

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 5041 - Silver Bluff Elementary School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Brenda Dawkins

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Silver Bluff Elementary School*

---

Silver Bluff Elementary School, situated in the city of Miami, has been serving the needs of the community since 1925. The area is predominantly composed of families from a lower middle socio-economic level. The school educates 685 in pre-kindergarten through fifth grade. The student body is 92 percent Hispanic, 5 percent White, 1 percent Black, and 1 percent Other. Currently, 33 percent of the students are of Limited English Proficiency, which consists of 43 Level 1 students, 37 Level 2 students, 36 Level 3 students, and 59 Level 4 students. 83 percent of the students qualify to receive free or reduced lunch. Additionally, 23 percent of the students receive Exceptional Student Education services (ESE), which consists of 43 Emotionally Handicapped (EH), 42 students with Specific Learning Disabilities (SLD), 4 Educable Mentally Handicapped (EMH), 35 Speech and/or Language Impaired, 9 Other Health Impaired, and 35 students participate in the Gifted program. The student mobility index is 27 percent and Silver Bluff Elementary School has a stability rate of 93.8 percent. The staff of Silver Bluff Elementary School is committed to providing all students in the community with a positive learning environment. Silver Bluff Elementary School together with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this plan as school-wide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards in reading on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent of students meeting high standards in reading on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards in mathematics on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent of students meeting high standards in mathematics on the 2006 FCAT mathematics test.

Given instruction using the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by an increase of 1 percent of the students scoring at or above 4.0 on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS), students in grade five will increase their scientific process skills as evidenced by an increase in the mean scale score to match or exceed the District mean scale score on the 2006 FCAT Science Test.

Silver Bluff Elementary School will increase parent/family/community involvement as evidenced by a 2 percentage point increase the number of times parents/families/community members attending school sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year as documented in sign-in logs.

Silver Bluff Elementary School will improve school wide discipline and safety as evidenced by a 1 percentage point decrease in the number of school site accidents reports documented during the 2005 – 2006 school year.

Given school-wide focus on the National Education Technology Standards (NETS), classroom technology utilization will increase by 2 percent, as evidenced by student usage reports and computer generated teacher and student artifacts.

Given school-wide focus on health and physical fitness, students in grades four and five will improve their physical fitness skills as evidenced by a 3 percentage point gain in students obtaining a level Gold and Silver in the 2006 FITNESSGRAM.

Given instruction using the Sunshine State Standards for Music and Art, students in grades one through five will increase their participation in the arts by 1 percent as evidenced by field trip rosters and the number of performances held at our school.

Silver Bluff Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2003 to the 40th percentile on the next publication of the index.

Results of the 2005-2006 Organizational Performance Improvement Snapshot Survey indicates that the faculty at Silver Bluff Elementary lacks information related to the fiscal operations of the school and the faculty perceives that they operate with insufficient resources. In order to address these concerns, the Silver Bluff administration will undertake a training program for its faculty related to the financial operations of this school. In addition, a survey will be conducted among the faculty in order to determine with specificity which resources are lacking. This program will be carried out through workshops, which will be conducted during the monthly faculty and EESAC meetings.

# 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.

## **Silver Bluff Elementary School**

### VISION

We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

### MISSION

Our mission is to focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st Century.

### CORE VALUES

We adhere to the Miami-Dade County Public Schools' core values.

## *School Demographics*

---

Silver Bluff Elementary School, situated in the city of Miami, has been serving the needs of the community since 1925. The area is predominantly composed of families from a middle socio-economic level. The school educates 660 in pre-kindergarten through fifth grade. The student body is 92 percent Hispanic, 5 percent White, 1 percent African-American, and 1 percent Other. Currently, 33 percent of the students are of Limited English Proficiency, which consists of 43 Level 1, 37 Level 2, 36 Level 3, and 59 Level 4 students. 83 percent of the students qualify to receive free or reduced lunch. Additionally, 23 percent of the students receive Exceptional Student Education services (ESE), which consists of 43 Emotionally Handicapped (EH), 42 Specific Learning Disabilities (SLD), 4 Educable Mentally Handicapped (EMH), 35 students Speech and/or Language Impaired, 9 students Other Health Impaired, and 35 students participating in the Gifted program. The student mobility index is 25 percent and Silver Bluff Elementary School has a stability rate of 75 percent. The staff of Silver Bluff Elementary School has highly qualified teachers with 45 percent holding a Master's Degree, 6 percent holding a Specialist Degree, and 4 percent holding a Doctoral Degree.

