
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4961 - Shadowlawn Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Brenda Dawson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Shadowlawn Elementary School

Shadowlawn Elementary School located at 149 NW 49 Street in the city of Miami was built 1926 in one of the first suburbs of Miami. The population then, was predominantly White, middle class. Originally, Shadowlawn Elementary School was a two story "L" shaped building housing 300-400 students in grades one through six. Shadowlawn Elementary School was integrated in 1963 when a few Black families moved into the neighborhood. The population increased to an extent that required portables and relocatables to accomodate almost 1,200 students. In 1974, sixth graders were moved to Miami Edison Middle. During this period, the student population continued to change from White, middle class to Hispanic immigrants. Presently, Shadowlawn Elementary School is a PreKindergarten through fifth grade facility designated as a historical site and is located in what is considered a low socio-economic, predominantly Haitian American community. Of the entire school population, 173 are students enrolled in the Limited English Proficient (LEP) program. Due to the economic fluctuations of the families that are part of Shadowlawn Elementary School's community, the school has a mobility index of 40 that indicates the high level of student relocation. Additionally, in the last year there are eight new teachers on staff. The decrease in student enrollment is mainly due to the upward mobility rate and the fluctuating financial status of families within the community. There is also competition from several nearby private and parochial schools. Additionally, talent and technology magnet programs frequently recruit the school's top students. In an effort to meet the challenges of decreasing enrollment, Shadowlawn Elementary School has established numerous extra-curricular and academic programs to enhance its regular curriculum, i.e. tuorials, character development clubs and performing arts programs. Shadowlawn Elementary School is presently part of the School Improvement Zone initiative which implements and monitors intervention and support strategies to address academic, personnel, physical plant and budgetary needs. The Parent Education Center is an integral part of the school's mission. The program helps parents to understand how to appropriately facilitate their children's learning through regularly scheduled parenting workshops, literacy development coursework, workforce development skills and other identified training needs and services. The retention of new teachers is a priority for the school. The school is working with the District to provide mentoring and role model activities for new teachers. Additionally, the principal has set up quarterly new teachers and administrative sharing sessions that provide for extended dialogue and support. Based on the Organizational Performance Improvement Snapshot (OPIS) Survey Education Design (Process Management) and Performance Results (Business Results) are the two areas which need additional focus within the organization of this school. Staff will be strategically involved with self and organizational assessments utilizing the components of "action research" as part of regularly scheduled teacher / staff conversations. Opportunities to review, analyze, and make budgetary and financial recommendations through small group professional learning communities will continue to be included as part of this process. We must become experts in student learning and communities will continue to be included as part of this process. We must become experts in student learning and achievement. In order for this to happen we must know our product, study what is happening in our school, and use the action research process to improve what is happening to students and adults in this learning community.

Given the instruction using the Sunshine State Standards, students in grades three through five will improve their reading performance as evidenced by an 8 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test to attain the No Child Left Behind (NCLB) requirements of 44 percent of the students meeting state mastery levels.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by a 9 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test to attain the No Child Left Behind (NCLB) requirements of 44 percent of students meeting state mastery levels.

Given instruction using the Sunshine State Standards, Black students will improve their reading skills as evidenced by an 8 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test to attain the No Child Left Behind (NCLB) requirements of 44 percent of students meeting state mastery levels.

Given instruction using the Sunshine State Standards, Free and Reduced Lunch students will improve their reading skills as evidenced by an 8 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on 2006 the administration of the FCAT Reading Test to attain the No Child Left Be Behind (NCLB) requirements of 44 percent of students meeting state mastery levels.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics performance as evidenced by an 8 percentage point increase in the number 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, Limited English Proficiency students will improve their mathematics skills as evidenced by an 8 percentage point increase in the 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, Black students will improve their mathematics skills as evidenced by a 9 percentage point increase in the 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, Free and Reduced Lunch students will improve their mathematics skills as evidenced by an 8 percentage point increase in the 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, students in grade four will improve their writing skills as evidenced by a minimum of 88 percent of the students scoring at the State required mastery level of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by increasing the mean scale score 10 points above the 2005 administration of the FCAT Science Test.

Given a schoolwide concentration on student achievement and parental involvement, parent informational meetings, participation at workshops, Coffee Chats, Parent Teacher PTA meetings, and school sponsored activities will increase among the parents of students in the lowest quartile by five percent as compared to the 2004-2005 school years parent attendance rosters and the Parent Climate Survey.

Given intervention activities, PreKindergarten through fifth grade students will improve behavior as evidenced by a 10 percent decrease on the 2006 suspension reports as compared to the 2006 suspension reports (ISIS).

Using computer assisted instruction, students in grades three through five will increase performance by 8 percent in reading and mathematics.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their performance on the administration of the 2006 FITNESSGRAM by ten percentage points.

Given instruction using the Sunshine State Standards, students in kindergarten through fifth grade will increase participation by at least ten percent as compared to the number of students participating in musical performances and activities during the 2004-2005 school year.

Shadowlawn Elementary School will increase learning gains by at least 10 percent and decrease program costs by at least 5 percent.

