
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5001 - Shenandoah Elementary School

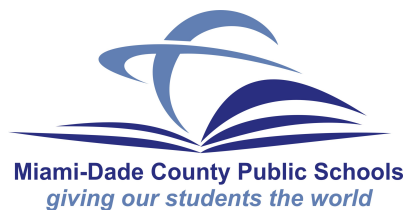
FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Martha Rodriguez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Shenandoah Elementary School

Shenandoah Elementary School has a school population of 1,111 pre-kindergarten through fifth grade students for the 2005-2006 school year. The composition of the student population is the following: 97% Hispanic, 2% White, 4% Black, and 1% Multi-racial. Forty-eight percent of our students are Limited English Proficient (LEP), which consists of 121 Level 1 students, 82 Level 2 students, 69 Level 3 students, and 233 Level 4 students. Furthermore, 10% of our students are enrolled in the Exceptional Student Education (ESE) Program which consists of 2 Educable Mentally Handicapped students, 20 Speech Impaired students, 3 Language Impaired students, 3 Emotionally Handicapped students, 49 Specific Learning Disabled students, 23 Gifted students, 2 Autistic students, 1 Severely Emotionally Disturbed student, and 5 Other Health Impaired students. Over 94% of the students qualify for free or reduced priced meals. Additionally, Shenandoah Elementary School has an absentee rate of 10% with a mobility index of 30. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, Stanford Achievement Test (SAT-9) Reports, School Climate Survey, Florida Comprehensive Assessment Test (FCAT) results, Adequate Yearly Progress (AYP) Report in compliance with the No Child Left Behind (NCLB) Act requirements, and School Improvement Plan (SIP) data from 2004-2005, Shenandoah Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the prioritized relevant objectives for the 2005-2006 school year.

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

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

Students in grade four, using Sunshine State Standards, will maintain or increase scores by 1% on the 2006 FCAT Writing Test.

Given instructions using the Sunshine State Standards, students in grade five will increase their science process skills as evidenced by meeting or exceeding the District 2006 Science FCAT mean scale score.

Given the need to establish a link between school, home, and community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental participation in school functions by three percentage points when compared to the 2004-2005 school year.

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by half a percentage point when compared to the 2004-2005 school year.

One hundred percent of teachers in grades one through five will utilize the electronic gradebook in order to produce interim progress reports and quarterly report cards.

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at the Gold or Silver level will increase by two percentage points as evidenced by the results of the 2006 FITNESSGRAM Program Assessment.

The participation of third through fifth grade students in the Art Gallery program will increase by fifty percentage points.

Shenandoah Elementary School will improve its ranking on the State of Florida Florida Return On Investment (ROI) index publication from the 28th percentile in 2003 to the 29th percentile or higher on the 2005-2006 publication of the index.

In addition to these objectives and strategies, the identification of intervention strategies for potential dropout students is of major concern to Shenandoah Elementary School. Our school implements a Dropout Prevention Model for students in grades four and five to address the needs of our at-risk students. In an attempt to foster the most productive environment for our students, Shenandoah Elementary School will strive to work collaboratively in planning for the future of our students and staff. After careful analysis, the Organizational Performance Improvement (OPI) survey results indicate we would benefit from improving in the categorical areas of Human Resource Focus, Process Management and Strategic Planning.

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.

Shenandoah Elementary School

VISION

Shenandoah Elementary School strives to build committed relationships in which staff, students, parents, and the community at large participate in guiding our students to achieve their maximum potential and to become responsible, respectful, literate, and productive members of society who will appreciate their past, enrich their present, and embrace their future.

MISSION

To accomplish our vision, the staff, parents, and community of Shenandoah Elementary School endeavor to facilitate the established curriculum to ensure a solid foundation and knowledge across all grade levels in each of the disciplines: reading, writing, mathematics, science, social studies, and the fine arts.