# *School Foundation*

---

## ***Leadership:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 1a, which indicates that most faculty and staff understand the school's mission. Weakness in Item 1g, however, shows that the school personnel does not always perceive that their opinions are taken into count.

## ***District Strategic Planning Alignment:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 2b, which indicates that faculty and staff know the organization's plans. Weakness in Item 2a reveals that staff perceives that they lack input into the organization's plans for the future.

## ***Stakeholder Engagement:***

The 2005 Organizational Performance Improvement Snapshot Survey reflects that the strength are Items 3a and 3b, which indicates that stakeholders are aware of the needs of their customers. Weakness in Item 3e shows that the staff perceives they lack input into the decision-making process.

## ***Faculty & Staff:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 5e, which indicates that most staff members agree that Silver Bluff Elementary is a safe work environment. Weakness in Item 5d however, shows that faculty and staff perceive that they may not be recognized for their work.

## ***Data/Information/Knowledge Management:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strengths are Items 4a and 4b, which indicates staff understand how their performances are rated and know how to make changes from their analysis of the quality of their work. Weakness in Items 4e and 4f reveal that staff members perceive that they are not totally informed on how the organization is doing and that they also lack the important information needed to do their work. At Silver Bluff Elementary, the staff is monitored through PACES, Professional Development Plans (PDP), certification, and annual evaluations.

## ***Education Design:***

The 2005 Organizational Performance Improvement Snapshot Survey reflects that the staff members at Silver Bluff Elementary School know how to measure, analyze, and modify the quality of their work; have control over their work processes; and perceive that the products of their work results in high quality and excellence. The students at Silver Bluff Elementary School are provided with extended learning opportunities through activities beyond the school day that promote achievement in academic subjects. Before/after school tutorials are offered to assist students who need remediation within the core subject areas. Teachers target on the students' deficiencies and work on strategies to enhance their skills within these areas. An after-school Academic Excellence Program is being offered to foster higher order critical thinking skills. The 8-Step Continuous Improvement Model is utilized to promote data-

driven decision-making.

***Performance Results:***

The 2005 Organizational Performance Improvement Snapshot Survey reflects that in the area of Performance/Business Results our strongest areas were 7a, 7b and 7f. Stakeholders overwhelmingly were satisfied with the high quality of performance provided by the teachers and staff. Item 7c, however, was our weakest in this section which shows that Silver Bluff faculty lacks understanding of the fiscal operation of the school.

# *Additional Requirements*

Only for schools under state sanction

---

## **• High Quality, Highly Qualified Teachers:**

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by state policy. As such, teachers need to have full state certification, hold a minimum of a bachelor's degree and have demonstrated subject-matter competency in each core academic subject taught. After interviews, the best candidates are chosen according to state requirements as well as the personal attributes that are conducive to teaching and learning in our school environment. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in NCLB are provided.

## **• Highly Qualified, Certified Administrators:**

Dr. Brenda Dawkins has been a principal for 5 years and an assistant principal for 6 years with Miami-Dade County Public Schools. Dr. Dawkins holds a Bachelor's Degree in Elementary Education, a Master's Degree in Exceptional Student Education and a Doctoral Degree from Nova Southeastern University in Educational Leadership. Under her leadership, a variety of educational programs and initiatives that have positively impacted student achievement have been initiated. These include the implementation of a variety of before and after-school tutorial programs in reading, writing, mathematics, and science; research-based integrated learning systems to meet the diverse needs of students (i.e. Academy of Reading); and supervision of grade level collaborative planning. During her administration, not only has student attendance improved, but also student achievement, as evidenced by improvements in overall grade designation. In 2000-2001 Silver Bluff Elementary School received the State grade of D, C in 2001-2002, B in 2002-2003, A in 2003-2004, and B in 2004-2005. Under Dr. Dawkins' leadership and guidance, Silver Bluff Elementary School was among eight schools in the county in 2003 and again in 2004, to be awarded the Florida Department of Education's Five Star School Award for exemplary programs which fully integrate school and community involvement to produce higher student achievement. For the past 6 years, Dr. Dawkins has increased parental involvement by 24 percent as evidenced by the attendance of parents at Family Learning Institutes. Dr. Dawkins was the recipient of Council for Exceptional Student Education Elementary Administrator of the Year Award in 1998 and a nominee in 2000. In addition, she was nominated for Assistant Principal of the Year in 1997 and for Teacher of the Year in 1989. She is an active member of Dade Association of School Administrators, National Alliance of Black School Educators, Association for Supervision and Curriculum Development, and Florida Leaders.net.