Based on the OPIS Survey Education Design (Process Management) and Performance Results (Business Results) are the two areas which need additional focus within the organization of this school. Staff will be strategically involved with self and organizational assessments utilizing the components of "action research" as part of regularly scheduled teacher / staff conversations. Opportunities to review, analyze, and make budgetary and financial recommendations through small group professional learning communities will continue to be included as part of this process. We must become experts in student learning and achievement. In order for this to happen we must know our product, study what is happening in our school, and use the action research process to improve what is happening to students and adults in this learning community.

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.

Shadowlawn Elementary School

VISION

We at Shadowlawn Elementary School believe that all students will reach their highest potential through the integration of curriculum, high expectations, and family literacy. This belief is founded upon the fact that Shadowlawn Elementary School has created a positive, peaceful, and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents, and other community members.

MISSION

Shadowlawn Elementary School's mission is to provide a multi-faceted educational environment to all stakeholders through the delivery of data-driven curricula. Programs designed to develop family literacy, lifelong learning, and cultural sensitivity will enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the School Advisory Council (SAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan (SIP). This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

CORE VALUES

Excellence

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

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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. We are committed to provide educational excellence for all.

School Demographics

Shadowlawn Elementary School is a PreKindergarten through fifth grade educational facility located at 149 NW 49 Street in Miami, Florida. Shadowlawn Elementary School is located in a low-socio-economic, predominantly Haitian American community. The student population of 358 is 84.9 percent Black, 13.4 percent Hispanic, 0.8 percent White, and 0.8 percent other. Of the entire school population 173 are students enrolled in the Limited English Proficient (LEP) program. Due to the economic fluctuations of the families that are part of the Shadowlawn Elementary School community, the school has a student mobility index of 40 that indicates the high level of student relocation. Presently, staff demographics include 32 percent White, 47 percent Black and 21 percent Hispanic. There are 24 males and 76 female instructors on staff. Professional certification include 29 percent of teachers with Master degrees and 9 percent with Specialist and / or Doctorate degrees. The average number of years taught is twelve. Eighteen percent of the staff are new teachers. Significant data including School Demographic and Academic Profile, Florida Comprehensive Achievement Test (FCAT) results Adequate Yearly Progress (AYP) report in compliance with the No Child Left Behind (NCLB) requirements, and the OPI Snapshot Survey were analyzed and evaluated in order to develop the goals set forth in the 2005-2006 School Improvement Plan (SIP).

School Foundation

Leadership:

The mission of the school is clearly communicated by the supervisor and shared among the members of the organization. The supervisor provides a work environment that facilitates job performance and encourages participation in activities/projects that will be made useful for career advancement. (OPIS Survey Score 4.4)

District Strategic Planning Alignment:

A more defined system for understanding how this organization's plan is aligned with the district's School Improvement Zone Initiative is needed to strengthen the overall vision. It is viewed that a process for the sharing of ideas between all organizational levels is needed. (OPIS Survey Score 4.0)

Stakeholder Engagement:

The needs of the customers are addressed and are viewed as very important and a major focus in all school efforts. (OPIS Survey Score 4.5)

Faculty & Staff:

Survey results indicate that there is a definite sense of unity among all staff members. They feel appreciated and receive encouragement and recognition for their work. (OPIS Survey Score 4.3)

Data/Information/Knowledge Management:

OPIS Survey results reflect that the faculty is confident and comfortable in accessing, analyzing, and utilizing data to drive instruction. (OPIS Survey Score 4.4)

Education Design:

This will be a priority focus area. Survey results indicate that there is a need to promote teacher efficacy and to implement a system that will allow for assessment of the effectiveness, efficiency, and quality of their process and product. (OPIS Survey Score 4.1)

Performance Results:

Survey results indicate that available resources are effectively used as evidenced by increased student achievement and stakeholder involvement. There is evidence that there is a need for additional professional development in the area of budget and finance. (OPIS Survey Score 4.2)

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Shadowlawn Elementary School recruits and retains teachers through various means. We attend Career Fairs, visit community colleges and promote the schools success stories through news articles, radio programs, and Dade Partner relationships.

New teachers are mentored and engaged through regular professional learning communities. The average number of years taught in the school is twelve. There is evidence through the OPIS Survey that most teachers remain in the school due to the genuine feeling of respect and gratitude shown by administrators, colleagues, community members and students.

• Highly Qualified, Certified Administrators:

