
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5021 - Ben Sheppard Elementary School

FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: John Lux

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ben Sheppard Elementary School

Ben Sheppard Elementary School is a Region I School located in West Hialeah, a predominantly Hispanic community. The school serves approximately 1,470 students of low socioeconomic background. Approximately 91 percent of the students receive free or reduced priced meals. Through a grant award, the Ben Sheppard community receives the services of a full time nurse, a full time nurse technician, and a social worker, all located in the school clinic. Students receive medical and other services from the Miami Children's Hospital's Pediatric Van, the Mobile Dental Clinic, Children's Psychiatric Center and the Citrus Network.

Based on the foregoing services, Ben Sheppard Elementary is committed to providing our students with the educational opportunities to succeed in all academic programs. Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades three through five, will improve their reading skills as evidenced by 60 percent of the students meeting high standards on the 2006 administration of the FCAT. Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 administration of the FCAT, while 50 percent of each subgroup identified in the NCLB requirements will score at mastery level. Given instruction using the Competency Based Curriculum and Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 50 percent of the students scoring a four or above on the 2006 administration of the FCAT Writing. Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a minimum mean scale score of 290 on the 2006 administration of the FCAT Science Test. The implementation of these goals will be accomplished following guidelines from the Florida Sunshine State Standards and Miami-Dade County Public Schools.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades three through five, will improve their reading skills as evidenced by 60 percent of the students meeting high standards on the 2006 administration of the FCAT.

Given instruction based on the Sunshine State Standards, students in grades three through five, will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

Given instruction based on the Sunshine State Standards, Limited English Proficient students (LEP) in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 58% of the students scoring a four or above on the 2006 administration of the FCAT Writing Assessment.

Students in grade five will improve their science skills as evidenced by an increase of five percent on the 2006 administration of the FCAT Science assessment.

Given schoolwide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evident by comparing the monthly logs for 2004-05 to the 2005-06 school year.

Given the percent of students suspended due to violations of the Code of Student Conduct as documented by student case management reports for both indoor/outdoor suspensions, Ben Sheppard Elementary School will decrease by one percent as compared to the 2004-2005 school year.

Given the increase emphasis on Accelerated Reader, eighty percent of the students will actively engage in utilizing technology as evidence by Accelerated Reader Management reports.

Given instruction using the Competency Based Curriculum, students in grades four and five will improve their fitness level as evidenced by a 10% increase in the total number of award winners in the MDCPS Physical Fitness Testing Program.

Given instruction using the Competency Based Curriculum, students in grades three through five will be provided opportunities to participate in academic and/or enrichment activities throughout the school year, as evidenced by a ten percent increase in student participation in SECME.

Ben Sheppard Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2003 to the 62nd percentile on the next publication of the index.

Overall the results of the Organizational Performance Improvement Snapshot survey tool indicated an average score of 4.0 on a five point scale, which translates to a letter grade of "B". Certainly, our objective is to achieve a grade of "A" or as close to it as possible. However, it challenges all stakeholders to make a concerted effort for improvement. Two critical areas for improvement based on the results are Leadership and Human Resource Focus. The new school year has brought change to the administrative team and faculty at Ben Sheppard Elementary. Fifty percent of the administration is new; we have a new principal and a new assistant principal. Moreover, 12 new faculty members joined the staff this school year. These are tantamount to stimulating a positive school climate; therefore, we plan to improve these targeted areas throughout the school year as described below.

Human Resource Focus: Administration will promote measurable professional development activities as they relate to the School Improvement Plan, review and monitor Professional Development Plans, facilitate grade level meetings and collaborative planning, and ensure that teachers conduct ongoing assessments and record results.

Leadership: The leadership team will foster a safe learning environment and improve staff attendance rate by initiating incentives to encourage increased staff attendance. Further, through collegial exchange, faculty feedback will be used to implement preventive maintenance to periodically determine what is working and what is not.

Performance Results: The administration will guide the teachers in their endeavors by interpreting and utilizing the most up-to-date and relevant data on student performance.

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.

Ben Sheppard Elementary School

VISION

Ben Sheppard Elementary School is committed to providing our students the educational opportunities needed to succeed in all academic programs.

