 - 2006 FITNESSGRAM and teacher's lesson plans will reflect implementation of strategies.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

The School Improvement Zone Extended Day Program will involve students in remediation to strengthen needed skills and enrichment opportunities to enhance critical thinking skills, technological skills and develop artistic talents. Morningside Elementary students will demonstrate improvement in reading skills as measured by the administration of the 2006 FCAT.

Needs Assessment

The 2004-2005 School Accountability Report indicates 43 percent of the students in grades 3-5 are not meeting high standards in reading, indicating a need to provide intervention and enrichment opportunities.

Measurable Objective

Given instruction using Soar to Success and ReadingPlus, students in grades 3-5 will increase their reading skills from 43 percent to 50 percent of students scoring at Level 3 or higher on the 2006 administration of the FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Focus on the reciprocal Reading strategies during Soar to Success small group instruction.	Reading Coach Classroom Teachers Administrators	8/1/2005	5/31/2006
Maintain weekly individual student profile for oral reading fluency and retelling protocol using Soar to Success.	Reading Coach Classroom Teachers Administrators	8/1/2005	5/31/2006
Implement a data management system to generate and disaggregate data reports for ReadingPlus.	Reading Coach Classroom Teachers Administrators	8/1/2005	5/31/2006
Analyze data from ReadingPlus to redirect classroom instruction and placement of students in flexible tutorial groups to provide instruction.	Reading Coach Classroom Teachers Administrators	8/1/2005	5/31/2006
Provide professional development to all teachers using Soar to Success and ReadingPlus.	Reading Coach Classroom Teachers Administrators	8/1/2005	5/31/2006
Students will participate in skill acquisition/technology infusion activities during Enrichment time weekly using easytech a Computer Based training Program.	Technology Tacilitator Classroom Teachers Administrators	8/1/2005	5/31/2006
Students will engage in additional instruction in arts during enrichment activities	Art Teacher Classroom Teachers Administrators	8/1/2005	5/31/2006

Research-Based Programs

Soar to Success

ReadingPlus

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day.

Evaluation

Scores on the 2006 FCAT Reading, the retelling protocol and Oral Reading Fluency in Soar to Success.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs and produce a high return on investments and high learning gains.

Needs Assessment

The Return on Investment Index indicates that in the state of Florida Morningside Elementary is at a 32 percentile. A qualitative cost analysis team is needed in order to : (a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources (b) monitor whether or not the programs and resources are improving school and student performances (c)measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

Measurable Objective

Morningside Elementary School will improve its ranking on the State Return on Investment Index as evidenced by a minimum of a 20 percent increase. The school will improve from the 5th percentile to the 25th percentile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administrators	8/1/2005	5/31/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource.	Administrators	8/1/2005	5/31/2006
Consider shared use of facilities, partnering with community agencies.	Administrators	8/1/2005	5/31/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/1/2005	5/31/2006

Research-Based Programs

N/A

Professional Development

The principal will attend trainings conducted by the District which focus on budget and internal funds.

Evaluation

On the next State of Florida ROI index publication, Morningside Elementary School will show progress toward reaching 25th 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 the allocation of funds to support the educational programs and strategies outlined in the School Improvement Plan.

Training:

The EESAC supports the recommendations for professional development based on a needs assessment survey and the School Improvement Plan.

Instructional Materials:

The EESAC worked cooperatively with the staff and administrators to make recommendations for supplementary instructional materials and resources to enhance student academic performance.

Technology:

The EESAC reviewed STaR survey results and supports the School Improvement plan objectives and strategies to enhance student and staff usage of future technologies.

Staffing:

The EESAC supports the utilization of paraprofessionals and classroom assistants to assist teachers as they implement differentiated instruction activities.

Student Support Services:

The EESAC recommended strategies to enhance support services provided by the school counselor, Community Involvement Specialist and through the cooperative consultation process.

Other Matters of Resource Allocation:

The EESAC has recommended funds to support the Arts 4 Learning Project for student global and cultural awareness, the Hands on Miami Beautification Project for the Reading Circle and a student incentive program to reward student performance.

Benchmarking:

The EESAC has recommended the data sources and the methods for the collection of data to provide benchmarking as related to the School Improvement Plan. The areas include student achievement, staff development and parental involvement.

School Safety & Discipline:

The EESAC recommends and supports the School Improvement Plan strategies to enhance school safety and discipline based on the collaborative efforts of the Behavioral Management Committee, EESAC, and Administrative team.

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