- Build a community of literate readers. The reading discipline will encompass a balanced approach to reading instruction, which emphasizes and encourages a meaningful relationship between student and text.
- Create lifelong writers. The writing discipline will incorporate a variety of instructional opportunities in creative, narrative, expository, and persuasive writing.
- Produce real world problem solvers. The mathematics discipline will enable students to strengthen problem solving and critical thinking skills through the use of manipulatives, exploration, and practice of mathematical concepts.
- Develop a solid foundation in fundamental science concepts. The science discipline will aid in the comprehension of the natural world and acquire scientific habits of the mind which strengthens all other disciplines.
- Expand the students' knowledge base of history, culture, geography, and government.
- Weave fine arts through the different disciplines in order to promote equity, reinforce classroom learning, and enrich students' experiences.
- Utilize technology to facilitate the integration of curriculum across all disciplines. The incorporation of technology through a variety of hands-on experiences will strengthen skills needed to be productive in a technological society.
- Utilize authentic assessments to maintain a comprehensive and continuous evaluation of student performance.

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

Shenandoah Elementary School is located at 1023 SW 21st Avenue on 4.11 acres in an area known as "Little Havana". The school was established in 1938. We are at 200% utilization. We have a total of 25 relocatables; 15 are on the main campus and 10, which house our pre-kindergarten and kindergarten students, are located at 1950 SW 19th Street. Shenandoah Elementary School has a school population of 1,111 pre-kindergarten through fifth grade students for the 2005-2006 school year. The composition of the student population is as follows: 97% Hispanic, 2% White, 4% African American, and 1% Mutli-racial. Forty-eight percent of our students are Limited English Proficient (LEP), which consists of 121 Level 1 students, 82 Level 2 students, 69 Level 3 students, and 233 Level 4 students. Furthermore, 10% of our students are enrolled in the Exceptional Student Education (ESE) Program which consists of 2 Educable Mentally Handicapped students, 20 Speech Impaired students, 3 Language Impaired students, 1 Emotionally Handicapped student, 49 Specific Learning Disabled students, 23 Gifted students, 2 Autistic students, 1 Severely Emotionally Disturbed student, and 5 Other Health Impaired students. Over 94% of the students qualify for free or reduced priced meals. Additionally, Shenandoah Elementary School has an absentee rate of 10 percent with a mobility index of 30.

School Foundation

Leadership:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Leadership, our strongest area was item 1a, communicating the organization's mission to the faculty and staff. Our weakest area was item 1g, seeking input from the faculty and staff.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of District Strategic Planning Alignment, our strongest areas were items 2b and 2c, the staff possesses knowledge of the school's goals and confidence in the ability to analyze data referring to the students' performance. Our weakest area was item 2a, seeking input from faculty and staff when making plans for the future of our organization.

Stakeholder Engagement:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Stakeholder Engagement, our strongest item was 3a, awareness of our students' needs and strengths. Our weakest areas were items 3d and 3e, teachers do not feel there is sufficient communication among stakeholders, nor do they feel empowered to make pertinent decisions regarding their students.

Faculty & Staff:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Faculty and Staff, our strongest area was item 5b, working together as a team. The weakest areas were items 5c, 5d, and 5f, supervisor's encouragement to develop job skills, recognition for work, and sensitivity towards the staff's needs.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Data Information/Knowledge Management, our strongest areas were items 4a and 4b, measuring and analyzing the quality of work to see if changes are needed. The weakest area was item 4f, obtaining the necessary information on the performance of the organization.

Education Design:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Education Design, our strongest area was item 6c, good processes are in place for accomplishing jobs. The weakest area was item 6a, access to the resources are available to complete job-related responsibilities.

Performance Results:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Performance Results, our strongest area was item 7b, individual work product meets all requirements for high quality and excellence. The weakest area was item 7c, lack of financial knowledge regarding our working environment.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

Students will achieve appropriate learning gains to meet or exceed the state standards in the area of reading.