MISSION

Ben Sheppard will accomplish this by enriching the existing Competency Based Curriculum and Sunshine State Standards with higher order thinking skills, as well as technological resources that will enhance the instructional program. This will empower students with the fundamental knowledge required to effectively function in a global society.

CORE VALUES

Ultimately, Ben Sheppard Elementary, along with the collaboration of administrators, teachers, parents, and the community, will triumph as a School of Excellence.

School Demographics

Ben Sheppard Elementary is located in the City of Hialeah and serves a multi-ethnic population, predominantly Hispanic. The community consists mostly of rental apartments and condominiums of low socioeconomic status. Ben Sheppard Elementary School serves approximately 1,470 students from the surrounding neighborhood in grades Prekindergarten through five. The student population is comprised of 96 percent Hispanic, one percent African-American, one percent Caucasian and two percent Asian/Multicultural; whereas the instructional staff population is comprised of 55 percent Hispanic, 25 percent African-American, 19 percent Caucasian, and two percent Asian/Pacific Islander. Currently, 91 percent of our students participate in the free and reduced lunch program, thus qualifying Ben sheppard as a Title I school.

Ben Sheppard has achieved the distinction of a double "A" school as designated by the Florida Department of Education for two successive years; and made Adequate Yearly Progress (AYP) for the 2004-2005 school year.

Our school was selected and awarded a grant to be a full service school. This means we have additional support services to help our students and their parents. It easily facilitates onsite health services and outside agency support.

Ben Sheppard Elementary students continue to excel in the Division of Mathematics and Science Education's Science Engineering Communications and Mathematics Enhancement (SECME) competition. Our students have consistently placed in the top two places in most categories. As demonstrated in the 2005 competition results, our students won first places in all of the following categories: Banners, Go Carts, Poster and Essay. In addition, Ben Sheppard Elementary students won first place at the National level in the Water Bowl Rockets category.

Ben Sheppard Elementary historically has been the recipient of numerous awards and recognitions. Most recently, it placed fifth in the Regional Center I Chess Tournament in the second to third grade category. The school held the state mental mathematics championship for six years in a row, a national record. Students demonstrated excellence in art and won awards in the Marlin Masterpiece art contest. In this art competition they earned second place and runner-up awards. In addition, Ben Sheppard is the home of seven National Board Certified Teachers, who provide leadership in mentoring future candidates.

Ben Sheppard is an inclusion model school. It is our philosophy that children participating in the inclusion program grow academically, socially and emotionally.

Some of the challenges the school faces are: a student population mobility rate of 34 percent, Limited English Proficiency of the students and their families, increasing and changing district and state regulations, which make it difficult for our teachers to effectively plan and customize instruction, level of parental involvement and motivating lower performing students. The current teacher shortage causes recruitment challenges, in addition, securing daily emergency substitutes impacts our ability to provide release time for teachers to participate in staff development activities.

Ben Sheppard Elementary has identified opportunities for improvement. Strategies used to design and support educational programs include:

Data collection sources will be used including test results from FCAT, DIBELS, SAT, DRA, and benchmark tests to plan and customize instruction for targeted groups using the continuous improvement model. Leadership Teams comprised of representatives from each grade level and each discipline, will be utilized to address issues that pertain to the school curriculum as a whole and particular subject area. Grade level teams continuously analyze test data, determine needs, and implement appropriate educational programs.

School Foundation

Leadership:

Overall results according to the Organizational Performance Self Assessment Survey indicates leadership as one of the highest ranked scores for Ben Sheppard Elementary with a score of 4.3. This is an indication that the staff recognizes the mission and feels that the administration creates an environment that enables them to effectively do their job.

District Strategic Planning Alignment:

Overall results according to the Organizational Performance Self Assessment Survey indicates District Strategic Planning Alignment as one of the highest ranked scores for Ben Sheppard Elementary with a score of 4.3. A small percentage of the staff at Ben Sheppard Elementary were unaware of the necessity for their direct involvement in the strategic long range planning of the curriculum for the students.

Stakeholder Engagement:

Overall results according to the Organizational Performance Self Assessment Survey indicates Stakeholder Engagement received a high mark for Ben Sheppard Elementary as evidenced by a score of 4.2. The community and our stakeholders have a positive image of Ben Sheppard Elementary and are satisfied with the way the faculty and staff deal with the day to day challenges and how they are resolved.

