
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5061 - Dr. Carlos J. Finlay Elementary School

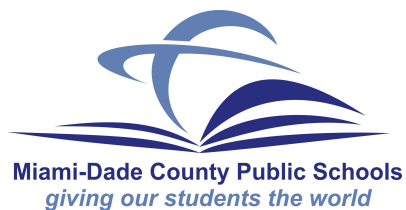
FeederPattern: Southwest Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Lourdes Gimenez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Dr. Carlos J. Finlay Elementary School

Dr. Carlos J. Finlay Elementary, located on the west side of the University Park Campus of Florida International University (FIU), is a Title I, dual language program school in which children speak and learn in English 60 percent of the day and speak and learn in Spanish for the remaining 40 percent. This program allows literacy skills to be reinforced in both languages. Dr. Carlos J. Finlay Elementary collaborates with FIU's College of Education (COE). As a Professional Development School (PDS), the university and school faculties work together to facilitate high levels of learning, promote an exemplary school environment for preparing teachers and create opportunities for school-based inquiries. The collaboration calls for ongoing field and student teaching placements of FIU students and professional development opportunities for Finlay Elementary teachers. Dr. Carlos J. Finlay Elementary and the COE faculty work jointly on action research projects and the supervision of student interns.

Dr. Carlos J. Finlay Elementary follows the K-12 Comprehensive Reading Plan, Early Success and Soar to Success Programs, Comprehensive Mathematics and Science Plan, supplementing these with their own innovative programs. Such programs include CRISS, America Reads, Families Learning at School and Home (FLASH/FLAP) and the All Aboard FIU internship collaboration. We also offer an Exceptional Student Education Program for students with learning disabilities and varying exceptionalities. In addition, our gifted program, a language arts program, incorporates critical thinking, higher-order skills and creative activities promoting horizontal as well as vertical growth. An Academic Education Program (AEP) enhances our already challenging dual language program where literature is used to enhance thinking skills and promote critical thinking. Additionally, the teaching enrichment activities to monitoring (TEAM) encourages and creates a thinking skills classroom which facilitates the identification of minority student for the gifted program. Students also use technology to produce multimedia publications of their work.

The educational program at Dr. Carlos J. Finlay Elementary fosters a bilingual/biliterate education, which is customized to meet the needs of our student population. The school follows the K-12 Comprehensive Reading Plan, Early Success and Soar to Success Programs, Comprehensive Mathematics and Science Plan, supplementing these with their own innovative programs. Such programs include CRISS, America Reads, Families Learning at School and Home (FLASH/FLAP) and the All Aboard FIU internship collaboration. We also offer an Exceptional Student Education Program for students with learning disabilities and varying exceptionalities. In addition, our gifted program, a language arts program, incorporates critical thinking, higher-order skills and creative activities promoting horizontal as well as vertical growth. An Academic Education Program (AEP) enhances our already challenging dual language program where literature is used to enhance thinking skills and promote critical thinking. Additionally, the teaching enrichment activities to monitoring (TEAM) encourages and creates a thinking skills classroom which facilitates the identification of minority student for the gifted program. Students also use technology to produce multimedia publications of their work.

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their reading skills as evidenced by 80% of students scoring a Level 3 or above on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their mathematics skills as evidenced by 81% of students scoring a Level 3 or above on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 92% of our students in fourth grade will meet the state standard by scoring at or above a 3.5 on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills, as evidenced by meeting or exceeding the District mean score on the 2006 FCAT Science Test.

Given an emphasis to increase parental/community involvement, attendance of parents at parental workshops and family events will increase by 5% when comparing to 2004-2005 and 2005-2006 attendance rosters.

Given the emphasis on student attendance in 2005-2006 increase by .08 by comparing to the 2004-2005 and 2005-2006 End of Year Attendance Report.

Given an emphasis to increase teacher proficiency in technology, attendance in professional development activities will increase by 1% as evidenced by comparing the 2005 STAR survey to the 2006.

Given instruction in physical education using the Competency-Based Curriculum, 91% of students in third through fifth grades will receive gold or silver medals as measured by the FITNESSGRAM.

Students in grades 4 and 5 will increase Cultural Awareness through the exposure to, and participation in the school art gallery and different musical programs by 10% when comparing the amount of students that participate in these cultural activities in 2004-2005 to 2005-2006.