Needs Assessment

Results of the 2005 Florida Comprehensive Assessment Test (FCAT) Reading scores indicate that 55% of students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 50% of students in grade three, 29% of students in grade four, and 54% of students in grade five scored below FCAT Achievement Level 3. Our analysis of student performance on the 2005 FCAT Reading subtest data indicated that the weakest content cluster for third grade was Words/Phrases at 50%. The strongest content cluster was Comparison at 63%. Fourth grade demonstrated that the weakest content cluster was Reference/Research at 50%. The strongest content clusters were Main Idea/Purpose at 70%. Fifth grade demonstrated that the weakest content clusters was Words/Phrases at 63%. The strongest content cluster was Reference/Research at 75%.

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 using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a two percentage point increase in the percentage of students scoring Achievement Level 3 or more on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide reading instruction using ESOL, ESE strategies, and differentiated instruction as evidenced by weekly instructional lesson plans.	Principal Assistant Principals ESE Teachers ESOL Teachers Classroom Teachers	08/08/2005	05/24/2006
Develop and monitor the implementation of a school wide scope and sequence curriculum map that includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Principal Assistant Principals Classroom Teachers Reading Coach	08/08/2005	05/24/2006
Implement the 8-Step Continuous Improvement Model to address student needs through data-driven instruction.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Implement reading programs such as SuccessMaker Enterprise and Accelerated Reader to improve student achievement in reading.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor student progress every nine weeks.	Principal Assistant Principals Reading Coach	10/11/2005	05/24/2006
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading subtest. Implement small group instruction and reading intervention programs such as Voyager Passport.	Principal Assistant Principals Reading Coach	08/08/2005	05/24/2006
Provide differentiated instruction and flexible reading tutorial services to address students' learning needs.	Principal Assistant Principals Reading Coach	10/11/2005	05/24/2006

Research-Based Programs

Core Program: Houghton Mifflin Reading Basal Series

Supplemental Programs: SuccessMaker Enterprise and Accelerated Reader

Intervention Programs: Voyager Passport

Professional Development

Training will be provided in the following areas: 1. Houghton Mifflin Reading Basal Series 2. 8-Step Continuous Improvement Model 3. Five Major Reading Components (Phonics, Phonological Awareness, Fluency, Vocabulary, and Comprehension) 4. SuccessMaker Enterprise

Evaluation

This objective will be evaluated using scores from the 2006 FCAT Reading subtest. Scores/data from the weekly, biweekly, and DIBELS assessment will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

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

GOAL 2 STATEMENT:

Students will achieve appropriate learning gains to meet or exceed state standards in the area of mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics scores indicate that 58% of our students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 46% of students in grade three, 41% of students in grade four, and 60% of students in grade five scored below FCAT Achievement Level 3. An analysis of student performance on the 2005 FCAT Mathematics subtest data indicated that the weakest content cluster for grade three was Number Sense at 50%. The strongest content cluster was Measurement at 63%. Fourth grade demonstrated that the weakest content cluster was Measurement at 50%. The strongest content cluster was Geometry/Data Analysis at 57%. Students in grade five demonstrated that the weakest content cluster was Number Sense at 38%. The strongest content cluster was Geometry at 54%.

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 using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a two percentage point gain of students obtaining Achievement Level 3 or above on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics subtest and implement small group instruction using technology programs such as FCAT Explorer, Riverdeep Mathematics, and SuccessMaker Enterprise to enhance mathematics performance.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Develop and monitor the implementation of a school wide scope and sequence curriculum map that includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Principal Assistant Principals Classroom Teachers Mathematics/Science Facilitator	08/08/2005	05/24/2006
Implement the 8-Step Continuous Improvement Model (CIM) to address student needs through data-driven instruction.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Provide mathematics instruction using ESOL and ESE strategies including the use of manipulatives.	Principal Assistant Principals ESE Teachers ESOL Teachers Classroom Teachers	08/08/2005	05/24/2006
Provide differentiated and flexible tutorial services to address students' deficiencies.	Principal Assistant Principals	10/11/2005	05/24/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor student progress every nine weeks.	Principal Assistant Principals Classroom Teacher	08/08/2005	05/24/2006

Research-Based Programs

Core Program: Scott Foresman Mathematics Series

Supplemental Programs: Riverdeep and SuccessMaker Enterprise.

