
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3901 - North Hialeah Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: John Schoeck

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

North Hialeah Elementary School

North Hialeah Elementary School is located in the largely Hispanic city of Hialeah, Florida. The school was built in 1950, and is unique because it is a bilingual school. It is surrounded by modest single family homes and receives Title One funding to enhance the school's academic programs. Communication between the school and the parents is in both English and Spanish. The current school population reflects the following ethnic representation: Hispanic 97.6 percent, African American, .07 percent, White-Non-Hispanic, 1.4 percent and Other, .3 percent. The Exceptional Student Education (ESE) students fall into five categories: Emotionally Handicapped (EH) (34 students), Learning Disabled (34 students), Varying Exceptionalities (3 students), Speech and Language (12 students), and Gifted (30 students).

The school offers the following programs: Gifted, Teaching Enrichment Activities to Minority Students (TEAM), Academic Excellence Program (AEP), Extended Foreign Language Program (EFL), Emotionally Handicapped (EH), and Learning Disabled (LD). The school offers a YMCA afterschool program to service our students. The faculty, staff, and Educational Excellence School Advisory Council analyzed data such as Stanford Achievement Test (SAT) results, Florida Comprehensive Assessment Test (FCAT) results, School Report Card, Climate Survey, and other pertinent data. As a result, North Hialeah Elementary will address the following objectives and priorities for the 2005-2006 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by seventy-two percent of students meeting high standards in reading as measured by the administration of the 2006 FCAT. Sixty percent of the lowest twenty-five percent will make adequate progress as determined by the administration of the 2006 FCAT Reading. Seventy-three percent of the standard curriculum group will make learning gains as determined by the administration of the 2006 FCAT-Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-four percent of students meeting high standards in mathematics as measured by the administration of the 2006 FCAT-Mathematics. Seventy-three percent of the standard curriculum group will make learning gains as determined by the administration of the 2006 FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students (LEP) will improve their mathematics skills as evidenced by fifty percent scoring at a level of three or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by ninety-four percent of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction based on The Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean score of nineteen scale points to meet the District mean

scale score of 286 on the 2006 administration of the FCAT-Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a total of one thousand hours of participation in school - based activities.

Given an emphasis on a safe and orderly environment, the average daily attendance rate will increase from 96.31 percent to an average daily rate of 97.31 percent as evidenced by the 2006 Yearly Average Daily Attendance Report.

Given an emphasis on the use of technology, one hundred percent of the faculty will use the Excelsior Web Gradebook and the electronic gradebook for the 2005-2006 school year.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four through five will improve their overall performance by three percent meeting high standards in the 2005-2006 administration of the FITNESSGRAM Test.

Given the emphasis on the benefits of participating in a music program, the number of North Hialeah Elementary students able to read rhythmic and melodic notation will increase by at least two percent as measured by a pre and post test.

North Hialeah Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 25th percentile in 2003 to the 30th percentile on the next publication of the index.

Based on the results of the Organizational Performance Snapshot Survey Tool, the following areas are being targeted by the School Improvement Plan for areas in need for improvement: Strategic Planning and Business Results.

North Hialeah Elementary is committed to involve their teachers in the organizational process. The faculty and staff will have access to performance data, Climate Survey, School Report Card, and Organization Performance Improvement Snapshot Survey Results. This accessibility will equip the faculty and staff with a clear focus for goals and the ability to target areas in need for improvement. Roles and responsibilities for new objectives will be shared with all faculty and staff. Leadership teams will share information about the school during faculty meetings and monthly curriculum meetings. The Midyear Progress Report and the End of the Year Report will be shared with the faculty and staff and input will be used to make amendments to the documents.

North Hialeah is also committed to making progress with our customers by enforcing good business practices. Instructional materials and technology will continue to be upgraded to ensure high quality and excellence in the workplace. Teachers will follow high standards and ethics mandated by the District Ethics Committee. Administration will ensure high quality teaching is taking place by conducting five minute walk-throughs and Professional Assessment and Comprehensive Evaluation System (PACES) observations. Teachers will be tapped for learning communities based on their talents and expertise. Teachers will be informed about budget allocations by posting the EESAC minutes on staff e-mail.

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.

North Hialeah Elementary School

VISION

The North Hialeah Elementary faculty and staff will motivate students to maximize their academic potential and foster their social and moral growth as they prepare to become literate, productive members of society.

MISSION

To ensure that this vision is accomplished the students will be engaged in the process of learning. A strong academic foundation will be the focus of all instruction. Cooperative learning, home learning, and technology will be used to develop every student's critical and creative thinking skills.