Dr. Carlos J. Finlay Elementary will improve its ranking on the State of Florida ROI index publication from the 68th percentile in 2003 to the 71st percentile on the next publication of the index.

An evaluation of the MDCPS Survey System reflects an opportunity for improvement in the areas of customer satisfaction inquiries and information to staff about school's finances. To improve on these areas, we will conduct surveys in order to receive feedback as to our customer's satisfaction with our faculty and staff performance. In addition, the administrative team will provide the faculty and staff information through faculty and EESAC meetings about our school's allocation of monies.

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.

Dr. Carlos J. Finlay Elementary School

VISION

Our vision at Dr. Carlos J Finlay Elementary is to have our students become bilingual/biliterate; responsible and productive citizens in a global society.

MISSION

Dr. Carlos J Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

CORE VALUES

Excellence: We pursue the highest standards in academic achievement and professional development performance.

Integrity: We build positive relationships through honesty, and respect which enhances the child's social, academic and emotional well-being. We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship: We celebrate the diversity of our community by working as a team to ensure that our students become biliterate, productive citizens in our global society.

School Demographics

Dr. Carlos J. Finlay Elementary is located on the west side of the University Park Campus of Florida International University (FIU). Dr. Carlos J. Finlay Elementary serves students from the city of Sweetwater, the designated attendance boundaries. As a professional development school working collaboratively with FIU, Dr. Finlay Elementary also offers FIU staff a limited number of allocated slots for their children. Instruction is provided in traditional classroom setting and is enhanced by our dual language program. It serves 680 students in grades prekindergarten through fifth grade. The student population is comprised of 94.7% Hispanic, 3.6% Non-Hispanic White students, 1% African-American Non Hispanic, and .7% other. Over 83% of our students participate in the free and reduced lunch program, qualifying to be a Title I School. The teachers serving these students are part of a faculty comprising of 89% Hispanic and 11% African-American. Part of this faculty includes beginning and new teachers to Miami-Dade County Public School system. Although new teachers are an integral part of our school, they also present unique challenges, because of their inexperience and lack of familiarity with the curriculum and the Miami-Dade Public School System. In addition, due to teacher shortages, professionals that are not educators are permitted to take an exam in order to be certified. Although this is helping to overcome shortages, it also creates a situation in which classroom management, and record keeping must be addressed and taught. These challenges, however, create additional opportunities for our staff members to act as mentors. As the mentors familiarize our new staff members with the curriculum and District procedures, they in turn reinforce their own knowledge and professional practices.

The educational program at Dr. Carlos J. Finlay Elementary fosters a bilingual/biliterate education, which is customized to meet the needs of our student population. The school follows the K-12 Comprehensive Reading Plan, Early Success and Soar to Success Programs, Comprehensive Mathematics and Science Plan, supplementing these with their own innovative programs. Such programs include CRISS, America Reads, Families Learning at School and Home (FLASH/FLAP) and the All Aboard FIU internship collaboration. We also offer an Exceptional Student Education Program for students with learning disabilities and varying exceptionalities. In addition, our gifted program, a language arts program, incorporates critical thinking, higher-order skills and creative activities promoting horizontal as well as vertical growth. An Academic Education Program (AEP) enhances our already challenging dual language program where literature is used to enhance thinking skills and promote critical thinking. Additionally, the teaching enrichment activities to monitoring (TEAM) encourages and creates a thinking skills classroom which facilitates the identification of minority student for the gifted program. Students also use technology to produce multimedia publications of their work.

As one of the many strengths of Dr. Carlos J. Finlay Elementary we have highly qualified administrators and teachers. Lourdes P. Gimenez, the principal of Dr. Carlos J. Finlay Elementary, is a professional educator with over 24 years of experience in Miami-Dade County Public schools. Her mission is to collaborate with students, parents, teachers, and the community to provide a high quality, child centered, bilingual education. Due to her many achievements, Mrs. Gimenez was nominated for Principal of the Year for the 2003-2004 school year and has served on the Governor's Educational Equity Task Force, in addition to being a presenter on Bilingual Education and PDS schools at the local, state and national levels. Dr. Carlos J. Finlay Elementary has five teachers on staff that have been recognized as National Board Certified Teachers. Also, our Reading Coach has been recognized as Florida's Adult and Community Professor of the year.