## **• Teacher Mentoring:**

Silver Bluff Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES manual. At the beginning of the school year, all new teachers participate in the Beginning Teacher Orientation provided by the District, as well as school sponsored orientations to familiarize themselves with Miami-Dade County Public Schools' policies and procedures. All new teachers are provided with the M-DCPS Employee Handbook, School Handbook, and Opening of School materials. Silver Bluff Elementary conducts an on-site orientation to lend assistance with long range planning, setting goals, and effective classroom management strategies using a mentoring model. The model pairs experienced teachers with beginning teachers. All beginning teachers are assigned a Professional Growth Team comprised of members mutually agreed upon by them and the administrative staff. Grade level meetings are conducted on a weekly basis with an administrator to address all concerns. Staff development activities provide new teachers with additional curriculum support and opportunities for professional growth. Monthly faculty meetings incorporate a "Best Practices" component, which provides all teachers with innovative ways of implementing benchmarks in all core subjects.



### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at Silver Bluff Elementary School is dedicated to promoting an environment that supports the school's goals for the improvement of student performance. The EESAC is comprised of faculty, administration, parents, students, and community members. The EESAC meets monthly throughout the school year on the first Wednesday of the month. All interested parties are invited to analyze and discuss issues pertaining to school improvement.

### **• Extended Learning Opportunities**

The students at Silver Bluff Elementary School are provided with extended learning opportunities through activities beyond the school day that promote achievement in academic subjects. Before-school and after-school tutorials are offered to assist students needing remediation within the core subject areas. Teachers focus on the individual student's deficiencies and implement strategies to enhance their skills within these areas. An after-school Academic Excellence Program is offered to foster higher order critical thinking skills. Additional remedial assistance is provided throughout the school day for third grade students who scored in the lowest 25th percentile.

### **• School Wide Improvement Model**

Silver Bluff Elementary School will utilize the 8-Step Continuous Improvement Model. The model is comprised of an 8-step data-driven process that assesses students on a regular basis for enrichment and remediation. The steps include test scores, disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance, and monitoring of the progress.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

Improve reading skills among all students.

### ***Needs Assessment***

An analysis of student performance on the Reading 2004-2005 FCAT Achievement Test indicates that the weakest content cluster in reading for third grade students was Words/Phrases. Third grade students demonstrated strength on Comparisons, performing at 63 percent mastery. The weakest content cluster in reading for fourth grade students was Reference/Research. The data indicates that, on average, our students scored 50 percent. Fourth grade students demonstrated strength on Comparisons, performing at 63 percent mastery. The weakest content clusters in reading for fifth grade students were Words/Phrases. The data indicates that, on average, our students scored at 63 percent. Fifth grade students demonstrated strength on Research/Reference, performing at 75 percent mastery. An analysis of data shows that 13 percent of SWD in grades three through five are not meeting AYP in Reading. In order to meet AYP for 2005-2006, 20 percent of SWD in grades three through five must meet State mastery. In order to address these targeted deficiencies, students should continue to utilize research-based resources that enhance vocabulary, reference/research, main idea, retelling, and strategies to improve overall reading skills. Achievement Level 3 or higher on the 2006 FCAT reading assessment.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards in reading on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent of students meeting high standards in reading on the 2006 FCAT Reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide tutorial assistance during school hours utilizing qualified instructors to target students' deficient reading skills.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2005	03/01/2006
2. Utilize research-based instructional technology programs with students targeting phonemic awareness and comprehension.	Principal, Technology Coordinator, Classroom Teachers	08/01/2005	05/25/2006
3. Provide before/after school tutorial assistance targeting students' identified deficiencies in reading benchmarks.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2005	03/01/2006
4. Develop and implement curriculum mapping and a focus benchmark calendar utilizing the Sunshine State Standards (SSS)	Principal, Reading Coach, Classroom Teachers	09/01/2005	05/25/2006
5. Utilize Accelerated Reader to monitor the independent reading level for students and their progress.	Principal, Reading Coach, Media Specialist, Classroom Teachers	08/01/2005	5/25/2006
7. Implement an inclusion program in third grade.	Principal, Exceptional Student Education teachers, Classroom Teachers	09/01/2005	05/25/2006
8. Provide before/after school tutorial assistance to the Students With Disabilities subgroup's identified deficiencies in reading benchmarks.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2005	03/01/2006
9. Promote Family Library Night to encourage reading amongst all grade levels.	Principal, Community School Assistant Principal, Reading Coach, Media Specialist, Classroom Teachers	09/01/2005	5/25/2006
6. Utilize research-based instructional technology programs with Students With Disabilities and Limited English Proficiency students targeting phonemic awareness and comprehension.	Principal, Reading Coach, Technology Coordinator, Exceptional Student Education and teachers of English for Speakers of Other Languages	09/01/2005	5/25/2006