CORE VALUES

Excellence

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

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

North Hialeah Elementary School is located in the largely Hispanic city of Hialeah, Florida. The school address is 4251 East 5th Avenue, Hialeah, Florida. The school was built in 1950, and is unique because it is a bilingual school. It is surrounded by modest single family homes and receives Title One funding to enhance the school's academic programs. Communication between the school and the parents is in both English and Spanish. The current school population reflects the following ethnic representation: Hispanic 97.6 percent, African American, 0.07 percent, White-Non-Hispanic, 1.4 percent and Other, 0.3 percent. The Exceptional Student Education (ESE) students fall into five categories: Emotionally Handicapped (EH) (34 students), Learning Disabled (34 students), Varying Exceptionalities (3 students), Speech and Language (12 students), and Gifted (30 students). The EH students receive services from a certified counselor who is in-house for 15 hours a week. They also receive additional counseling from independent agencies as needed, or according to their Individual Education Plan (I.E.P.). Each student has an Individualized Educational Plan (I.E.P) or Educational Plan (E.P.), which is reviewed and updated with parents. Individualized Educational Plans are rewritten yearly. Educational Plans are rewritten every other year. The average class size for each Emotionally Handicapped Unit is between six and ten children per teacher. Each teacher has a full-time paraprofessional trained to work with this specific group. Learning Disabled and Varying Exceptionalities Students also have an Individualized Educational Plan which is followed to meet their academic needs. An inclusion method of instruction is being used in grades three through five. Counseling is given to students as needed. The gifted students are pulled from their regular classrooms for 12 hours a week and given gifted instruction through the content areas of language arts, reading, and social studies. Each gifted student has an Educational Plan, which is reviewed and updated with parent participation every two years. A speech pathologist comes to school for one and one-half days a week. She works with students between half an hour and one hour a day, based on the child's Individualized Educational Plan. The school has 333 Limited English Proficiency students. They receive instruction from English Speakers of Other Languages certified teachers. English Speakers of Other Languages level one and two students also receive Content Curriculum in the Home Language instruction in math for 1/2 hour a day.

North Hialeah Elementary School employs 63 full-time staff members and 22 part-time staff members. Of these, two are administrators, 30 are homeroom teachers, five are ESE teachers, one is a guidance counselor, one is a media specialist, five are paraprofessionals, 12 are cafeteria workers, five are custodial, four are clerical, and one is a security guard. There are 12 teachers new to the school this year. The staff's average teaching time in Florida is ten years. Twenty-four staff members have advanced degrees. North Hialeah Elementary provides numerous extended learning opportunities for improving student achievement at the school. The school conducts a needs assessment based on testing data to establish the following programs: before, during, and after school tutoring using the Intensive Care Unit (ICU) Curriculum and Florida Comprehensive Achievement Test (FCAT) Passages for all students not reaching state mastery level, during school tutoring for all retained third grade students provided by the Reading Leader and Writing Leader, during school tutoring for targeted first grade and second grade students struggling in reading provided by America Reads College Students, an afterschool academic excellence program used to enhance the performance of students on or above grade level. Our extended learning opportunities offer remediation and enrichment for our students. All students in these programs work in small groups with more personal instruction to help accelerate their learning.

North Hialeah Elementary will follow the 8-Step Instructional Process. The Student Performance Indicator (SPI) will be utilized to identify student needs initially. In accordance with the Sunshine State Standards, the District's instructional timeline and assessment strategies to guide instruction, will be implemented. This approach will ascertain that the individual needs of students are met, hence improving student achievement in all areas of the core curriculum.

School Foundation

Leadership:

The area of leadership received a 4.1 score on the Miami Dade County Public School Survey. The leadership team sets the direction for the school. Goals are identified according to student performance data, climate survey, and professional development needs assessment. The mission and vision of the school is posted throughout the school to ensure cooperation and cohesiveness. The leadership team shares information on district policy and curriculum changes through faculty meetings and monthly curriculum meetings. They encourage learning by providing opportunities for teachers to participate in in-house professional development, district workshops and curriculum fairs. They create a positive working environment by providing clear expectations and by responding with positive feedback.

District Strategic Planning Alignment:

The area of strategic planning received a 3.8 score on the Miami Dade County Public School Survey. Strategic planning was the lowest ranked area of the Organizational Performance Improvement Survey. Deficient areas were identified and targeted based on this school performance data. Goals and objectives for the School Improvement Plan are brainstormed, discussed, and developed with the EESAC Committee, leadership team, and faculty members. A rough draft is approved by the EESAC Committee and presented to the staff for revision. Input by the staff is valued and considered for the final draft. All objectives are aligned with district and state goals.

Stakeholder Engagement:

The area of stakeholder engagement received a 4.1 score on the Miami Dade County Public School Survey. The customers are our main focus as we identify goals and objectives for the school. We serve the parents and children of North Hialeah Elementary and provide different venues to help keep us in touch with their needs. Employees are active stakeholders in the day to day operation of the school, through participation in committees and the major decision making process. North Hialeah parents are actively involved in the improvement planning process, as are community business leaders.

Faculty & Staff:

The area of faculty and staff received a 4.1 score on the Miami Dade County Public School Survey. The eighty-five full and part-time employees that make up the entire North Hialeah staff are dedicated to working as one efficient team. There are twenty-four staff members with advanced degrees and the average teaching time in Florida is ten years. Each member brings their own expertise, experience and qualities to the running of the school. In addition, all instructional staff members have received numerous professional development classes to assist with meeting the school's educational goals.