BRENDA J. DAWSON, PRINCIPAL

Over the past several years, Brenda J. Dawson, Principal at Shadowlawn Elementary School, has brought the school and community from an overlooked, depressed, and illiterate season, into a competitive level of notoriety, hope, and increased student performance. Mrs. Dawson's 34 years as an educator has afforded her many experiences and honors in the field of education and community service. She has been nominated as Miami-Dade County School Principal of the Year, she has received several proclamations from the County Commission for school achievement, and she received district acknowledgement as an exemplary administrator in the area of exceptional student and speech education. Most recently, Mrs. Dawson was saluted by the City of Miami for her contributions and creative involvement as an educator and heroine in the support of the city's commitment to come together as One City-One Future. Additionally, Congressman Kendrick B. Meek publicly congratulated Mrs. Dawson for her testimony of faith as it is exposed through her dedication and works of charity for the disenfranchised members of our society. Mrs. Dawson holds a Bachelor's Degree in Education with a minor in Sociology. Her concentrated areas of study include exceptional student education and the teaching of remedial reading. Her Master's Degree is in School Administration with extended course work in Educational Leadership. Mrs. Dawson's first 15 years with Miami-Dade County Public School System were spent as an exceptional student education teacher at the elementary and secondary levels, a consulting teacher model, an educational specialist and assistant principal. As principal she opened one of the first secondary exceptional education centers in Miami-Dade County. During the past five years, Mrs. Dawson has extended her leadership skills into a closer look at the "whole child", his / her family, and community. This interest has led her to develop and implement programs and services that are directed toward the strengthening of the family structure, and providing academic, self-development support systems for students and adults. The contacts and resources that she encounters through these efforts have greatly benefited the attainment of support services needed at Shadowlawn Elementary School. Statistics clearly note that there is a regular increase in the percent of students meeting grade level, or high standards, as measured by state and federal guidelines. Recent test results indicate that students tested at Shadowlawn Elementary School exceeded the requirements needed to make adequate yearly progress based on federally established standards. However, adequate progress of the lowest 25 percent of the students tested was not met. It is evident to all stakeholders that these lowest identified students need many interventions that extend beyond the school into the home and community. Mrs. Dawson's leadership style, skills, community contacts, resources, and relationships, along with her faith and dedication, are what can and will continue to elevate this school, families, and community to reach new heights.

GLADYS GIMENEZ, ASSISTANT PRINCIPAL

Ms. Gladys Gimenez has served in low and high performing schools. She has worked as a first, second, and third grade teacher. As a teacher she served as a grade level chairperson, peer teacher in charge of beginning teachers, and faculty council member.

Ms. Gimenez has completed the Executive Training Program for principalship. Ms. Gimenez has served as an assistant principal in charge of the Exceptional Student Education and standard curriculum programs, site program coordinator for Title I, and Test Chairperson. Ms. Gimenez provided Sign Language workshops for parents and bus drivers. The Assistant Principal also participated in a reading conference in Houston, TX. She has utilized volunteers from Miami-Dade Community College Interamerican Campus to implement the KAPOW program to improve reading, writing, and math skills. Ms. Gimenez developed grade level tracking calendars to identify skills to be taught, facilitated multi-grade academic workshops for parents to improve students' academic achievement. She was part of the administrative team that assisted her previous school in moving from a "D" to an "A". She conducted and facilitated professional development trainings on FCAT strategies, curriculum, data analysis, ethics, and Character Education. She served as liaison to Dade Partner in order to utilize business support to enhance student achievement and created a database for property control to achieve a perfect property audit. She coordinated school wide projects with the Parent Teacher Association, community, and staff to improve parental involvement and student achievement. Ms. Gimenez implemented a Saturday Tutorial Program as well as before, during, and after school tutorial program. She implemented a mentoring program with the University of Florida and Miami Senior High, coordinated monthly reading seminars and academic workshops to improve parental involvement and student achievement. She monitored the Extended Foreign Language Program. Ms. Gimenez was nominated for Council of Exceptional Children / Exceptional Student Education Administrator of the Year. She served as a representative for state textbook adoption, and participated in District Interview Committees. Additionally, she showed consistent performance in the areas of student services management and community relation. Her involvement with various parent community groups assisted in promoting positive image for the school.

• Teacher Mentoring:

All new teachers new to the profession and / or school system will be involved in the Beginning Teacher Orientations 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, the pairing of 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 also participate in training sessions and receive follow-up, one-on-one mentoring, and coaching provided by the reading leader, administrative team, and grade level chairpersons. The principal has set up quarterly new teacher and administrative sharing sessions that provide extended dialogue and support.

• School Advisory Council:

The Educational Excellence School Advisory Council reviewed, analyzed, and evaluated pertinent data such as the School's Demographic Profile, FCAT Reports, and School Demographic and Academic Profile, and formulated objectives as school-wide priorities. The council has scheduled meetings, will notify participants, and will create agendas as per state and district guidelines. Concerns related to academic progress, safety, instructional materials, and supplies would be other areas addressed by the Educational Excellence School Advisory Council. The council will support the efforts of the Parent Teacher Association (PTA) in achieving a higher level of parental involvement.

• Extended Learning Opportunities

The Extended School Day at Shadowlawn Elementary has two basic components. The first, the Intervention / Remediation portion of the program was designed for those students who are at moderate to high risk, as determined by the baseline data of the DIBELS and the FCAT results from the 2004-2005 school year.

Based on these results students have been placed according to their needs. Primary students are engaged in activities in "Soar to Success", and intermediate students are engaged in those strategies employing "Early Success". Additional strategies include the use of center throughout the rooms that help enhance the learning environment. Classes are kept to a 1:7 teacher / student ratio

and 20 minutes is allotted for each Early Success Group and 30 minutes for each Soar to Success Group.

The second portion of Shadowlawn's Extended Day Program is the Enrichment Component. Students in grades K-2 who have been identified as low risk or above average, as determined by the DIBELS are enrolled in this program. In addition, students in grades 3, 4, and 5 who have received scores of 3 and above on the 2004-2005 FCAT also are engaged in Enrichment Strategies.