## **Research-Based Programs**

The research-based core program used is the Houghton Mifflin State Adopted Series and the intervention program Voyager.

## **Professional Development**

Staff will receive professional development in programs designed to support the delivery of curriculum and positively impact student achievement such as CRISS, data-driven decision making utilizing the Student Performance Indicators (SPI), and in-services on integrative learning systems. Staff will also participate in District provided workshops throughout the school year. To promote data-driven decision-making, instructional staff will be provided with opportunities to analyze and discuss student assessment data during weekly grade level meetings.

## **Evaluation**

This objective will be evaluated using scores from 2006 FCAT Reading Test scores.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

Improve mathematics scores among all students.

### ***Needs Assessment***

An analysis of student performance on the Mathematics 2004-2005 FCAT Achievement Test indicates that the weakest content clusters in mathematics for third grade students were Number Sense and Algebraic Thinking. The data indicate that, on average, our students scored 50 percent on each. Third grade students demonstrated strength on Measurement, performing at 63 percent mastery. The weakest content cluster in mathematics for fourth grade students was Data Analysis. The data indicate that, on average, our students scored at 43 percent on Data Analysis. Fourth grade students demonstrated strength on Geometry and Algebraic Thinking, performing at 57 percent mastery. The weakest content cluster in reading for fifth grade students was Number Sense. The data indicate that, on average, our students scored at 46 percent mastery. Fifth grade students demonstrated strength on Measurement and Algebraic Thinking performing at 55 percent mastery on each. Scores on the 2005 FCAT Mathematics Test indicate that 35 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test also indicate that 31 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in mathematics. Although continuous improvements were made with the lowest 25 percent of our students as well as Students With Disabilities, individualized small group instruction is still required to address the deficient needs of our students. Additionally, data driven decision making should be an integral part of our weekly grade level meetings in order to identify the students and their weaknesses and to specialize instruction to improve upon them.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards in mathematics on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent of students meeting high standards in mathematics on the 2006 FCAT mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide tutorial assistance during school hours utilizing qualified instructors to target students' deficient mathematics skills.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	03/01/2006
2. Utilize resource-based instructional technology programs with students (i.e. Accelerated Math in fourth and fifth grades, Star Math, Riverdeep, FCAT Explorer, Math Flash).	Principal, Technology Coordinator, Classroom Teachers	09/01/2005	5/25/2006
3. Provide before/after school tutorial assistance to students' identified deficiencies in mathematics benchmarks.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	03/01/2006
4. Develop and implement curriculum mapping utilizing the Sunshine State Standards (SSS).	Principal, Classroom Teachers	09/01/2005	5/25/2006
5. Provide activities to enhance Algebraic Thinking as early as kindergarten, by introducing variables and verbal equations.	Principal, Classroom Teachers	09/01/2005	05/25/2006
6. Post homework and messages on schoolnotes.com. Give parents teacher e-mail addresses to keep communication open between parent and teachers.	Principal, Classroom Teachers	09/01/2005	5/25/2006
7. Provide parent workshops on Mathematics FCAT skills, homework skills, and organizational skills.	Principal, Classroom Teachers	11/01/2005	11/01/2005
8. Improve vocabulary by highlighting words during the lesson and homework pages. Create a vocabulary section in folder or binder to define and illustrate all vocabulary words.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	05/25/2006



## **Research-Based Programs**

The research-based program used is the Houghton-Mifflin Mathematics Series.