Data/Information/Knowledge Management:

The area of data, information, and knowledge management received a 4.3 score on the Miami Dade County Public School Survey. The results of the Organizational Performance Improvement Survey indicated that this was the strongest area of assessment. This area was rated at 4.3 on a 1 to 5 scale. School generated reports on student progress are monitored at all monthly grade level meetings. In addition, North Hialeah Elementary utilizes district

reports and the "Edusoft" evaluation reports to monitor and access continuous student progress.

Education Design:

The area of education design received a 4.1 score on the Miami Dade County Public School Survey. Our vision for a strong educational design is to provide a strong academic foundation to maximize the potential of all students. This is the driving function of North Hialeah Elementary School. It is accomplished through identifying areas of needed improvement, developing a plan to remediate those needs and implementing the plan. This is all accomplished with the development of our school improvement plan.

Performance Results:

The area of performance results received a 4.0 score on the Miami Dade County Public School Survey. The incidents of suspensions for the 2003-2004 school year was 1.6% of the total school population. The percentage of children with more than 21 days absent was 1.2% of the total population. During the 2003-2004 school year North Hialeah Elementary School had a total of 23 incidents of violence as per the Florida School Indicators Report.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

High quality teachers are recruited and screened through aggressive recruitment practices and interviewing processes. The principal and selected staff took part of the 2004- 2005 Job Fair and identified potential candidates based on their credentials and interviewing merit. These candidates were pursued and provided with a follow up interview with the administrative team and reading coach. Their interview covered an array of questions to help determine the level of experience, knowledge and expertise in the areas of reading and in classroom management. Candidates were ranked and chosen according to their performance and credentials. These highly qualified teachers are retained by being provided with a high level of support and professional development. The Reading and Writing Leaders provide in house professional development on the Comprehensive Reading Research Plan and data analysis and model lessons for the new teachers. Support teams are created to help provide assistance in school procedure and school policy. Professional Growth Teams meet and discuss PACES with the new teachers to ensure high level of competence and effective teaching techniques.

• Highly Qualified, Certified Administrators:

Mr. John G. Schoeck has been a principal for the past twelve years, the last four of which he has served at North Hialeah Elementary School. He brings to this position an array of experiences such as experience as a classroom teacher for fourteen years, adult education reading teacher, and the leadership skills of an assistant principal. He earned a Bachelor's degree in Elementary Education from Florida Atlantic University in 1973, a Master's degree in Elementary Education and Reading from Nova Southeastern University in 1981 and an Educational Leadership certificate also from Nova Southeastern University in 1988. In addition, in 1985 he was honored with the Associate Master Teacher Award from the State of Florida for instructional knowledge and performance. Mr. Schoeck has been a member of the Dade County Administrators and the KAPLAN organization since 1988. He has received numerous awards for participation from our Dade-County Partners. Mr. Schoeck believes that in order to increase student achievement, professional development is the key. The training and many in-services that he has provided for his staff have been successful at increasing student achievement. The workshops include, but are not limited to: Creating Independent Student-Owned Strategies, Guided Reading, Comprehensive Reading Plan Training, Best Practices, Reciprocal Teaching, FCAT Procedure, Effective Writing, Math Hands-on Training, Compass Learning, and RiverDeep. He is actively involved in the monitoring process. He participates in monthly Curriculum Team Meetings with each grade level to monitor student progress. Mr. Schoeck feels that attendance and tardiness are also big indicators of student success, therefore he has implemented a school wide attendance program, which has increased the attendance percentage of our students. Mr. Schoeck's professionalism and high standards for himself and his staff are one of his greatest attributes.

Ms. Chavez is a first year assistant principal at North Hialeah Elementary. She earned her Bachelor's of Arts degree in English Literature at Rutgers University, a Master's of Science degree in Elementary Education from Florida International University, and completed an add-on certificate in Educational Leadership from Nova Southeastern University. Ms. Chavez also obtained add-on certification in the areas of Gifted and Primary Education. She was a teacher of Gifted students at the elementary level for eight years, and during that time she held various leadership roles including Department Chairperson where she initiated and created a parent handbook and monitored the Educational Plan process. She also served as the reading resource teacher where she modeled effective instructional strategies using CRISS and reciprocal teaching methods. She also created, implemented, and monitored an FCAT tutoring program. Ms. Chavez also participated in the Reading First grant as a Reading Coach in the middle school for two years. She served as a stable resource for professional development, monitoring progress and student data analysis throughout the school year in order to improve reading instruction. She is bilingual, proactive and a team player. Throughout the 2004-2005 school year she worked cooperatively with the administrative team and staff to increase student performance gains that resulted in a four point increase in the overall school grading score. Her vast experience in curriculum has been a definite asset to the

students and staff of North Hialeah Elementary. She can often be found many times assisting teachers with curriculum development and innovative lessons. She has the ability to deal with detail and the demeanor to face professional challenges. This enhances her qualities of leadership, dedication, and diligence. Her academic vision ensures that each teacher receives proper professional training so that no child is left behind.