The Enrichment Program is designed to enhance the basic academic core program. Activities in this program expand the learning environment to new domains. These activities include:

- Character Education (Sister to sister, Boys to Men)
- Book Club (interactive discussions, plays)
- Art (print making, puppetry, oil painting)
- Physical Education (Boys to Men)
- Music Appreciation
- Typing and Publishing

• School Wide Improvement Model

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

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Shadowlawn Elementary School’s third through fifth grade students will increase their performance on the 2006 FCAT Reading Test.

Needs Assessment

An assessment of data reveals that 40 percent of students in grades three through five are reading and/or performing at or above grade level. Students in grade three demonstrated less than 50 percent mastery of each reading content cluster. Therefore, their performance reveals the need for additional intensive instruction in those areas. Students in grades four and five experienced more than 50 percent mastery or above in the four reading content clusters. However, these students demonstrated less proficiency in Main Idea and Author’s Purpose. Therefore, performance reveals intensive instruction in the areas of need in reading.

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

Measurable Objective

Given the instruction using the Sunshine State Standards, students in grades three through five will improve their reading performance as evidenced by an 8 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test to attain the No Child Left Behind (NCLB) requirements of 44 percent of the students meeting state mastery levels.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by a 9 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test to attain the No Child Left Behind (NCLB) requirements of 44 percent of students meeting state mastery levels.

Given instruction using the Sunshine State Standards, Black students will improve their reading skills as evidenced by an 8 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test to attain the No Child Left Behind (NCLB) requirements of 44 percent of students meeting state mastery levels.

Given instruction using the Sunshine State Standards, Free and Reduced Lunch students will improve their reading skills as evidenced by an 8 percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher on 2006 the administration of the FCAT Reading Test to attain the No Child Left Be Behind (NCLB) requirements of 44 percent of students meeting state mastery levels.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Monitor the implementation of the Houghton-Mifflin "Legacy of Literacy" Reading series as a core reading program which is in alignment with the Sunshine State standards.	Administrators, Grade K-5 Reading and Language Arts Teachers, Bilingual Education Teacher, Media Specialist, Reading Coach	8/1/2005	5/26/2006
2. Implement and monitor remedial intervention programs such as Early Success, Soar to Success, Voyager, and the AmeriCorps tutoring program for below level students.	Administrators, K-5 Reading and Language Arts Teachers, Reading Coach, ESE Teachers, Bilingual Education Teachers	08/01/2005	05/26/2006
3. Implement motivational reading strategies in conjunction with the use of the Accelerated Reader Program for students in grades one through five.	Administrators K-5 Reading and Language Arts Teachers, Reading Coach, ESE Teachers, Bilingual Education Teachers	08/01/2005	05/26/2006
4. Provide computer-assisted instruction management and instructional support through the use of Reading Plus, Success Maker, Riverdeep, and FCAT Explorer Programs.	Administrators, K-5 Reading and Language Arts Teachers, Computer Specialist, Bilingual Education Teacher, ESE Teacher	08/01/2005	05/26/2006
5. Provide strategic instructional intervention	Administrators, Reading Coach,	08/01/2005	05/26/2006

through in-house tutoring for targeted students who do not demonstrate mastery of state standards as identified on district and school site test data.	Special Area Tutors, Curriculum Specialist		
6. Initiate a Reading Book Club that will provide opportunities for high performing students to utilize their critical thinking skills.	Administrators, Media Specialist, Reading Coach, Parent Center Teacher, Counselor	09/01/2005	05/26/2006
7. Implement the Just Read Florida Initiative in conjunction with the students' reading progress to make informed decisions about their reading instruction.	Administrators, K-5 Teachers and Reading Coach	08/01/2005	05/26/2006
8. Implement and monitor CRISS strategies to support reading instruction.	Administrators, K-5 Teachers, and Reading Coach	08/01/2005	05/26/2006
9. Implement and monitor the Extended Day and Extended Year Program.	Administrators, K-5 Teachers, and Reading Coach	08/01/2005	05/26/2006

Research-Based Programs

Houghton Mifflin (core reading program), CReating Independence through Student Owned Strategies (CRISS), SuccessMaker, Riverdeep, Voyager, Early Success, Soar to Success, Reading Plus

Professional Development

DIBELS, DAR, Student Performance Indicator (SPI), Voyager, Big Five, Sunshine State Standards, Question/Answer Relationships, Literature/Reading Deficiencies, K-5 Comprehensive Plan Assessment Guide, CRISS Training, Becoming Effective Active Readers (BEAR) Project, Opening Worlds of Literacy (OWL) Project, Developing Reading and Writing (DRAW), Best Practices, Facilitate professional development opportunities and resources through mentoring, modeling of lessons, and training designed to enhance the delivery of the reading instruction through the effective use of the Houghton Mifflin Reading Program, 8-Step Continuous Improvement Model, Reading Endorsement Training, Edusoft Training, Professional Growth Training

Evaluation

1. 2006 FCAT Reading Test Results
2. School Developed Bi-weekly Assessments
3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
4. SuccessMaker
5. Accelerated Reader
6. Diagnostic Assessment of Reading (DAR)
7. Reading Plus
8. School Readiness Uniform Screening System (SRUSS)
9. District Assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Shadowlawn Elementary School’s third through fifth grade students will increase their performance on the 2006 FCAT Mathematics Test.