## **Professional Development**

Staff will receive professional development in programs designed to support the delivery of curriculum and positively impact student achievement such as CRISS, data-driven decision making utilizing the Student Performance Indicators (SPI), Edusoft, and in-services on integrative learning systems. Staff will also participate in District provided workshops throughout the school year. To promote data-driven decision-making, instructional staff will be provided with opportunities to analyze and discuss student assessment data during weekly grade level meetings.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Improve writing skills among all students.

### **Needs Assessment**

An analysis of student performance on the 2004-2005 FCAT Writing test indicates that 85 percent of students in fourth grade scored an average of 3.5. Scores of the 2004-2005 FCAT Writing Test indicate that 15 percent of all students in grade four have scored below 3.5. In order to meet 2005-2006 State Standards in the FCAT Writing test by demonstrating a 1 percent increase, the percentage of students scoring 3.5 or below needs to decrease. All students will continue to receive instruction to improve upon their writing skills which are aligned to the Sunshine State Standards.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 (SSS), students in grade four will improve their writing skills as evidenced by an increase of 1 percent of the students scoring at or above 4.0 on the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide during school tutorial assistance to students' identified deficiencies in writing skills.	Principal, Classroom Teachers	09/01/2005	03/01/2006
2. Model writing lessons and provide teachers with training in holistic scoring.	Principal, Reading Coach	09/01/2005	05/25/2006
3. Monitor adequate progress in writing by administering the District Pre/Post Writing tests to modify instruction as needed.	Principal, Classroom Teachers	09/01/2005	5/25/2006
4. Conduct workshops for parents on the writing rubric and tips on assisting their students with the Expository and Narrative writing.	Principal, Reading Coach, Classroom Teachers	09/01/2005	5/25/2006
5. Develop and implement a school-wide writing program that includes monthly Expository and Narrative writing prompts via closed circuit T.V.	Principal, Reading Coach	09/01/2005	05/25/2006
6. Promote the writing process throughout a variety of school events including contests and a school-wide writing fair.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2005	05/25/2006
7. Develop a school-wide pen-pal writing program where students in grades kindergarten through fifth, will exchange correspondence on a monthly basis.	Principal, Assistant Principal Classroom Teachers	09/01/2005	05/25/2006

### Research-Based Programs

The research-based program used is the Houghton Mifflin Reading Series

## **Professional Development**

Staff will receive professional development in programs designed to support the delivery of curriculum and positively impact student achievement such as CRISS, data-driven decision making utilizing the Student Performance Indicators (SPI), and in-services on integrative learning systems. Staff will also participate in District provided writing workshops throughout the school year. The Reading Coach will provide training sessions for teachers in holistic scoring using anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.

## **Evaluation**

The objective will be evaluated by scores of the 2006 FCAT Writing Test. Progress monitoring will be conducted through the administration of the District Pre/Post Writing Tests.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Improve science skills among all students.

### ***Needs Assessment***

Scores of the 2005 FCAT Science Test indicate students in grade five have demonstrated a mean score of 268, 18 points less than the District mean scores, and 28 points less than the State mean scores. An analysis of the student Science 2004-2005 FCAT data indicates that the weakest content cluster in science for fifth grade students was Earth Space Science. The strongest content clusters were Life/Environment and Physical/Chemical Science. The data reveals students need practice in collecting, measuring, and organizing data. All students will continue to be instructed in science concepts utilizing the Sunshine State Standards.