Dr. Carlos J. Finlay Elementary and its Parent Teacher Association have joined efforts with Florida International University professors and volunteers to provide a myriad of activities, workshops, and literacy classes to support our parents educational growth. The communication between our school and its community is critical if we are to support our students in their quest for academic excellence. We have implemented a parent access center that provides our families with educational as well as community news. Dr. Carlos J. Finlay Elementary has been the recipient of the "Barbara Bush Literacy Grant" which allows our parents and students to attend English courses at our school during the evenings. Some grants that have extended learning opportunities to our students have been, the "Fifth Dimension" grant, IBM grant and Mondo Publishing Grant. Other grants,

rewards and recognitions that have honored Dr. Carlos J. Finlay Elementary School in the past years are as follows:

Florida School Recognition Award

Recipient of Washington Mutual Education Fund monies

Superintendent's Gold Award

Superintendent's Platinum Award

Miami-Dade County Office of the Mayor and Board of County Commissioners Commendation for many achievement and academic services

United Way Student Campaign

Proclamation from the City of Miami

Miami-Dade County Public School Golden Apple Award

Dade County Public Schools School Volunteer Program Certificate of Appreciation

Proclamation from Miami-Dade County

School Foundation

Leadership:

The administrative team at Dr. Carlos J. Finlay Elementary primarily uses the school's values to guide the staff. The administrative team creates a positive and safe environment involving all employees in the day to day operation of the school. The mission statement listed on our web site and parent-student handbook is visible in all classrooms and throughout the school. A review of the survey results in the area of Leadership indicate a very positive overall score of 4.9 with 5 of the subcategories receiving a 5.0 rating.

District Strategic Planning Alignment:

The faculty and staff at Dr. Carlos J. Finlay Elementary is committed to following the mandates set forth by the district. This will encompass stakeholders actively involved in all facets of goal setting implementations, decision making, evaluation and re-alignment of goals within the school. We operate within the scope of the Continuous Improvement Model(CIM)for all strategic planning objectives. An overall score of 4.8 in the area of Strategic Planning indicates the involvement of our school community in sharing ideas and information regarding the scope of our work.

Stakeholder Engagement:

Dr. Carlos J. Finlay Elementary is a professional development school, which aspires to link with the community in several ways. Throughout the school year, stakeholders come together to improve student learning. Teacher, parents, and community members collaborate through PTA and EESAC meetings, ongoing parent workshops and involvement with Dade Partners. In addition, FIU staff works with our school to implement a parental outreach program known as FLAP/FLASH. Our Community Involvement Specialist enhances our parent involvement through training and outreach programs. A review of our 2004-2005 school climate survey indicates an A rating by our students, staff and parents.

Faculty & Staff:

Faculty members at Dr. Carlos J. Finlay Elementary are supported and recognized for their quality teaching skills and levels of high expectations. Teachers are empowered by attending continuous professional development inservices (in house, district, and state). The Teacher Mentoring Program consists of continuous support and inservice to improve classroom curriculum delivery. An overall score of 4.9 in the Human Resource Focus Category on the survey indicates that the overall school climate is a safe, friendly and nurturing environment for all staff and a teacher mentoring program following the mandates of the District's PACES manual. In addition, grade level teams are responsible for writing and reviewing lesson plans, discussing successful teaching practices, aligning instruction to data. Grade level teams are provided common planning time in order to share successful teaching practices aligning instruction. In addition faculty members review student data to align instruction with professional development opportunities.

Data/Information/Knowledge Management:

On the six items related to measurement, analysis, and knowledge management, the school received a score of 4.8. Since assessment and monitoring are key components of the School's Continuous Improvement Model (CIM), the

Leadership Team places great importance on the data collection analysis. Moreover, the Leadership Team in collaboration with other stakeholders has developed systems for using data as tool for improving student achievement and the overall operation of the school. Student performance data from the state and district assessments is analyzed. The school Leadership Team meets with grade levels, chair persons, Reading Leadership Team, EESAC, and other faculty members to align goals, objectives, and strategies in order to improve performance. This information allows teachers to analyze their student's strengths and weaknesses and to provide appropriate instruction that facilitates growth while providing the necessary support.

Education Design:

The results of the survey (4.8) indicate that the stakeholders in the organization feel supported to provide a high quality education. Faculty and staff at Dr. Carlos J. Finlay Elementary are very satisfied with their job as evidenced through their high levels of involvement, education, productivity, and commitment to the school. The staff works cohesively focusing on the general welfare and achievement of the students. There is a high level of satisfaction on behalf of the staff.