Needs Assessment

An assessment of data reveals that 52 percent of students in grades three through five are not performing proficiently in mathematics. Students in grade three experience most difficulty in the areas of number sense and algebraic thinking. Students in grade four experience most difficulty in the areas of algebraic thinking and data analysis. Students in grades five have more difficulty in the areas of number sense and algebraic thinking. Therefore, performance reveals additional intensive instruction in the areas of need in mathematics.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 three through five will improve their mathematics performance as evidenced by an 8 percentage point increase in the number 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, Limited English Proficiency students will improve their mathematics skills as evidenced by an 8 percentage point increase in the 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, Black students will improve their mathematics skills as evidenced by a 9 percentage point increase in the 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, Free and Reduced Lunch students will improve their mathematics skills as evidenced by an 8 percentage point increase in the 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
1. Implement the District's suggested Mathematics Long-Range Plan(s) for 2005-2006 school year in grades Kindergarten through five.	Administrators, K-5 Mathematics Teachers, Mathematics Resource Teacher	09/01/2005	05/26/2006
2. Identify students in all NCLB identified subgroups scoring below state mastery level on the 2005 FCAT Mathematics Test and use disaggregated data to work collaboratively with classroom teachers to develop instructional strategies that will facilitate the remediation of deficits and the meeting of grade level expectations.	Administrators, K-5 Mathematics Teachers, Mathematics Resource Teacher	09/01/2005	05/26/2006
3. Analyze results from site-created bi-weekly formative assessments and district-devised quarterly summative assessments and utilize the data to develop prescriptive instructional program strategies for low performing students.	Administrators, Grade 1-5 Mathematics Teachers, Mathematics Resource Teacher	09/01/2005	05/26/2006
4. Implement daily practice mathematics drills to engage students in the memorization and mastery of basic facts.	Administrators, K-5 Mathematics Teachers, ESE Teachers, Mathematics Resource Teacher	08/01/2005	05/26/2006
5. Implement and monitor tutorial sessions for targeted students and monitor progress using school developed bi-weekly assessments.	Administrators, K-5 Mathematics Teachers, Mathematics Resource Teacher	08/01/2005	05/26/2006
6. Increase instructional math time through the	Administrators, K-5 Mathematics	08/01/2005	05/26/2006

implementation of the Extended Year Program.	Teachers, Mathematics Resource Teacher		
7. Implement and monitor CRISS strategies to support mathematics instruction.	Administrators, K-5 Mathematics Teachers, Mathematics Resource Teacher	08/01/2005	05/26/2006

Research-Based Programs

Scott Foresman (core mathematics program), SuccessMaker, Riverdeep, CReating Independence through Student Owned Strategies (CRISS)

Professional Development

Using manipulatives to teach hands-on mathematics, Algebraic thinking, Problem Solving, CRISS, Test Taking Skills, 8-Step Continuous Improvement Model, Provide professional development opportunities for all classroom teachers by utilizing the Mathematics Resource teacher to model best practices within all individual classrooms on a regularly scheduled basis

Evaluation

1. 2006 FCAT results
2. School Developed Bi-weekly Assessments
3. FCAT Explorer Reports
4. Riverdeep Reports
5. SuccessMaker
6. Teacher Grades
7. District Assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Shadowlawn Elementary School's fourth grade students will increase their performance on the 2006 FCAT Writing Test.

Needs Assessment

An assessment of data reveals that 87% of students in grade four scored at 3.5 on the FCAT 2005 Writing Test. Therefore, intensive instruction is needed in order to increase the number of students meeting high standards.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 grade four will improve their writing skills as evidenced by a minimum of 88 percent of the students scoring at the State required mastery level of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer and assess monthly writing prompts to direct the writing skill development of students in kindergarten through fifth grade.	Administrators, Grade 4 Team Leader, K-5 Teachers, ESE Teachers, Bilingual Education Teacher	08/01/2005	05/26/2006
2. Provide professional development opportunities and resources through mentoring, modeling of lessons, and training focused on promoting effective writing practices and rubric scoring.	Administrators, Grade 4 Team Leader, Reading Coach, Curriculum Specialist	08/01/2006	05/26/2006
3. Utilize Writing across the curriculum strategies in kindergarten through fifth grade.	Administrators, K-5 Teachers, Bilingual Education Teachers	08/01/2005	05/26/2006
4. Utilize the media center as a technology-based publishing center.	Administrators, Media Specialist, Reading Coach, Classroom Teachers	08/01/2005	05/26/2006
5. Identify students not meeting the state writing requirements, as delineated by school and district assessment results, and provide tutorial services and monthly assessments to assist the enhancement of writing skills.	Administrators, Grade 4 Reading and Language Arts Teacher and Reading Coach	08/01/2005	05/26/2006
6. Establish a Direct Instruction Writing Laboratory for third and fourth grade students to improve their writing, grammar, and vocabulary skills.	Administrators, Third and Fourth grade Reading and Language Arts Teachers and Reading Coach	08/01/2005	05/26/2006
7. Continue with the "Dream Team", a weeklong, intensive, holistic, and sequenced after school student workshop of the writing process for fourth grade students prior to testing.	Administrators, Fourth Grade Reading and Language Arts Teacher, and Reading Coach	01/07/2006	02/06/2006
8. Establish a writing team to analyze and provide accurate feedback of student writing.	Administrators and Reading Coach	08/01/2005	05/26/2006
9. Increase instructional time and student performance in writing through the information and monitoring of the Extended Year Program.	Administrators, Fourth Grade Reading and Language Arts Teacher, and Reading Coach	08/01/2005	05/26/2006
10. Utilize CRISS strategies at all grade levels to enhance writing skills.	Administrators, Pre-K through fifth grade Teachers,	08/01/2005	05/26/2006