• Teacher Mentoring:

All teachers are required to participate in the Professional Assessment and Comprehensive Evaluation System (PACES) program for evaluation. There is a Professional Growth Team which assists teachers who need assistance. All teachers develop a Professional Development Plan which is used to guide their professional growth and to enhance their teaching skills. Beginning teachers are assigned two teachers to help them guide their professional development. The Reading Leader and Writing Leader train all new teachers in the Comprehensive Reading Plan (CRRP). The Reading Leader and the Writing Leader observe, debrief and model components of the Comprehensive Reading Plan (CRRP) to ensure that it is effectively being implemented. The Reading and Writing Leaders are also involved in monthly curriculum team meetings with the administration. They monitor data assessments and provide support for students not meeting standards. The Reading and Writing Leaders meet with teachers at grade level meetings to coordinate the school wide academic program in reading and writing. Grade level chairpersons conduct team meetings and lesson plans are developed as a team effort.

• School Advisory Council:

North Hialeah Elementary's Educational Excellence School Advisory Council (EESAC) is comprised of teachers, students, parents, administrators, educational support personnel and community business representatives. Each member of the council is elected by its own group of constituents. The purpose of the EESAC is to define a vision and establish goals for improvement of student achievement. The council meets regularly to monitor the progress of the goals and objectives and to address school related concerns. Items are discussed on the agenda and put to a vote. Decisions are made to improve student achievement in a collaborate manner.

• Extended Learning Opportunities

North Hialeah Elementary provides numerous extended learning opportunities for improving student achievement at the school. The school analyzes student performance data and establishes the following programs to help meet the needs of our population: before, during and after school tutoring using the Intensive Care Unit (ICU) Curriculum and Florida Comprehensive Achievement Test (FCAT) passages for all students not reaching state mastery level, an intensive intervention instruction for all retained third grade students with an additional hour of reading, during school tutoring for targeted first grade and second grade students struggling in reading, provided by America Reads College Students, and an afterschool academic excellence program used to enhance the performance of students on or above grade level. Our extended learning opportunities offer remediation and enrichment for our students. All students in these programs work in small groups with more personal instruction to help accelerate their learning.

All students scoring a Florida Comprehensive Achievement Level 1 or 2, in reading and/or mathematics and the lowest 25 percentile of students will be provided with additional learning opportunities to meet their needs. These will include during-school and after-school intensive tutorial intervention in the specific areas of need. The during school intervention program will adhere to district guidelines for third grade students, and provide adequate intervention for all other students in the referred to category. The after-school intervention program will provide one hour of small group instruction three times per week. Materials

include: Florida Comprehensive Achievement Test Passages, Intensive Care Unit Tutorial Materials, America Reads Tutorial Materials and Leveled Readers. The tutoring intervention period will run from September 2005 through May 2006. In addition, all Level I students in Reading will be provided with intensive intervention instruction, consisting of an additional half-hour of day using differentiated materials mandated by the district (Soar to Success, Early Success, Voyager). A Saturday Writing Clinic is offered to all fourth grade students during the month of December and January to help improve their writing skills.

• School Wide Improvement Model

North Hialeah Elementary will follow the 8-Step Instructional Process. The Student Performance Indicator (SPI) will be utilized to identify student needs, initially. In accordance with the Sunshine State Standards, the District's instructional timeline and assessment strategies to guide instruction will be implemented. This approach will ascertain that the individual needs of students are met, hence improving student achievement in all areas of the core curriculum.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in grades three through five will improve achievement in reading and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master The Sunshine State Standards.

Needs Assessment

In North Hialeah sixty-seven percent of the students in grades three through five met high standards in reading on the 2005 Florida Comprehensive Achievement Test (FCAT). This score indicates an increase of six percentage points from the previous year. Sixty-eight percent of students made a year's worth of progress in reading and fifty-five percent of struggling students made a year's worth of progress in reading. Strengths in the 2005 FCAT reading scores indicate that all subgroups met adequate yearly progress according to the criteria set forth by the No Child Left Behind Act. According to content cluster reading score results, certain benchmarks were identified as areas of weakness in each grade. Third grade was identified as needing improvement in word phrases and main idea. Fourth grade was identified as needing improvement in reference and research skills. Fifth grade was identified as needing improvement in word phrases.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by seventy-two percent of students meeting high standards in reading as measured by the administration of the 2006 FCAT. Sixty percent of the lowest twenty-five percent will make adequate progress as determined by the administration of the 2006 FCAT Reading. Seventy-three percent of the standard curriculum group will make learning gains as determined by the administration of the 2006 FCAT-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the inclusion model for service delivery to identified SWD students in grades three, four, and five.	Administration Classroom Teachers	9/30/2005	5/13/2006
Monitor students through monthly assessments and use data to provide differentiated instruction.	Administration Classroom Teachers Reading Coach	09/30/2005	05/13/2006
Provide and monitor guided reading instruction for all students reading below grade level.	Administration Classroom Teachers Reading Coach	09/30/2005	05/13/2006
Target identified areas of deficiency for their grade level as reported by the reading content cluster school report.	Administration Classroom Teachers Reading Coach	09/30/2005	05/13/2006
Utilize Accelerated Reader to monitor independent reading for students in grades one through five.	Administration Media Specialist Reading Coach	09/30/2005	05/13/2006
Conduct monthly curriculum team meeting with administration and leadership teams in order to monitor student progress in reading.	Administration Reading Coach	09/30/2005	05/13/2006
Provide tutoring to all third, fourth and fifth grade students reading below grade level, before, during, and afterschool. Pre and post test will be administered to monitor growth in reading.	Administration Reading Coach	09/30/2005	05/13/2006