Faculty & Staff:

Overall results according to the Organizational Performance Self Assessment Survey indicates that the Human Resource Focus received a high mark for Ben Sheppard Elementary as evidenced by a score of 4.0. Although we received a 4.0, it is in fact, one of our lowest scores. As a result, the administration is providing the teachers with the support of a professional development team which will be charged with honing teachers' skills and providing professional feedback based on observations and collaborative planning.

Data/Information/Knowledge Management:

Overall results according to the Organizational Performance Self Assessment Survey indicates Data Driven Decision Making as one of the highest ranked scores for Ben Sheppard Elementary with a score of 4.2. As a result the administration will continue to provide teachers with comprehensive indicators of performance feedback and recognition based on up-to-date and relevant data. In addition, Professional Development will be more directly focused on student achievement.

Education Design:

Overall results according to the Organizational Performance Self Assessment Survey indicates that Process Management received a high mark for Ben Sheppard Elementary as evidenced by a score of 4.1. Ben Sheppard Elementary will continue to employ the Plan-Do-Study-Act model of Continuous Improvement Model (CIM). The academic needs of students will be identified by using the web-based Student Performance Indicators (SPI). A curriculum scope and sequence aligned to the Sunshine State Standards will be developed to ensure that the

instructional program maintains focus on the benchmarks assessed on the Florida Comprehensive Assessment Test. Ongoing assessment of student performance will be closely monitored so that instructional practices may be revised to meet the individual needs of students. Based on pertinent data, students will have the opportunity to participate in a variety of programs designed to reinforce and/or enrich reading, writing, science and mathematics skills. The after school tutoring program will serve children who require added support to achieve higher levels of proficiency on the FCAT through program enhancement. A Saturday Academy will also be provided to children who score at moderate and high levels on the FCAT. This Saturday Academy will allow children to enhance their reading, writing, science and mathematics skills and abilities. In addition, students will have the opportunity to participate in an Academic Excellence Program which focuses on the development of critical thinking through a diverse set of instructional strategies.

Performance Results:

Overall results according to the Organizational Performance Self Assessment Survey indicates that Performance Results received a high mark for Ben Sheppard Elementary as evidenced by a score of 4.0. As a result, the administration is putting attendance incentives in place for both students and teachers of Ben Sheppard Elementary. These incentives will further improve the attendance rate of both the students and staff which will have a positive effect on their performance.

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

GOAL 1 STATEMENT:

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

Needs Assessment

65.4% of the Students With Disabilities, (SWD), did not achieve high standards on the 2005 FCAT assessment. The concentration being, 42.3% scored at a level 1.

Overall, 89% of LEP students did not achieve high standards on the 2005 FCAT assessment. The concentration being, 75.7% scored at a level 1. The data further indicated that the majority of the students did not demonstrate proficiency in the areas of word/phrases, main idea/purpose, and comparisons.

Overall, students in grades third through Fifth responded incorrectly more frequently to questions that dealt with main idea/purpose and reference and research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades three through five, will improve their reading skills as evidenced by 60 percent of the students meeting high standards on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in all subgroups scoring at Level 1 or 2 on the FCAT Reading Test or lowest twenty-five (25%) percentile on the Stanford Achievement Test (SAT), as delineated in AYP disaggregated data.	Administrators, Reading Coach	9/19/2005	5/19/2006
Analyze student assessment data to design professional development in reading.	Administrators, Reading Coach	9/19/2005	5/19/2006
Implement before, during, and after school tutoring programs to address the reading deficiencies of students, using a diagnostic/prescriptive approach.	Administrators and Reading Coach	9/19/2005	5/19/2006
Use Creative Independence through Student-Owned Strategies (CRISS) in order to assist students as they increase their reading comprehension.	Administrators, Classroom Teacher	9/19/2005	5/19/2006
Identify students' independent reading level using Star testing and afford students the opportunity to check out Accelerated Reader books.	Administrators, Media Specialist and Classroom Teacher	10/17/2005	5/12/2006
Tutor targeted students, such as Limited English Proficient (LEP), Students With Disabilities (SWD), and economically disadvantaged, who perform below grade level expectations.	Administrators, Title I Personnel	9/19/2005	5/19/2006
Demonstration lessons and coaching activities to teachers on all grade levels based on student assessment data.	Administrators, Reading Coach	9/19/2005	5/19/2006
Identified for Saturday Enrichment Academy Students scoring at Mid-range levels three or above on the FCAT Sunshine State Standards (SSS) and/or 70% or Higher on the Stanford Achievement Test.	Administrators	11/7/2005	5/19/2006

Research-Based Programs

Use state adopted reading text (Houghton Mifflin) in the core reading program along with programs listed below.