Research-Based Programs

Houghton Mifflin/Reader Writer Workshop, Creating Independence through Student Owned Strategies (CRISS)

Professional Development

The Writing Process, Rubric Scoring, Best Practices, CRISS Facilitate professional development opportunities and resources through mentoring, modeling of lessons, and training designed to enhance the delivery of the reading instruction through the effective use of penmanship, 8-Step Continuous Improvement Model

Evaluation

1. 2006 FCAT Writing Plus Test Results
2. Monthly Writing Assessments
3. School Developed Biweekly/Quarterly assessments

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.)

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Shadowlawn Elementary School's fifth grade students will increase their performance on the 2006 FCAT Science Test.

Needs Assessment

An analysis of student science performance data reveals the following trends among fifth graders at Shadowlawn Elementary School in recent years:

- a) Stronger performance in physical and chemical science
- b) Consistent performance in Life and Environmental Sciences, as well as Scientific Thinking
- c) A need for additional help in Earth and Space.

Therefore, intensive instruction is needed in the area of science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by increasing the mean scale score 10 points above the 2005 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide professional development opportunities through mentoring, modeling of lessons, and training for teachers focusing on the Science "E's" (Engagement, Exploration, Elaboration, and Evaluation) that provide hands-on/minds-on experiences to students utilizing existing resources.	Administrators and K-5 Science Teachers	08/01/2005	05/26/2006
2. Implement and monitor the Science, Engineering, Communication, Mathematics Enhancement (SECME) Program in grades three through five utilizing existing resources and technology.	Administrators, SECME Coordinator, and Grade Science 3-5 Teachers	08/01/2005	05/26/2006
3. Use the Sunshine State Standards to drive cross curriculum small group extended day instructional sessions.	Administrators, SECME Coordinator, and Grade 4-5 Science Teachers	08/01/2005	05/26/2006
4. Expose students to the scientific method by providing them with a myriad of activities, which may culminate as part of a schoolwide science fair.	Administrators and K-5 Science Teachers	08/01/2005	05/26/2006
5. Quarterly assessments will be administered to all students in grades three through five in order to drive the instructional focus and monitor student achievement toward the mastery of all state standards in science.	Administrators and Grade 3-5 Teachers	08/01/2005	05/26/2006
6. Implement a common planning period for teachers to provide opportunities for teachers to infuse science concepts across the curriculum.	Administrators	08/01/2005	05/26/2006
7. Increase instructional time and student performance in science through the implementation of the Extended day and Extended Year Program.	Administrators	08/01/2005	05/26/2006

Research-Based Programs

Scott Foresman, Full Option Science System (FOSS), Creating Independence through Student Owned Strategies (CRISS)

Professional Development

FOSS, Schoolwide SECME Program, 8-Step Continuous Improvement Model, and CRISS

Evaluation

1. 2006 FCAT Science Results
2. Pre/Post Tests
3. Quarterly Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

To increase parental involvement of all students with a major focus on the parents of students in the lowest quartile.

Needs Assessment

An analysis of the 2004-2005 school year indicated that only 50 percent of the parents of Shadowlawn Elementary School participated in school sponsored activities. Parents of students in the lowest quartile were among the group most often not participating. Therefore, an increase of homevisits and service for parents with a major focus on parents in the lowest quartile is needed in order to enhance student achievement.

Measurable Objective

Given a schoolwide concentration on student achievement and parental involvement, parent informational meetings, participation at workshops, Coffee Chats, Parent Teacher PTA meetings, and school sponsored activities will increase among the parents of students in the lowest quartile by five percent as compared to the 2004-2005 school years parent attendance rosters and the Parent Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize a full time Parent Education Teacher to implement and coordinate Parent Activities.	Administrators and Parent Education Teacher	08/01/2005	05/26/2006
2. Utilize a full time Community Involvement Specialist to make home visits, and to recruit and increase parent participation at informational meetings, PTA, and school-sponsored activities.	Administrators and Social Worker	08/01/2005	05/26/2006
3. Enhance parenting and literacy skills of parents through bi-weekly instructional workshops and Coffee Chats and the utilization of the Parent Resource Center.	Administrators, Parent Education Teacher, Parent Involvement Specialist, media Specialist, and Reading Coach	08/01/2005	05/26/2006
4. Monitor daily parent ESOL classes held on Monday through Thursday mornings.	Administrators and Adult Vocational Education Administrator	08/01/2005	05/26/2006
5. Enhance parents' knowledge of available community resources regarding nutrition and health care, personal finances, substance abuse, Human Immunodeficiency Virus (HIV), civil rights and responsibilities, immigration Law, and various other government agencies.	Administrators, Parent Education Teacher, Social Worker, and Community Resource Personnel	08/01/2005	05/26/2006
6. Continue to maintain an incentive program utilizing a parent store to reward parents for attending and volunteering at school sponsored events.	Administrators, Parent Education Teacher and Dade Partners	08/01/2005	05/26/2006
7. Use Community resources, nursing professionals from Miami Dade Junior College, Kombit members from the Haitian Community, Bilingual Parent Outreach Program (BPOP) personnel to provide workshops and inservices for parents.	Administrators, Parent Education Teacher, Miami-Dade Community School Staff, Social Worker, and Community Resource Personnel	08/01/2005	05/26/2006
8. Increase parent - school communication through the use of student progress reports, flyers, report cards, newsletters, parent - teacher conferences, homevisits, and parent planned activities.	Administrators, Parent Education Teacher, Social Worker, and K-5 Teachers,	08/01/2005	05/26/2006