Research-Based Programs

Houghton Mifflin Basal Reading Series

Professional Development

Houghton Mifflin Reading Series Training

Comprehensive Research-Based Reading Plan Training

Reciprocal Teaching

Diagnostic Assessment in Reading

Differentiated Instruction

Guided Reading

Intervention Programs (Voyager, Soar to Success, Success for All)

Evaluation

Miami-Dade County District Interim Reading Tests will be used as a tool for progress monitoring. Students will demonstrate mastery of reading skills as evidenced by the 2006 FCAT-Reading.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in grades three through five will improve achievement in mathematics and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

At North Hialeah Elementary, fifty-nine percent of the students in grades three through five met high standards in mathematics on the 2005 Florida Comprehensive Achievement Test (FCAT). This score indicates an increase of ten percentage points from the previous year. Sixty-nine percent of the students made a year's worth of progress in mathematics. Strengths in the 2005 FCAT Mathematics scores included significant learning gains as compared with 2004 FCAT Mathematics scores. The sub-groups of economically disadvantaged students and students with disabilities scored at or above grade level in mathematics, according to the criteria set by Adequate Yearly Progress. A weakness was that Limited English Proficient students did not meet the criteria for adequate yearly progress in mathematics according to standards set by the No Child Left Behind Act. According to the content cluster mathematics score results, certain benchmarks were identified as areas of weakness in each grade. Third grade was identified as needing improvement in number sense. Fourth grade was identified as needing improvement in number sense and data analysis. Fifth grade was identified as needing improvement in number sense, measurement and geometry.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-four percent of students meeting high standards in mathematics as measured by the administration of the 2006 FCAT-Mathematics. Seventy-three percent of the standard curriculum group will make learning gains as determined by the administration of the 2006 FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students (LEP) will improve their mathematics skills as evidenced by fifty percent scoring at a level of three or higher on the 2006 administration of the FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Target identified areas of deficiency for their grade level as reported by the mathematics content cluster school report.	Administration Classroom Teachers	09/30/2005	05/13/2006
Administer interim mathematics assessment and use data to monitor student progress to target benchmarks and drive instruction.	Administration Classroom Teachers	09/30/2005	05/13/2006
Monitor students through assessment and teacher observation and use data to provide differentiated instruction.	Administration Classroom Teachers	09/30/2005	05/13/2006
Provide instruction for LEP students using Content Curriculum Home Language Teachers (CCHL) and the classroom teacher during the mathematics instructional block to maximize learning gains.	Administration CCHL Classroom Teachers	09/30/2005	05/13/2006
Integrate mathematics and science curriculum using the FOSS kits to reinforce math skills.	Administration Classroom Teachers	09/30/2005	05/13/2006
Identify and provide tutoring to all third, fourth and fifth grade students performing below grade level in mathematics during the school day. Pre and post test will be administered to monitor growth in mathematics.	Administration Math Resource Teacher	09/30/2005	05/13/2006

Research-Based Programs

Scott Foresman Mathematics Series

Professional Development

Full Option Science System Training
Mathematic Task Cards Training
FCAT Mathematics Test Item Specifications
Math Software Training

Evaluation

Miami-Dade County District Interim Mathematics Tests will be used as a tool for progress monitoring. Students will demonstrate mastery of mathematics skills as evidenced by the 2006 FCAT- Mathematics.

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

GOAL 3 STATEMENT:

Students in grades three through five will maintain a high level of achievement in writing and make learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards.

Needs Assessment

Results from the 2005 FCAT indicate that ninety-three percent of the students in North Hialeah Elementary met high standards in writing. Strengths indicate an increase by twenty-nine percent points of students meeting state standards in writing. Weaknesses indicate that the Limited English Proficient students need to be targeted for intensive instruction in writing. Only sixty-eight percent of the Limited English Proficient students improved writing performance by one percent.