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade five will increase their scientific process skills as evidenced by an increase in the mean scale score to match or exceed the District mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop and implement curriculum mapping utilizing the Sunshine State Standards (SSS).	Principal, Classroom Teacher	09/01/2005	5/25/2006
2. Provide before and after-school tutorial assistance to students targeting identified deficiencies in scientific process skills.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	03/01/2006
3. Provide teachers with hands-on science workshops, mentoring and modeling of lessons to enhance scientific inquiry.	Principal, Assistant Principal	09/01/2005	5/25/2006
4. Implement the P-Sell program in conjunction with the University of Miami.	Principal, Classroom Teachers	09/01/2005	5/25/2006
5. Develop and implement a school-wide science program that promotes the scientific method through science experiment days where students engage in hands-on experimentation.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	05/25/2006
6. Provide a Science Family Night where parents will receive tips and strategies on assisting their children in improving their scientific process skills.	Principal, Assistant Principal, Classroom Teachers	02/01/2006	02/01/2006
7. Administer site selected science pre/post test to monitor student differences in performance in order to modify instructional strategies.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	05/25/2006
8. Increase awareness of the scientific process through hands-on investigations culminating in the annual school-wide Science Fair.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	05/25/06

### Research-Based Programs

The research-based program used is the McGraw-Hill State-Adopted Series and FOSS Kits.

## **Professional Development**

Staff will receive professional development in programs designed to support the delivery of curriculum and positively impact student achievement such as CRISS and the 8-Step Continuous Model. Teachers in the third and fourth grades will also receive additional training for the P-Sell Program provided by the University of Miami

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Science Test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

To increase parental involvement.

### ***Needs Assessment***

Throughout recent years there has been a steady increase in parental support at school-sponsored activities. During the 2004-2005 school year we observed a 2 percent increase in the number of parents attending school sponsored activities as compared to the 2003-2004 school year. However, PTSA meetings only registered parents for approximately 25 percent of the student population. In addition, workshops offered through the District's Bilingual Department on M-DCPS Tips and Homework and FCAT and Reading were low.



## Measurable Objective

Silver Bluff Elementary School will increase parent/family/community involvement as evidenced by a 2 percentage point increase the number of times parents/families/community members attending school sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year as documented in sign-in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct membership drives and provide incentives to increase PTSA membership.	Principal, PTSA	08/08/2005	05/25/2006
2. Provide workshops for parents in their home language targeting areas in which they can support their child's academic achievement.	Principal, Assistant Principal, Reading Coach	08/08/2005	05/25/2006
3. Encourage parental involvement through monthly school calendars, newsletters, and school website.	Principal, Assistant Principal, Technology Coordinator	08/08/2005	05/25/2006
4. Conduct Academic Improvement Plan conferences with the parents of students who have not met state standards on the FCAT or are performing below grade level.	Principal, Assistant Principal, Classroom Teachers	08/08/2005	05/25/2006
5. Sponsor Report Card Night to allow another opportunity for parents/guardians to meet with their child's teacher after school hours to discuss their academic progress.	Principal, Classroom Teachers	01/01/2006	01/01/2006
6. Sponsor a Science Family Night to provide parents with tips and strategies to assist their child with the scientific method.	Principal, Classroom Teachers	03/01/2006	03/01/2006
7. Establish a Parent Resource Center in the main office where parents can readily access pertinent school information.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/08/2005	05/25/2006
8. Sponsor several extracurricular onsite as well as offsite family events (Multicultural Fair, Authors' Tea, McDonald's Reading Challenge, Pajamarama Night at Barnes and Noble).	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/08/2005	05/25/2006

## **Research-Based Programs**

The National Parents' Teacher Association is a nationally recognized organization that has researched the effects of parental involvement on student achievement (National PTA Standards for Parents and Family Involvement Programs).

## **Professional Development**

Not Applicable

## **Evaluation**

Parent attendance rosters of all school-sponsored meetings and workshops will be used to evaluate this objective. The school climate survey results will also be reviewed.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Create and maintain a safe and disciplined learning environment for staff and students.

### ***Needs Assessment***

Student injury reports reveals that there were 283 accident reports involving Silver Bluff students during the 2004-2005 school year. The 2003-2004 climate survey, the last year for which there is data available, revealed that the majority of stake holders perceived the school as a SAFE/SECURE environment – this is the same as the District.