Research-Based Programs

SuccessMaker, National Standards of Parental and Family Involvement programs by the National Parent Teacher Student Association

Professional Development

Volunteer Orientation for instructional staff, Parent advocacy workshops provided by ACCESS Center Workshops at the school for parents.

Evaluation

2005-2006 parent attendance logs and the Parent Climate Survey

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.)

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

GOAL 6 STATEMENT:

Shadowlawn Elementary School's PreKindergarten through fifth grade students will improve behavior.

Needs Assessment

An analysis of teachers' referrals reveals that the following behaviors reflect the need for interventions in the areas of anger management and bullying. Therefore, intensive intervention strategies and programs are needed to decrease the number of student referrals.

Measurable Objective

Given intervention activities, PreKindergarten through fifth grade students will improve behavior as evidenced by a 10 percent decrease on the 2006 suspension reports as compared to the 2006 suspension reports (ISIS).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide professional development in classroom management.	Administrators	08/01/2005	05/26/2006
2. Invite MDCPS school police to address students' negative behaviors at informational meetings.	Administrators	08/01/2005	05/26/2006
3. Provide an intervention plan for the school guidance counselor to support strategies for selected at risk students.	Administrators and Counselor	08/01/2005	05/26/2006
4. Implement and monitor a program of anger management / bullying workshops for students and parents, presented by the nursing staff at Miami-Dade Junior College campus.	Administrators, Parent Education Teacher, Counselor, Classroom Teachers, and nursing staff at Miami-Dade Junior College	08/01/2005	05/26/2006
5. Infuse, implement, and monitor a Character Education at all grade levels across all curriculum areas.	Administrators, Counselor, and Classroom Teachers	08/01/2005	05/26/2006
6. Participate in the 5000 Role Models Program.	Administrators and 5000 Role Models Liaison	10/04/2005	05/26/2006
7. Continue the implementation of articulation and transition activities for students entering and exiting the school.	Administrators and Counselor	08/01/2005	05/26/2006

Research-Based Programs

Harry Wong "Assertive Discipline Program", MDCPS TRUST: Substance Education Curriculum, MDCPS Department of Cultural Diversity and Intergroup Relations, Proudly Infusing Non-Violence, MDCPS Character Education Division of Social Studies, The Child Assault Prevention (CAP) Project of South Florida, Bully Proofing Your School: A Comprehensive Approach for Elementary School (Carla Garrity, Ph D; Kathryn Jens Ph D; William Porter Ph D)

Professional Development

Schoolsite inservice and district training

Evaluation

2005-2006 suspension reports (ISIS) and Student Performance Monitoring Report (Division of Data Quality Management)

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.)

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

GOAL 7 STATEMENT:

Shadowlawn Elementary School's kindergarten through fifth grade students will utilize computer assisted instruction to improve their performance on computer applications.

Needs Assessment

An inhouse assessment of the use of computer assisted instruction reveals that less than eighty percent of the students in grades K-5 used copmputer assisted instruction during the 2004-2005 school year. Eighty percent of the student in grades K-5 will utilize computer assisted instructional programs on a daily basis.

Measurable Objective

Using computer assisted instruction, students in grades three through five will increase performance by 8 percent in reading and mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer and assess STAR Reading to determine the reading level of each student.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/01/2005	05/26/2006
2. Monitor students' progress to determine strengths and areas of intervention.	Administrator, Media Specialist, Classroom Teachers, and Computer Specialist	08/01/2005	05/26/2006
3. Provide a minimum of four hours per week of computer assisted instruction for all students in grades three through five.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/01/2005	05/26/2006
4. Provide a monthly "Smarty Party", as an incentive, for those students achieving Accelerated Reader and/or successMaker goals.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/01/2005	05/26/2006
5. Increase instructional time using computers through the implementation and monitoring of the Extended Day and Extended Year Program.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/01/2005	05/26/2006

Research-Based Programs

SuccessMaker and National Education Technology Standards

Professional Development

Inhouse inservices and District supported professional development

Evaluation

1. Monthly Diagnostic AR Reports
2. School Wide AR Summary Reports
3. 2005 – 2006 AR Diagnostic Reports
4. 2005-2006 SuccessMaker Reports

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.)