Professional Development

Training will be provided in the following areas: 1. SuccessMaker Enterprise 2. Riverdeep 3. 8-Step Continuous Improvement Model 4. District sponsored in-services by the Division of Mathematics and Science

Evaluation

This objective will be evaluated using scores from the 2006 FCAT Mathematics subtest. Data from the mathematics weekly and biweekly assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Students will increase their writing skills.

Needs Assessment

Results of the 2005 FCAT Writing scores indicate that 84% of students in grade four met or exceeded state standards. Subtests indicate the mean score for writing was 3.6 in both Narrative and Expository.

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

Students in grade four, using Sunshine State Standards, will maintain or increase scores by 1% on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse the Houghton Mifflin Reading/Writing Workshop into daily lessons.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Incorporate a variety of teacher and student generated graphic organizers.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Incorporate a variety of writing genres including journal, expository, narrative, descriptive, and persuasive writing in daily lesson plans.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Develop and monitor the implementation of a school wide scope and sequence curriculum map that includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Maintain writing folders containing responses to expository and narrative prompts on a monthly basis.	Principal Assistant Principals Reading Coach Classroom Teachers	10/11/2005	05/24/2006
Infuse the writing process into cross curricular activities.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

Core Program: Houghton Mifflin Reading/Writing Workshop

Supplemental Programs: Project Beginning Emergent Awareness in Reading (BEAR), Opening Minds with Literacy (OWL), and Developing Reading and Writing (DRAW)

Professional Development

Training will be conducted in the following areas: FCAT Writing, Houghton Mifflin Reading/Writing Workshop, Writing+, Inspiration Software, BEAR, OWL, and DRAW.

Evaluation

This objective will be evaluated using scores on the 2006 FCAT Writing subtest. Data from the pre and post assessments and the monthly writing prompts will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 4 STATEMENT:

Students will increase their science process skills.

Needs Assessment

Scores on the 2005 FCAT Science Test indicate that students in grade five achieved a mean scale score of 267. Subtests indicate that the weakest content cluster for students in grade five was Earth and Space Science at 46%. The strongest content clusters were Environmental Science and Physical/Chemical Science both at 54%.

Measurable Objective

Given instructions using the Sunshine State Standards, students in grade five will increase their science process skills as evidenced by meeting or exceeding the District 2006 Science FCAT mean scale score.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Present student-generated science experiments via the closed circuit media.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers Media Specialist	08/08/2005	05/24/2006
Involve students in grades three through five in hands-on investigative experiments using Science and Technology for Children (STC) kits to correlate with the scope and sequence of the science curriculum as evidenced within weekly lesson plans.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	08/08/2005	05/24/2006
Provide dedicated space and resources for hands-on/inquiry-based investigations to support knowledge of the scientific method as evidenced by materials check-out log.	Principal Assistant Principals Mathematics/Science Facilitator	08/08/2005	05/24/2006
Plan a Science Fair as a culminating activity to provide students with an opportunity for inquiry-based learning as evidenced attendance rosters.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	08/08/2005	05/24/2006
Implement District Science scope and sequence and long range plans to ensure that all Sunshine State Standards are being taught through content area instruction as evidenced by weekly lesson plans.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	08/08/2005	05/24/2006
Develop and monitor the implementation of a school wide scope and sequence curriculum map that includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Principal Assistant Principals Classroom Teachers Mathematics/Science Facilitator	08/08/2005	05/24/2006

Research-Based Programs

Core Program: Harcourt Brace Science Basal Series

Professional Development

Training will be provided in the following areas: 1. Inquiry-based instruction 2. On-line scientific research 3. 8-Step Continuous Improvement Model

Evaluation

This objective will be evaluated using scores of the 2006 FCAT Science subtest. Classroom assessments and school site created Science Pre/Post Tests will be used to monitor progress towards these objectives and to redirect intervention and instructional strategies.

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

GOAL 5 STATEMENT:

Increase parental involvement in school-wide activities.