Dr. Carlos J. Finlay Elementary employs the Continuous Improvement Plan (CIM) method for developing and implementing a research-based School Improvement Model. The school has many committees that meet to address specific issues and processes. Additionally, the curriculum committee and sub-committees meet to discuss other critical and pending issues. As issues arise, committees composed of parents, community leaders, teachers, and/or administrators, are formed. The Leadership Team brainstorms about designated issues and makes recommendations impacting the school. The Educational Excellence School Advisory Committee (EESAC) provides support and guidance in decision making. The community at large is welcome to attend meetings and offer recommendations.

The CIM model has contributed directly to improve student achievement in all core curriculum areas. As a data-driven model, it charts the course for program implementation and systematic change.

Performance Results:

As one of the many tools available that impact decision-making, the M-DCPS survey, measuring participants' attitudes as they relate to Business Results, indicated a total rating of 4.8. Faculty and staff strongly agree with the overall allocation of the human and financial resources secured in order to provide a high quality education for all students. In addition, opportunities for parent/community education are provided.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Dr. Carlos J. Finlay will be literate members of society.

Needs Assessment

Based on the 2005 FCAT Reading Assessment, 66% of our third graders ; 72% of our fourth and 66% of our fifth graders scored a level 3 or above. A total of 70% of subgroups, school-wide identified in the "No Child Left Behind" requirements, have scores at the state mastery level. Furthermore, 37% of students with disabilities scored at state mastery level, an increase of 5% as compared to the 2004 administration. Subtests and Content Cluster Analysis Results, demonstrated a need in the areas of Words and Phrases and Research and Reference. These results indicate that the reading objectives/strategies used were successful but should be enhanced to address the increased NCLB standards that require 44 percent of the subgroups score at the state mastery level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their reading skills as evidenced by 80% of students scoring a Level 3 or above on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and monitor the implementation of an academic plan, using the Continuous Improvement Model, for targeted students in the mastery of the Comprehensive Reading Plan objectives.	Leadership Team, Teachers	08/08/2005	05/22/2006
Continue Project Plus and America Reads Tutorial Program.	Reading Coach, Tutorial Team, Project Plus Coordinator	08/08/2005	05/22/2006
Implement the Pizza Hut Book-It Program as an incentive for students to read.	Media Specialist, Teachers	10/03/2005	04/10/2006
Provide hourly certified teachers to target language development in English and Spanish.	Administrator	08/8/2005	05/22/2006
Incorporate technology software such as LEXIA to enhance student reading comprehension and phonemic awareness skills.	Teachers, Media Specialist, and Tutorial Team.	10/10/2005	05/15/2006
Provide an inhouse and after school tutorial program which includes Options, Lexia and Steck-Vaughn, to target students in the lowest quartile.	Reading Coach, Teachers, Tutorial Team	08/22/2005	05/15/2006
Assess students with the STAR program and continue with the Accelerated Reader program to improve reading comprehension, assessing, monitoring, and evaluating bi-monthly.	Teachers, Media Specialist	09/6/2005	05/22/2006

Research-Based Programs

District adopted Houghton Mifflin Reading Series

Professional Development

As a result of the 2004-2005 Subtests and Content Cluster Analysis Results, students demonstrated a need in the areas of Functional Reading Comprehension and Vocabulary Development. Therefore, teachers will attend workshops and seminars that primarily target strategies to increase results in these areas. In addition, in-house workshops will be provided to enhance reading comprehension and vocabulary.

Evaluation

The evaluation component will include the 2006 FCAT Reading Test as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Based on the 2005 FCAT Math Assessment, 80% of third grade students, 68% of fourth grade students and 72% of fifth grade students received a level of 3 or above. A total of 76% of subgroups, school-wide, identified in the "No Child Behind" requirements have scored at the state mastery level. Furthermore, 61% of students with Disabilities scored at state mastery level, an increase of 3% as compared to the 2004 administration. These results indicate that the math objectives/strategies used were successful, but should be enhanced to address the increased NCLB standards that require 50 percent of the subgroups score at the state mastery level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their mathematics skills as evidenced by 81% of students scoring a Level 3 or above on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase mathematical speed and accuracy through participation in a school wide weekly math drill.	Teachers	08/08/2005	05/15/2006
Develop and monitor the implementation of an academic plan, using the Continuous Improvement Model, for targeted students in the mastery of the mathematics and science Bridges to Career objectives.	Leadership Team, Teachers	08/08/2005	05/22/2006
Incorporate a program called Twiglet in order to stimulate real life banking situations.	Teachers	08/08/2005	05/15/2006
Incorporate basic math skills into Science Lab program.	Science Lab Instructor, Teachers	08/08/2005	05/22/2006
Incorporate FCAT math cards into daily lessons.	Teachers	08/08/2005	05/15/2006
Provide students in our lowest quartile with before or after-school tutoring using Riverdeep, FCAT Explorer and Options.	Reading and Math Resource Coaches	08/22/2005	05/15/2006
Enhance mathematical skills by utilizing computer based programs; such as Riverdeep and FCAT Explorer.	Teachers, Math Coordinator, Media Specialist	09/15/2005	05/22/2006