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

GOAL 8 STATEMENT:

Shadowlawn Elementary School's third through fifth grade students will increase their performance on the administration of the 2006 FITNESSGRAM Test.

Needs Assessment

An analysis of student performance on the Physical Fitness Gram Results indicates that 29 percent of students earned gold status and 40 percent of students earned silver status. Therefore, intensive physical fitness instruction is needed to improve student performance on the 2006 FITNESSGRAM Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their performance on the administration of the 2006 FITNESSGRAM by ten percentage points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide professional development opportunities through various workshops for teachers focusing on a comprehensive fitness program for school aged children and youth.	Administrators, Physical Fitness Instructor, and Fourth and Fifth Grade Teachers	08/01/2005	05/26/2006
2. Administer and monitor monthly assessments of all students in grades three through five to measure progress of skills.	Administrators, Physical Fitness Instructor, and Fourth and Fifth Grade Teachers	08/01/2005	05/26/2006
3. Use the Sunshine State Standards to implement various physical fitness activities through team sports, cardiovascular endurance, muscular strength, gymnastics, and rhythm.	Administrators and Physical Fitness Instructor	08/01/2005	05/26/2006
4. Use CRISS strategies to incorporate physical fitness activities across the curriculum and through home learning.	Administrators, Physical Fitness Instructor, and K-5 Classroom Teachers	08/01/2005	05/26/2006

Research-Based Programs

CRISS, The Cooper Institute for Aerobics Research, and FITNESSGRAM

Professional Development

Elementary Physical Education Workshops (Countywide)

Evaluation

1. Monthly Assessments
2. 2005-2006 Fitness Gram Results

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Shadowlawn Elementary School's PreKindergarten through fifth grade students will increase their participation in the music program during 2005-2006 school year.

Needs Assessment

Successful participation in the school's music program reveals improved student behavior increased attention span, improved organizational skills, team building, career awareness, and elevated self esteem.

Measurable Objective

Given instruction using the Sunshine State Standards, students in kindergarten through fifth grade will increase participation by at least ten percent as compared to the number of students participating in musical performances and activities during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop and showcase at least one theme based music project at each grade level utilizing CRISS strategies.	Administrator, Music Teacher, Classroom Teachers, Children's Trust, and One Art Personnel	04/01/2006	05/26/2006
2. Participate in the Children's Trust "Out of School" program which co-partners with the One Art "Kids Off Streets" program to improve literacy and academic performance through performing arts.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art Personnel	08/01/2005	05/26/2006
3. Develop visual and performing arts activities that include limited english proficient students and African Americans directed toward the improvement of pride in their cultural heritage.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art Personnel	08/01/2005	05/26/2006
4. Provide the opportunity for second through fifth grade students to participate in an extended day program that incorporates music literacy, appreciation, and performance.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art Personnel	08/01/2005	05/26/2006

Research-Based Programs

Macmillan (core music program)

Professional Development

District inservice training and School site professional development

Evaluation

Ongoing musical performances and activities, as well as, music rehearsal and performance attendance rosters

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied by the Florida Department of Education (FLDOE) Annual Report Card indicates that in 2005 Shadowlawn Elementary School ranked in the forty ninth percentile for learning gains and eighty fourth percentile for program costs. Therefore, there is a need to increase learning gains and decrease program costs.

Measurable Objective

Shadowlawn Elementary School will increase learning gains by at least 10 percent and decrease program costs by at least 5 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administrators, EESAC, Classroom Teachers	08/01/2005	05/26/2006
2. Collaborate with the District on resource allocation.	Administrators, EESAC, Classroom Teachers	08/01/2005	05/26/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, EESAC, Classroom Teachers	08/01/2005	05/26/2006
4. Consider shared use of facilities, partnering with community agencies.	Administrators, EESAC, Classroom Teachers	08/01/2005	05/26/2006

Research-Based Programs

TBA

Professional Development

District budget and finance inservice training and Return On Investment training

Evaluation

State of Florida ROI index publication, FLDOE Annual Report Card

EESAC Compliance

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

Budget:

The EESAC recommended that funds from the Title I school budget be used to purchase a full time Computer Specialist.

Training:

The EESAC recommended staff training in areas that needed to be addressed, including safety and discipline and technology-based professional development.

Instructional Materials:

The EESAC recommended support to purchase research-based supplemental reading and math resource materials.

Technology:

The EESAC recommended working collaboratively with the administration to develop a technology plan that promotes upgrading and maintenance of schoolwide computers and software.

Staffing:

The EESAC recommended the continuation of the Title I Parent Involvement Teacher position. Also, two Title I paraprofessionals were surplus in lieu of a full time computer specialist.

Student Support Services:

The EESAC recommended the use of outside resources, PTA, and Child Study Team (CST) members to deliver services to the students and their families.

Other Matters of Resource Allocation:

The EESAC recommended and assisted in the development of an implementation plan for the expenditure of any available funds that could be used to facilitate student student achievement.

Benchmarking:

The EESAC recommended the continuation of parent training sessions to provide information to stakeholders on benchmarking, grade level expectations, and test taking skills.

School Safety & Discipline:

The EESAC recommended the continuation of a discipline committee.

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