Needs Assessment

The 2004-2005 Parental Involvement Rosters at Shenandoah Elementary School indicate that 57% of parents participated in school functions. Results from the 2004-2005 School Climate Survey indicate that 47% of the parents returned their completed surveys. Results from the 2004-2005 School Climate Survey indicate that 62% of the staff agreed that their ability to do the best possible job at the school is limited by the lack of concern/support from parents.

Measurable Objective

Given the need to establish a link between school, home, and community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental participation in school functions by three percentage points when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a parent resource center where parents can access school information, request assistance, and utilize an internet accessible workstation.	Principal Assistant Principals Community Involvement Specialist Technology Facilitator	08/08/2005	05/24/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor students' progress and encourage parental involvement.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Provide workshops/in-services/activities to empower parents with the skills needed to assist students with home learning activities.	Principal Assistant Principals Classroom Teachers Community Involvement Specialist	08/08/2005	05/24/2006
Organize Family Literacy Night to involve families in literacy activities.	Principal Assistant Principals Community Involvement Specialist Media Specialist	08/08/2005	05/24/2006
Conduct Science Family Night to exhibit Science Fair Projects and celebrate student success.	Principal Assistant Principals Mathematics/Science Facilitator Community Involvement Specialist PTSA	08/08/2005	05/24/2006
Promote independent reading by implementing the Reading is Fundamental (RIF) literacy program for second grade students and their parents.	Principal Assistant Principals Reading Coach Classroom Teachers Community Involvement Specialist	08/08/2005	05/24/2006
Implement Title I Parent Orientation including a Parent Resource Fair.	Principal Assistant Principals Community Involvement Specialist PTSA Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

Supplemental Program: National Parent Teacher Association (PTA), and Standards for Parents and Family Involvement.

Professional Development

Not applicable

Evaluation

This objective will be evaluated by the number of parents/guardians who sign parental involvement rosters at targeted parent workshops, activities, and parent orientation meetings such as Report Card/Academic Improvement Plan (AIP) Night and Open House.

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

GOAL 6 STATEMENT:

Students will master conflict resolution techniques.

Needs Assessment

Results from the 2003-2004 School Profile Report indicate that 1.6% of students served out-of-school suspension.

Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by half a percentage point when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review, implement, and adhere to the Miami-Dade County Public Schools Code of Student Conduct.	Principal Assistant Principals Classroom Teachers Parents	08/08/2005	05/24/2006
Provide lessons in anger management through the use of the PROUD Project to increase resiliency against violence.	Principal Assistant Principals Counselor Classroom Teachers	08/08/2005	05/24/2006
Conduct motivational programs such as Do the Right Thing and Shenandoah Café (Cafeteria Action for Excellence).	Principal Assistant Principals Counselor Classroom Teachers	08/08/2005	05/24/2006
Implement classroom discipline plans that focus on positive feedback and reinforcement.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Conduct one-to-one counseling focused on non-violent approaches to solving problems.	Principal Assistant Principals Counselors Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Training will be provided in the following areas: 1. Code of Student Conduct 2. Do the Right Thing program 3. Student Conflict Resolution

Evaluation

The objective will be evaluated by the number of students that served out-of-school suspensions on the 2005-2006 School Profile 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 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 type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Given the National Education Technology Standards (NETS), teachers will utilize technology as a productivity and communication tool.

Needs Assessment

The percentage of teachers who generated interim progress reports utilizing the electronic gradebook was less than 1% during the 2004-2005 school year.

Measurable Objective

One hundred percent of teachers in grades one through five will utilize the electronic gradebook in order to produce interim progress reports and quarterly report cards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the use of the electronic gradebook.	Principal Assistant Principals Technology Facilitator Classroom Teachers	08/08/2005	05/24/2006
Utilize the electronic gradebook data to facilitate parent conferences.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/24/2006
Provide training for teachers on the use of the electronic gradebook and Atomic Learning.	Principal Assistant Principals Technology Facilitator	08/08/2005	05/24/2006
Utilize the electronic gradebook to generate reports.	Principal Assistant Principals Technology Facilitator Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Provide training for the implementation of the electronic gradebook and Atomic Learning.