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 based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by ninety-four percent of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement writing scope and sequence based on the Sunshine State Standards.	Administration Classroom Teachers	09/30/2005	05/13/2006
Provide workshops for parents so they can maximize their children's writing skills.	Administration Writing Leader	09/30/2005	05/13/2006
Target high potential writers for tutoring in a Writing Enrichment Club.	Administration Writing Leader	09/30/2005	05/13/2006
Provide weekly Friday Writing Clinics, targeting specific skills for all fourth grade students.	Administration Classroom Teachers	01/07/06	02/04/06
Tutor deficient students in writing skills, including Limited English Proficient students and students with disabilities.	Administration Writing Leader	09/30/2005	05/13/2006
Participate in a monthly school-wide writing prompt.	Administration Classroom Teachers	09/30/2005	05/13/2006

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

Four Squares of Writing Program

Effective Writing Program

Evaluation

A monthly writing prompt will be scored holistically and student progress will be monitored on a monthly basis. Students will demonstrate mastery of writing skills as evidenced by the administration of the 2006 FCAT-Writes.

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

GOAL 4 STATEMENT:

Students in grades two through five will improve achievement in science and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master The Sunshine State Standards.

Needs Assessment

Students at North Hialeah need to improve their science skills so that they can achieve at the level of the Miami-Dade County mean scale score on the FCAT-Science. Earth space science, which was the school's lowest area of performance, will be targeted for intensive instruction so that student skills will improve from a score of forty-six percent to a score of fifty percent as measured by the 2005 FCAT-Science.

Measurable Objective

Given instruction based on The Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean score of nineteen scale points to meet the District mean scale score of 286 on the 2006 administration of the FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a school-wide Science Fair.	Administration Science Coordinator	09/30/2005	05/13/2006
Model hands-on experiments using the scientific method by the Math/Science hourly teacher.	Administration Classroom Teachers	09/30/2005	05/13/2006
Utilize the Full Option Science System (FOSS) Kits to integrate math and science curriculum.	Administration Classroom Teachers	09/30/2005	05/13/2006
Administer a pre and post test in science to grades three through five.	Administration Classroom Teachers	09/30/2005	05/13/2006
Use data from pre and post test to guide science instruction.	Administration Science Chairperson Classroom Teachers	10/18/2005	5/19/2006

Research-Based Programs

McGraw-Hill Science Series

Professional Development

Full Option Science System Training

Evaluation

Students will be monitored yearly on a North Hialeah Elementary staff developed science pre and post-test. Fifth grade students will demonstrate mastery by an increase of nineteen scale points as evidenced by the 2006 FCAT-Science.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Parents of students who attend North Hialeah Elementary will be active participants in their child’s education.

Needs Assessment

North Hialeah's parent attendance rosters show that only thirty-eight percent of the parents participated in school related activities. There is a need for an increase of parent participation in school activities. Studies have shown that parent participation is directly related to student success. Parent contact hours will be logged at every school event that includes parent participation. In this way, North Hialeah will have an accurate, valid, and quantifiable way of measuring parent involvement. Parent activities will include Open House, parent workshops, volunteer hours, school activities and field trips.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a total of one thousand hours of participation in school - based activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain volunteer logs and parent participation lists.	Administration Counselor	09/30/2005	05/13/2006
Provide workshops to assist parents with the educational, social and emotional development of their child.	Administration Counselor	09/30/2005	05/13/2006
Target parents of students who achieved a level one or two on The Florida Comprehensive Achievement Test to attend workshops given at school.	Administration Counselor	9/30/2005	5/13/2006
Promote the parent resource center by providing parents opportunities to visit the center and gather resources for their children.	Administration Counselor	09/30/2005	05/13/2006
Utilize school website to disseminate information about important school events.	Administration Computer Specialist	09/30/2005	05/13/2006
Provide workshops in both English and Spanish to parents	Administration	09/30/2005	05/13/2006

Research-Based Programs

Florida Department of Education “Ride the Wave” to Success in the Classroom, Just Read Families! “Getting Started”

<http://www.justreadfamilies.org/greatideas.html>

Families Building, Better Readers “Blueprint Activities” <http://www.justreadflorida.com/docs/fbbr-blueprint.pdf3>.

Professional Development

Community Involvement Specialist District Advisory Council/Parent Meetings

Evaluation

An increase in the number of parent involvement hours will correspond to an increased level of achievement by students as measured by the 2006 administration of the FCAT.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

North Hialeah will improve its final overall percentage of average daily attendance.

Needs Assessment

Given that North Hialeah Elementary had an average daily attendance rate of 96.31 percent, the average daily attendance rate needs to be improved. According to the Dade County Public Schools Truancy Report, a total of 1323 absences were reported in the 2004-2005 school year, 291 of those absences being unexcused.