Riverdeep

Voyager Passport

Read 180

Project CRISS

Quick Reads

“Soar to Success” and “Early Success” programs

Professional Development

Teachers will be trained in the following:

CRISS

DIBELS

Houghton Mifflin Implementations

Riverdeep

Evaluation

This goal will be evaluated by 60% of the students meeting high standards on the 2006 FCAT as compared to the 2005 FCAT.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

Overall, only 39% of Students With Disabilities scored at or above grade level according to the adequate yearly progress report. However, did not meet AYP target on the 2005 FCAT results.

81.1% (30 LEP students) did not achieve high standards as measured on the 2005 FCAT results.

Intervention is recommended in the strand of:

Number Sense and Algebraic Thinking for students in grades 3-5.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five, will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

Given instruction based on the Sunshine State Standards, Limited English Proficient students (LEP) in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Students With Disabilities with Math resource teacher support on a weekly basis.	Administrators, Science Lab teacher	9/19/2005	5/19/2006
Offer students at ESOL levels 1-4 the opportunity to have after school tutoring in math in their home language for four hours per week.	Administrators	9/12/2005	5/26/2006
Tutor students at FCAT levels 3-5 using math enrichment strategies during Saturday School Academy and evaluate by Pre and Post Tests.	Administrators, and Saturday School Teachers	11/7/2005	4/14/2006
Evaluate students in grades 3-5 bi-annually by schoolwide assessment.	Administrators, grade chairs	12/9/2005	5/12/2006
Assign all students in grades 3-5 weekly 30 minute blocks of Riverdeep and FCAT Explorer. Student logs will be monitored and evaluated by classroom teacher.	Administrators, Classroom Teachers	11/14/2005	5/19/2006
Review and maintain math skills through completing maintenance weekly worksheets for students in grades 3-5.	Administrators, Grade chairs and classroom teachers.	11/7/2005	5/12/2006
Review and maintain math skills through completing maintenance weekly worksheets for students in grades 3-5.	Administrators, Grade chairs and classroom teachers.	11/7/2005	5/12/2006

Research-Based Programs

Utilize new state adopted research-based text (Scott Foresman).

Riverdeep

Professional Development

District Math and Science Workshops

Riverdeep

Evaluation

Limited English Proficient students (LEP) in grades three through five will be evaluated by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

Students With Disabilities (SWD) in grades three through five will be evaluated by 50 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT.

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

Needs Assessment

Although 95% of fourth grade students demonstrated growth on the writing prompts, teachers expressed the need for continual enhancement in the instructional program so students gain the skills necessary to raise their scores.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 58% of the students scoring a four or above on the 2006 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer writing prompts monthly in fourth grade in order to assess student progression.	Administrators, Reading Coach and Classroom Teacher	10/17/2005	5/19/2006
Design and provide professional development workshops in writing according to the needs of the school.	Administrators, Reading Coach	10/17/2005	5/19/2006
Provide "Writing Workshops" for all students in grades three (3) and four (4).	Administrators, Reading Coach and Classroom Teacher	10/17/2005	5/19/2006
Support the writing process through incorporating the use of text structures in informational texts across the curriculum in all grade levels.	Administrators, Classroom Teacher	10/17/2005	5/19/2006
Incorporate CRISS strategies and graphic organizers to enhance the writing process.	Administrators, Classroom Teacher	10/17/2005	5/19/2006
Identify students scoring "below 4.0" on the district writing pretest in grades three and four and target them for supplemental writing instruction.	Administrators, Reading Coach	10/17/2005	5/19/2006
All students in grades two through five will participate in Daily Language Practice as provided in the Houghton Mifflin reading series to enhance grammar, punctuation, and writing skills.	Administrators, Classroom Teacher	10/17/2005	5/19/2006
Develop appropriate writing skills in Kindergarten and first grades as presented in the Houghton Mifflin Comprehension Research-based Reading Plan (CRRP).	Administrators, Classroom Teacher	10/17/2005	5/19/2006

Research-Based Programs

Houghton Mifflin.