Evaluation

This objective will be evaluated by the percentage of teachers who meet the District standards in the utilization of the electronic gradebook during the 2005-2006 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Students will improve physical fitness levels as stated in the Miami-Dade County FITNESSGRAM program.

Needs Assessment

Results from the 2004-2005 FITNESSGRAM Program indicated that 58% of students in grades four and five did not adequately perform on the Miami-Dade County FITNESSGRAM Program.

Measurable Objective

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at the Gold or Silver level will increase by two percentage points as evidenced by the results of the 2006 FITNESSGRAM Program Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse inter-curricular activities with an emphasis in mathematics, science, reading, and writing skills.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/24/2006
Conduct activities in physical fitness class to emphasize cardiovascular, strength building, and flexibility training enhancement activities.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/24/2006
Conduct physical fitness classes regularly for students.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

The objective will be evaluated using the results from the 2006 Miami-Dade County FITNESSGRAM Program Assessment.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Given the need to develop art appreciation and opportunities to exhibit students' acquired skills, the number of students participating in art presentations in grades three through five will increase.

Needs Assessment

The 2004-2005 Art Gallery Program resulted in less than 1% of students in grades three through five participating in school-wide art presentations.

Measurable Objective

The participation of third through fifth grade students in the Art Gallery program will increase by fifty percentage points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate cooperative learning lessons stressing art appreciation and artist skills into lesson plans.	Principal Assistant Principals Art Teachers	08/08/2005	05/24/2006
Implement critical thinking activities through the study of patterns and rhythm.	Principal Assistant Principals Art Teachers	08/08/2005	05/24/2006
Develop creative thinking through the production of student art work.	Principal Assistant Principals Art Teachers	08/08/2005	05/24/2006
Observe professional art exhibitions through multimedia.	Principal Assistant Principals Art Teachers	08/08/2005	05/24/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated by the number of students participating in the Art Gallery Program as evidenced by attendance logs and teacher lesson plans.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Increase Return On Investment (ROI) ranking on the Florida Department of Education (FDOE) profile.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FDOE) indicated that in 2003, Shenandoah Elementary School ranked at the 28th percentile on the State of Florida Return On Investment (ROI) index.

Measurable Objective

Shenandoah Elementary School will improve its ranking on the State of Florida Florida Return On Investment (ROI) index publication from the 28th percentile in 2003 to the 29th percentile or higher on the 2005-2006 publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principals	08/08/2005	05/24/2006
Collaborate with the District on resource allocation.	Principal Assistant Principals	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals	08/08/2005	05/24/2006
Consider shared use of facilities and partnering with community agencies.	Principal Assistant Principals	08/08/2005	05/26/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida Return On Investment (ROI) index publication, Shenandoah Elementary School will show progress towards reaching the 29th percentile.

EESAC Compliance

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

Budget:

The EESAC recommended and assisted with the development of the school budget based upon the programmatic needs of the school as related to the School Improvement Plan. Pertinent aspects of the budget were reviewed at monthly meetings.

Training:

The EESAC recommended and determined, through the development of the School Improvement Plan, the focused efforts of the school, strategies, and budget earmarked for staff development.

Instructional Materials:

The EESAC recommended and provided ideas regarding instructional materials that will support the efforts of the School Improvement Plan.

Technology:

The EESAC recommended and promoted technology through the inclusion of strategies within each objective of the School Improvement Plan.

Staffing:

The EESAC recommended and reviewed candidates hired for newly created positions at Shenandoah Elementary School, which has an impact on the effective implementation of the School Improvement Plan.

Student Support Services:

The EESAC recommended and incorporated, through the development of the School Improvement Plan, strategies that will provide students with support services.

Other Matters of Resource Allocation:

The EESAC recommended to the principal that funds should be allocated to supplement the efforts of the School Improvement Plan.

Benchmarking:

The EESAC recommended and conducted reviews of the status of School Improvement Plan progress and submitted the appropriate mid-year status report.

School Safety & Discipline:

The EESAC recommended adhering to the recommendations by the Safety and Discipline Committee at Shenandoah elementary School. The EESAC met and recommended strategies to maintain a safe learning environment.

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