## Measurable Objective

Silver Bluff Elementary School will improve school wide discipline and safety as evidenced by a 1 percentage point decrease in the number of school site accidents reports documented during the 2005 – 2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote fourth and fifth grade student participation in the Crime Watch Program.	Principal, Crime Watch Sponsor	08/08/2005	05/25/2006
2. Promote fourth and fifth grade student participation in the Safety Patrol Program.	Principal, Safety Patrol Sponsor	08/08/2005	05/25/2006
3. Review safety guidelines with all students during scheduled physical education classes.	Principal, Physical Education teachers	08/08/2005	05/25/2006
4. Assign cafeteria monitors to supervise students during scheduled lunch times.	Principal, Assistant Principal	08/08/2005	5/25/2006
5. Sponsor a school bus safety program.	Principal, Assistant Principal, Counselor	08/08/2005	06/25/2005
6. Post Security Monitors throughout the school building to supervise student movements.	Principal, Assistant Principal, Security Monitors	08/08/2005	06/25/2006
7. Assign a Cross Walk Guard to monitor the students' arrival and dismissal.	Principal, Security Monitors	08/08/2005	06/25/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated using the data from the school's injury report for student accidents from the 2005-2006 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

Increase the effective use of technology to improve upon learning and communication within our school.

### ***Needs Assessment***

Results of an on-site school needs assessment survey indicate that teachers need additional professional development in the area of technology integration. The State Star Survey revealed that Silver Bluff Elementary is comparable to the State and District, scoring in the intermediate levels of technology planning, technical and instructional support, funding, budget, as well as intermediate levels of access, teacher and student use.

## Measurable Objective

Given school-wide focus on the National Education Technology Standards (NETS), classroom technology utilization will increase by 2 percent, as evidenced by student usage reports and computer generated teacher and student artifacts.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote classroom utilization of Accelerated Reader to monitor independent reading.	Principal, Reading Coach, Media Specialist, Classroom Teachers	08/08/2005	5/25/2006
2. Provide ongoing support on basic computer skills in order to promote the utilization of technological resources (i.e. Accelerated Reader, Internet, Riverdeep, FCAT Explorer) of all subgroups.	Principal, Technology Coordinator, Classroom Teachers	08/08/2005	5/25/2006
3. Utilize a mentoring model to promote implementation of existing technology resources by means of an EETC Technology Cohort.	Principal, Technology Coordinator, Classroom Teachers	8/8/2005	5/25/2006
4. Utilize technology resources to enhance the writing process. (i.e. word processing, online resources, Cornerstone Language).	Principal, Technology Coordinator, Classroom Teachers	08/08/2005	5/25/2006
5. Provide professional development for teachers in the area of effective classroom technology integration.	Principal, Assistant Principal, Technology Coordinator, Classroom Teachers	8/8/2005	5/25/2006
6. Promote school-wide use of e-mail as a viable form of communication amongst all staff and classroom teachers.	Principal, Assistant Principal, Technology Coordinator	8/8/2005	5/25/2006

### Research-Based Programs

The research-based program used is the National Education Technology Standards (NETS).

### Professional Development

Staff will receive professional development in technology programs and strategies for effective classroom integration.

## **Evaluation**

This objective will be evaluated by documentation of teacher participation in professional development, student usage reports as well as teacher and student computer generated artifacts.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 8 STATEMENT:**

Enhance students' overall health and fitness.

**Needs Assessment**

Results from the Physical Fitness 2004-2005 FITNESSGRAM indicates that only 85 percent of the students in grades four and five adequately performed on the Miami-Dade County FITNESSGRAM.



## Measurable Objective

Given school-wide focus on health and physical fitness, students in grades four and five will improve their physical fitness skills as evidenced by a 3 percentage point gain in students obtaining a level Gold and Silver in the 2006 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote student participation in annual field day activities.	Principal, Assistant Principal, Physical Education Teachers	3/1/2006	3/1/2006
2. Encourage student participation in Jump Rope for Heart.	Principal, Assistant Principal, Physical Education Teachers	12/01/2005	1/1/2006
3. Increase student exposure to the importance of good nutrition by displaying posters/bulletins throughout the cafeteria.	Principal, Food Services Manager	8/8/2005	5/25/2006
4. Implement exercises/activities during physical education classes that enhance students' endurance using step aerobics and running.	Principal, Assistant Principal, Physical Education teachers	8/8/2005	5/25/2006
5. Implement exercises/activities during physical education classes that enhance students' upper body strength using pushups.	Principal, Physical Education teachers	8/8/2005	5/25/2006
6. Implement exercises/activities during physical education classes that enhance students' abdominal strength using sit-ups.	Principal, Physical Education teachers	8/8/2005	5/25/2006

### Research-Based Programs

Not Applicable

### Professional Development

Teachers will participate in workshops and seminars provided by the District related to physical fitness. Teachers will consult with the American Heart Association for training and development related to execution of the Jump Rope for Heart program. Teachers will attend a workshop provided by the United States Tennis Association.