Professional Development

Model writing lessons for teachers and staff.

Conduct professional development workshops for teachers and staff members.

Train and assist teachers in holistic scoring procedures.

Evaluation

Students in grade four will improve their writing skills as evidenced by fifty-eight percent of the students scoring a four or above on the 2006 administration of the FCAT Writing Assessment.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

Although students demonstrated 50% or higher growth on the FCAT Science from the previous year, there is still room for improvement. Teachers expressed the need for continual experience of a hands-on instructional program, so students gain the skills necessary to further raise scores.

Measurable Objective

Students in grade five will improve their science skills as evidenced by an increase of five percent on the 2006 administration of the FCAT Science assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students in grades K through fifth the opportunity to participate in a minimum of four, hands-on experiments/experiences per grading period.	Administrators, Classroom Teachers	10/17/2005	5/19/2006
Provide professional development activities in science according to the needs of the school.	Administrators, Science Resource teacher	10/17/2005	5/19/2006
Utilize MDCPS Science Scope, Sequence and Pacing Plan for grades two through five.	Administrators, Classroom Teachers	10/17/2005	5/19/2006
Provide students in all grades with the opportunity to participate in school-wide Science Fair.	Administrators, Classroom Teacher	10/17/2005	5/19/2006
Implement a Science, Engineering, Communication Mathematics Enhancement (SECME) after school program for selected students in grades four and five.	Administrators	10/17/2005	5/19/2006
Provide science workshops designed to involve parents with the scientific process and hands-on activities.	Administrators, Science Resource Teacher	10/17/2005	5/19/2006
Implement "Soaring Into Science" video program for grades four and five.	Administrators, Science Resource Teacher and Classroom Teachers	10/17/2005	5/19/2006
Provide students in grades three through five with weekly hands-on, inquiry-based investigations in the Science/Math Enrichment Lab.	Administrators, Science Resource Teacher	10/17/2005	5/19/2006
Utilize Measuring Up to the Sunshine State Standards consumable workbooks as a supplemental instructional aid starting in January with fifth grade students.	Administrators, Classroom Teacher	1/2/2006	5/19/2006

Research-Based Programs

Measuring Up to the Sunshine State Standards

CRISS Strategies

Professional Development

Teachers will be trained in CRISS strategies.

Evaluation

This goal will be evaluated by students in grade five improving their science skills as evidence by an increase of five percent on the 2006 administration of the FCAT Science assessment as compared to the 2005 FCAT.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will increase emphasis on parental participation in school-related activities.

Needs Assessment

Overall, the 2004-2005 logs and monthly reports indicate a three percent decrease in Involvement in the areas of Storytime Center and Storytelling Activities along with a two percent decrease in Family Involvement in Family Literacy Programs.

Measurable Objective

Given schoolwide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evident by comparing the monthly logs for 2004-05 to the 2005-06 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide all students with agendas in order to increase and facilitate communication between the school and the parents.	Administrators	8/15/2005	5/19/2006
Provide workshops and seminars to assist parents with the educational, social and emotional development of their children in order to promote an effective relationship between home and school.	Administrators, Community Involvement Specialist	10/17/2005	5/19/2006
Arrange meetings at a variety of times to maximize opportunities for parents to participate.	Administrators, Community Involvement Specialist	9/5/2005	5/19/2006
Arrange meetings at a variety of times to maximize opportunities for parents to participate.	Administrators, Community Involvement Specialist	9/5/2005	5/19/2006
Encourage parents to utilize the school library and Parent Resource Center and Resource Fair, which provide them with resources to assist their children at home.	Administrators, Community Involvement Specialists, and Media Specialist	8/15/2005	5/19/2006
Increase parental participation by disseminating information about the school's activities via flyers, website, marquee and home visits by the Community Involvement Specialists.	Administrators, Community Involvement Specialist, and Computer Lab Specialist.	9/5/2005	5/19/2006

Research-Based Programs

National Parent and Teacher Association's (PTA) Standards for Parent/Family Involvement Programs.