Measurable Objective

Given an emphasis on a safe and orderly environment, the average daily attendance rate will increase from 96.31 percent to an average daily rate of 97.31 percent as evidenced by the 2006 Yearly Average Daily Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Community Involvement Specialist for home visits and parent contact.	Administration Community Involvement Specialist	9/30/2005	5/13/2006
Utilize data from Truancy Reports to target students and provide resources.	Administration Community Involvement Specialist	9/30/2005	5/13/2006
Announce students' birthdays daily on the morning show and provide small birthday token to help increase school attendance	Administration Media Specialist	9/20/2005	5/13/2006
Implement a school wide attendance incentive program which includes lunch with the principal, ice cream parties for best attendance, and individual awards for perfect school attendance.	Administration	09/30/05	05/13/06
Monitor truancy rate monthly through district truancy reports.	Administration	09/30/05	5/13/2006
Utilize Visiting Teacher to make home visits for identified excessive truant students.	Administration Visiting Teacher	10/19/2005	5/19/2006

Research-Based Programs

Truancy Intervention Program (TIP)

CIM

Professional Development

Truancy Intervention Program Training

Evaluation

The average daily attendance rate will increase from 96.31 percent to an average daily rate of 97.31 percent as evidenced by the 2006 Yearly Average Daily Attendance Report.

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

GOAL 7 STATEMENT:

North Hialeah Elementary teachers will acquire the knowledge, skills, and competencies needed to increase their use of technology in the delivery of instruction and as a progress monitoring tool.

Needs Assessment

In North Hialeah, there are no teachers using an electronic grade book. One hundred percent of the teachers need to be trained to use the electronic grade book. Teachers need to use an electronic grade book for the recording of student grades.

Measurable Objective

Given an emphasis on the use of technology, one hundred percent of the faculty will use the Excelsior Web Gradebook and the electronic gradebook for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor electronic grade book during monthly curriculum meetings.	Administration	10/10/2005	5/13/2006
Participate in a workshop that instructs teachers on how to use an electronic grade book.	Administration Computer Specialist/Grade Book Manager	10/10/2005	5/13/2006
Implement an electronic gradebook school-wide by all teachers.	Administration Computer Specialist	10/10/2005	5/13/2006
Provide resources to promote the use of technology in the classroom.	Administration	10/10/2005	5/13/2006
Provide faculty professional development opportunities in the usage of technology in the classroom.	Administration Computer Specialist	10/18/2005	5/19/2006

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

Electronic Grade Book Training

Evaluation

Teachers will demonstrate knowledge of the use of an electronic grade book by posting grades online and using the electronic grade book.

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

GOAL 8 STATEMENT:

Students in grades four through five will maintain a high level of achievement in the FITNESSGRAM program, which is mandated by Miami Dade County Public Schools.

Needs Assessment

Based on scientific research, an increased level of physical fitness correlates with higher academic achievement; good health is a prerequisite for higher-level thinking. Consequently, there is a need for North Hialeah Elementary students in second and third grades to be exposed to the different skills and aspects involved in the mandated Miami-Dade County Public School FITNESSGRAM Test, as they will all be tested when they become fourth and fifth graders. There is also a need to increase student awareness in fourth and fifth grade, so that they can improve their overall achievement score, specifically in the cardiovascular endurance aspect of the FITNESSGRAM Test. In order to monitor progress a Fall baseline pre-test of the FITNESSGRAM test will be administered on October of 2005, and a Spring post-test of the FITNESSGRAM test will then be administered on March of 2006. Fourth and fifth grade students will make a three percent improvement between pre-test and post-test.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four through five will improve their overall performance by three percent meeting high standards in the 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Perform a variety of activities and skills during their daily physical education classes, which will enhance students' cardiovascular endurance.	Administration Physical education teachers	9/30/2005	05/13/2006
Perform ten push-ups and ten curl-ups daily in order to improve upper/lower body strength as well as overall fitness.	Administration Physical Education teachers	9/30/2005	5/13/2006
Participate in a variety of flexibility and agility activities.	Administration Physical Education teachers	9/30/2005	5/13/2006
Participate in a thirty minute physical education class four days a week.	Administration Physical Education teachers	9/30/2005	5/13/2006
Increase students' running and walking distance between August 2005 and April 2006.	Administration Physical Education teachers	9/30/2005	5/13/2006

Research-Based Programs

Miami Dade County FITNESSGRAM Program

Professional Development

Miami-Dade County Public School FITNESSGRAM Workshop

Evaluation

Student progress will be measured by a three percent increase through the administration of the mandated Miami-Dade County Public Schools FITNESSGRAM pre and post test, which will be administered in 2005-2006.

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

GOAL 9 STATEMENT:

The number of North Hialeah Elementary students in third grade who are successfully able to read rhythmic and melodic notation will be increased.

Needs Assessment

North Hialeah Elementary students need to increase their ability to read standard rhythmic and melodic notation on the treble clef in 2/4, 3/4 and 4/4 meter.

Measurable Objective

Given the emphasis on the benefits of participating in a music program, the number of North Hialeah Elementary students able to read rhythmic and melodic notation will increase by at least two percent as measured by a pre and post test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Produce original compositions using rhythmic and melodic notation taught in class.	Administration Music Teachers	9/30/2005	5/13/2006
Improve note reading skills using technology including "Music ACE".	Administration Music Teachers	9/30/2005	5/13/2006
Reinforce note reading skills using melodic instruments.	Administration Music Teachers	9/30/2005	5/13/2006
Dictate rhythmic and melodic notation.	Administration Music Teachers	9/30/2005	5/13/2006
Direct students in vocal warm-ups.	Administration Music Teachers	9/30/2005	5/13/2006
Direct students in vocal warm-ups.	Administration Music Teachers	9/30/2005	5/13/2006

Research-Based Programs

"Share the Music" by Macmillan/Mcgraw-Hill

Professional Development

The Music Teachers National Conference

Evaluation

A two percent increase in the number of students successfully able to read rhythmic and melodic notation will be measured by a pre and post test in music.