### Evaluation

This objective will be evaluated using the results from the 2006 Miami-Dade County FITNESSGRAM.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 9 STATEMENT:***

Promote students' awareness of the arts.

***Needs Assessment***

As a result of discussions among special area teachers, Silver Bluff Elementary identified a need to increase students' exposure to the arts.

## Measurable Objective

Given instruction using the Sunshine State Standards for Music and Art, students in grades one through five will increase their participation in the arts by 1 percent as evidenced by field trip rosters and the number of performances held at our school.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide field trips to theatrical and musical performances.	Principal, Assistant Principal, Special Area Teachers	8/8/2005	5/25/2006
2. Promote student participation in extra-curricular activities in the arts (contests, performances, clubs, etc.).	Principal, Assistant Principal, Special Area Teachers	8/8/2005	5/25/2006
3. Provide opportunities for students to participate in school performances.	Principal, Assistant Principal, Spanish teachers	8/8/2005	5/25/2006
4. Provide after-school programs that support the arts (arts & crafts, piano, dance, etc.).	Principal, Assistant Principal Community Education	8/8/2005	5/25/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated by an increase in student participation in the arts as evidenced by field trip rosters and the number of performances and field trips conducted throughout the 2005 - 2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 10 STATEMENT:***

Silver Bluff Elementary School will increase its ROI index to improve the value and cost effectiveness of it program.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Silver Bluff Elementary ranked at the 36th percentile on the State of Florida ROI index.

## Measurable Objective

Silver Bluff Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2003 to the 40th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal, EESAC	8/8/2005	5/25/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC	8/8/2005	5/25/2006
2. Collaborate with the district on resource allocation.	Principal, EESAC	8/8/2005	5/25/2006
4. Consider shared use of facilities, partnering with community agencies.	Principal, EESAC	8/8/2005	5/25/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Silver Bluff Elementary will show progress toward reaching the 40th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The budgetary guidelines to be utilized in the execution of the Silver Bluff Elementary School Improvement Plan will be jointly developed between the EESAC, administration, faculty, staff and all interested stakeholders. Said guidelines will be developed, implemented and monitored during the monthly EESAC meetings as evidenced by the EESAC meeting agendas, minutes, and sign-in rosters.

### ***Training:***

Ongoing training of the members of the EESAC will be conducted utilizing District personnel in order to ensure that all EESAC members are fully apprised of the information necessary for the execution of their responsibilities.

### ***Instructional Materials:***

Individual members of the EESAC participated in committees that developed the goals, objectives, and strategies of the School Improvement Plan. Each committee had at least one representative of the EESAC among its members.

### ***Technology:***

In order to support strategies to improve mathematics skills among fourth and fifth grade students, the EESAC facilitated the acquisition of the Accelerated Math program.

### ***Staffing:***

The EESAC will ensure that the adequate resources are made available to the administration and staff in order to maximize the effectiveness with which staff carries out their responsibilities under the School Improvement Plan.

***Student Support Services:***

The EESAC will ensure that the adequate resources are made available to the administration and staff in order to provide the students with the appropriate assistance necessary to enhance their educational experience

***Other Matters of Resource Allocation:***

The EESAC will ensure that the adequate resources are made available to administration and staff in order to execute the goals, objectives, and strategies of the School Improvement Plan. In addition the EESAC provided funds for student incentives for FCAT performance.

***Benchmarking:***

The EESAC will ensure that adequate monitoring of student progress takes place in order to facilitate academic success during the 2005-2006 school year.

***School Safety & Discipline:***

The EESAC will ensure that the adequate resources are made available to administration and staff in order to execute the goals, objectives and strategies of the School Improvement Plan.

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*