Professional Development

Provide parent workshops, including topics such as:

Science Project Ideas

Parent Conferences

Family Literacy Night

Volunteering

Evaluation

This goal will be evaluated by a five percent increase in parental and community interaction as evident by comparing the monthly logs for 2004-05 and 2005-06 school years.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Ben Sheppard Elementary School will provide students with a safe learning environment which is conducive to academic needs.

Needs Assessment

During the 2004-2005 school year the staff at Ben Sheppard Elementary suspended 4% of the student population (62 students). According to the 2004-2005 School Climate Survey, parents feel overall that their children's learning environment is safe and clean.

Measurable Objective

Given the percent of students suspended due to violations of the Code of Student Conduct as documented by student case management reports for both indoor/outdoor suspensions, Ben Sheppard Elementary School will decrease by one percent as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parent workshops on discipline.	Administrators, Community Involvement Specialists	8/15/2005	5/19/2006
Conduct fire, tornado, Code Red, and Code Yellow drills on a regular basis during the school year.	Administrators	8/8/2005	5/26/2006
Conduct fire, tornado, Code Red, and Code Yellow drills on a regular basis during the school year.	Administrators	8/8/2005	5/26/2006
Refer parents to the Parent Academy for safety and discipline concerns.	Administrators, Community Involvement Specialists	8/15/2005	5/19/2006
Encourage students and parents to refer to the Student Code of Conduct for safety and discipline issues.	Administrators, Classroom Teachers	8/15/2005	5/19/2006
Encourage all teachers to attend professional development inservices pertaining to classroom and behavior management.	Administrators	8/15/2005	5/19/2006

Research-Based Programs

Lee Cantor's Assertive Discipline

Professional Development

District Classroom Management Workshops/Inservices

Evaluation

Ben Sheppard Elementary School will be evaluated by a one percent decrease in Student Case Management Reports as compared to the 2004-2005 school year.

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

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

GOAL 7 STATEMENT:

Students will utilize technology in their weekly routine in order to access information and reinforce their academic skills.

Needs Assessment

Over 50% of Ben Sheppard Elementary School's computers are obsolete as inventoried by the Microsystems Technician. As a result, not all students have access to computers in the classroom.

Measurable Objective

Given the increase emphasis on Accelerated Reader, eighty percent of the students will actively engage in utilizing technology as evidence by Accelerated Reader Management reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Students will experience virtual field trips to support research in content area curriculum.	Administrators, Media Specialist	11/21/2005	5/12/2006
Students will learn to access the Miami Dade County Public School data base Groiler Encyclopedia and search the internet using Google search engine.	Administrators, Media Specialist	10/11/2005	5/19/2006
Promote the schoolwide use of Accelerated Reader.	Administrators, Media Specialist and Classroom Teachers	10/17/2005	5/12/2006
During scheduled computer lab time, students will be instructed on the components of a word processing software.	Administrators, Media Specialist and Classroom Teacher	8/15/2005	5/15/2006
Implement an incentive program to promote participation in Accelerated Reader.	Administrators, Media Specialist and Classroom Teacher	11/14/2005	5/19/2005

Research-Based Programs

Students will utilize Accelerated Reader and Riverdeep.

Professional Development

Teachers and staff members will attend ongoing in-house inservices provided by the Microsystems Technician as well as members of the school's technology team in various software applications throughout the year.

How to Access District/School Email

How to Utilize Jump Drives

Riverdeep Program Training

Accelerated Reader Training

Evaluation

Eighty percent of the students will actively engage in utilizing technology as evidence by Accelerated Reader Management 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.)

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

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

GOAL 8 STATEMENT:

Eighty percent of students in grades three through five will be award winners in the MDCPS Physical Fitness Testing Program.

Needs Assessment

Ben Sheppard Elementary School students will develop skills that promote and encourage physical fitness and good health.