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

Miami-Dade County Public Schools

District Strategic Plan

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 10 STATEMENT:

North Hialeah Elementary School will rank at or above the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, North Hialeah Elementary ranked at the 25th percentile on the State of Florida Return on Investment index.

Measurable Objective

North Hialeah Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 25th percentile in 2003 to the 30th 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.	Administration	10/7/2005	5/20/2006
Consider configuration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	10/7/2005	5/20/2006
Consider shared use of facilities, partnering with community agencies.	Administration	10/7/2005	5/20/2006
Collaborate with district on resource allocation.	Administration	10/7/2005	5/20/2006

Research-Based Programs

Houghton Mifflin Reading Series

Scott Foresman Mathematics Series

McGraw Hill Science Series

Truancy Intervention Program

FITNESSGRAM Program

"Share the Music" by Macmillan McGraw-Hill

Continuous Improvement Model (CIM)

Professional Development

Houghton Mifflin Reading Series Training
Comprehensive Research-Based Reading Plan Training
Reciprocal Teaching
Diagnostic Assessment in Reading
Differentiated Instruction
Guided Reading
Intervention Programs (Voyager, Soar to Success, Success for All)
Full Option Science System Training
Mathematic Task Cards Training
FCAT Mathematics Test Item Specifications
Math Software Training
Truancy Intervention Program Training
Electronic Grade Book Training
Miami Dade County FITNESSGRAM Program

Evaluation

On the next State of Florida Return On Index publication, North Hialeah Elementary School will show progress toward reaching the 30th 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 Educational Excellence School Advisory Committee recommended that the budget would support the Educational Excellence School Advisory Committee (EESAC) objectives and strategies. These included allocations to purchase curriculum materials, incentives, and educational programs to support student achievement, and classroom aides.

Training:

The Educational Excellence School Advisory Committee also recommended that funds for staff development be provided during the 2005-2006 school year. The Educational Excellence School Advisory Council will fund inservice training and convention enrollment fees for teachers.

Instructional Materials:

Educational Excellence School Advisory Council (EESAC) will be funding teacher assistants for small group tutoring. Educational Excellence School Advisory Committee will also be funding the purchase of books and support materials for the Accelerated Reader Program.

Technology:

Educational Excellence School Advisory Council will work together with the technology expert and teachers to incorporate Riverdeep into the school program so that students can access the program to enhance learning. Those students who have internet access at home will be encouraged to access the program from their homes. Compass Learning will be incorporated into the regular school program and the Exceptional Student Education (ESE) Program. The electronic gradebook will be implemented to help facilitate the acquisition of student information in a timely and efficient manner.

Staffing:

Educational Excellence School Advisory Council recommended that funds be used for the purchase of a part-time media center clerk. It also recommended that funds be used to pay for part-time hourly aides to tutor students.

Student Support Services:

Educational Excellence School Advisory Council recommended that school counseling services be provided for students to help improve self-esteem, study habits, and school achievement. Staff will use the Cooperative Consultation Process to work together to develop strategies to improve achievement and detect areas of concern. A part-time media center clerk was added to the staff to assist students in the media center, and a community involvement specialist serves as a liason between school and parents.

Other Matters of Resource Allocation:

The Educational Excellence Student Advisory Council recommended allocating some of its funds for a Professional Development Fund to allow teachers to attend conferences and seminars in their fields of expertise, interest and other areas of concern. Additional funds will also be set aside for teacher resources.

Benchmarking:

The Educational Excellence Student Advisory Council members recommended and chaired the school-wide brainstorming sessions that identified objectives, strategies, and appropriate benchmarks. These recorded notes and the End of the Year Progress Report, Content Cluster Reports, and Adequate Yearly Progress Report were the basis for the 2005-2006 school improvement plan.

School Safety & Discipline:

Educational Excellence School Advisory Council recommended the continuation of the school safety patrol club. This club supervised by the teacher (sponsor), ensures that the safety rules are followed during the morning arrival and the afternoon dismissals. A full-time school security guard is a member of the staff and provides additional supervision. Discipline plans are individually developed by each teacher. School handbooks are distributed at the beginning of the year and set guidelines for behavior and requirements. A mandatory uniform policy has been implemented this year. This includes a hierachy of consequences for students who are repeat offenders. Attendance continues to be our main priority. Our Community Invovement Specialist monitors excessive absences and tardies by making phone calls and visiting homes of truant students. Schoolwide motivational programs are used to encourage and reward good attendance.

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