Measurable Objective

Given instruction using the Competency Based Curriculum, students in grades four and five will improve their fitness level as evidenced by a 10% increase in the total number of award winners in the MDCPS Physical Fitness Testing Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students in grades second through fifth with cardiovascular/aerobic activities to enhance endurance	Administrators, PE Teachers	8/15/2005	5/19/2006
Design activities/lessons that promote muscular strength and endurance for second through fifth grade students.	Administrators, PE Teachers	8/15/2005	5/19/2006
Implement activities to improve flexibility levels of students.	Administrators, PE Teachers	8/15/2005	5/19/2006
Encourage all students and their families to participate in the State of Florida's "Family Day" activities promoting a healthy lifestyle.	Administrators, PE Teachers	8/15/2005	5/19/2006
Encourage participation of regular physical activities and good eating habits for the purpose of improving skills and health.	Administrators, PE Teachers	8/15/2005	5/19/2006
Encourage parental involvement in promoting physical fitness of students in second through fifth grade via parent education workshops.	Administrators, PE Teachers	8/15/2005	5/19/2006

Research-Based Programs

District Physical Fitness Test
Fitness Gram

Professional Development

Provide staff District professional development in the following areas:

Track and Field
Rhythm and Dance
Team Sports
Physical Fitness

Evaluation

Ben Sheppard Elementary students in grades four and five will improve their fitness level as evidenced by a 10% increase in the total number of award winners of the 2005-2006 Fitness Gram program.

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

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

GOAL 9 STATEMENT:

Eighty percent of students in grades three through five will participate in academic and/or enrichment activities throughout the school year.

Needs Assessment

Ben Sheppard Elementary students will develop skills that encourage and promote critical thinking.

Measurable Objective

Given instruction using the Competency Based Curriculum, students in grades three through five will be provided opportunities to participate in academic and/or enrichment activities throughout the school year, as evidenced by a ten percent increase in student participation in SECME.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage selected students in grades three through five to participate in the SECME Program after school for four hours per week.	Administrators	9/19/2005	5/19/2006

Research-Based Programs

SECME Program

Professional Development

SECME Program

Evaluation

Evaluation:

This goal will be evaluated by ten percent increase of students participation in SECME.

Strategy:

Encourage selected students in grades three through five to participate in the SECME Program after school for four hours per week.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Ben Sheppard Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate, Ben Sheppard Elementary ranked at the 59th percentile on the State of Florida ROI index.

Measurable Objective

Ben Sheppard Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2003 to the 62nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Take advantage of resources provided by Dade Partners.	Administrators	9/15/2005	5/19/2006
Gather information about the use of financial resources as it relates to school programs.	Administrators	8/15/2005	5/19/2006
Collaborate with District on resource allocation.	Administrators	8/15/2005	5/19/2006
Review reconfiguration of existing resources.	Administrators	8/15/2005	5/19/2006

Research-Based Programs

Riverdeep Program
 Houghton Mifflin Reading series
 Scott-Foresman Florida Mathematics
 Harcourt Science
 Harcourt Florida Social Studies

Professional Development

Teachers will be trained in:

Riverdeep
 FCAT Explorer
 Accelerated Reader

Paraprofessionals will be trained on how to best serve students and students' needs in conjunction with the Houghton Mifflin Reading series.

Evaluation

On the next State of Florida ROI index publication, Ben Sheppard Elementary will show progress toward reaching the 62nd 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:

Funds allocated by the state are disbursed based on the needs of students, educational programs, and areas in need of improvement. All fund disbursements are discussed, reviewed and approved by committee members in order to ensure resources support the overall school organization.

Training:

Student performance data is carefully reviewed with committee members so that professional development activities can be planned for staff.

Instructional Materials:

Supplemental, support and resource materials are considered and carefully screened by the committee for the purpose of determining cost effectiveness and material usability.

Technology:

EESAC members work closely with the technology committee, administrators, and computer specialist to continuously optimize and enhance the technology program.

Staffing:

The committee makes recommendations regarding the staffing needs of the school and, when available, allocates funds for this purpose.

Student Support Services:

The Student Support Team and the counseling programs provided at our school site are supported by the committee. Additionally, the services rendered by the psychologist, social worker and onsite therapists receive resources as needed from the EESAC.

Other Matters of Resource Allocation:

Resources for students and teachers are addressed as needed.

Benchmarking:

Benchmarks are continuously assessed and reviewed by members of the EESAC. Recommendations are made based on student performance.

School Safety & Discipline:

School Safety and Discipline are continuously assessed and reviewed by all staff members as well as the EESAC. Recommendations are made based on student, staff and community needs.

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