Research-Based Programs

Harcourt

Professional Development

As a result of the 2004-2005 Subtests and Content Cluster Analysis results, students demonstrated a need in the areas of Geometry and Measurement. Therefore, teachers will attend workshops and seminars that target these areas. In addition, in-house workshops will be given to address these deficiencies.

Evaluation

The evaluation component will include the 2006 FCAT Mathematics Test as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Based on the 2005 FCAT Writing Plus Results, 92% of students in grade 4 scored at or above a combined score of 3.5. Although, this indicates that writing objectives and strategies were successful, a focus is needed to maintain and increase the percentage of students meeting 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 92% of our students in fourth grade will meet the state standard by scoring at or above a 3.5 on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve students' writing skills using daily journal writing activities.	Teachers	08/08/2005	05/15/2006
Conduct school-wide writing themes.	Teachers, Lead Teacher, Reading Coach	08/08/2005	05/22/2006
Incorporate writing skills into the Art and Music Program.	Art and Music Teacher	08/08/2005	05/22/2006
Promote the school-wide participation of Feria Ole, a Spanish writing contest.	Lead Teacher, Teachers	03/6/2006	04/24/2006
Utilize grade level writing prompts in grades 1 through 5 on a monthly basis.	Teachers	08/17/2005	05/15/2006
Utilize writing samples to assess progress, identify effective writing strategies, and improve students' writing skills using the six point rubric.	Teachers, Reading Coach, Teachers	08/08/2005	05/22/2006
Provide students in our lowest quartile with after-school tutoring using Performance Writing.	Reading Coach, Teachers	08/08/2005	05/15/2006
Develop and monitor the implementation of an Academic Improvement Plan for targeted students in need of assistance.	Leadership Team, Teachers	08/08/2005	05/22/2006

Research-Based Programs

Houghton Mifflin

Professional Development

Based on the 2005 FCAT Plus Writing Test, students demonstrated a need in the area of language mechanics. In response to this need, teachers will attend professional development workshops and seminars that primarily target strategies to increase results in these areas. In addition, in-house workshops will be provided to target this deficiency, as well as writing development.

Evaluation

The evaluation component will include the 2006 FCAT Writing Plus Test as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

The school will provide a comprehensive science curriculum to increase the scientific knowledge of all students.

Needs Assessment

Based on the 2005 Fifth Grade FCAT Science Results, our school met the state mean score, but demonstrated a need for further emphasis in the subgroup areas of Earth and Space and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills, as evidenced by meeting or exceeding the District mean score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the FOSS Kits to provide hands on exploration of scientific concepts.	Science Lab Instructor	08/08/2005	05/26/2006
Develop and monitor the implementation of an academic plan, using the Continuous Improvement Model, for targeted students in the mastery of the mathematics and science Bridges to Career objectives.	Leadership Team, Teachers	08/08/2005	05/22/2006
Implement Science word of the week through morning announcements in Spanish and English.	Teachers, Media Specialist	10/10/2005	05/15/2006
Provide guest speakers to present themes and activities related to science.	Science Coordinator and Counselor	03/20/2006	04/28/2006
Incorporate the use of the Science Lab for grades 2 through 5.	Science Lab Instructor	08/08/2005	05/26/2006
Provide Parent Workshops for Student Science Fair	Science Fair Chairperson	03/01/2006	03/15/2006
Implement Science Fair and an Invention convention to promote trial and error process.	Science Coordinator, Teachers and Counselor	03/21/2006	04/28/2006

Research-Based Programs

McGraw Hill Science Series

Professional Development

Based on the 2005 Fifth Grade FCAT Science Subtest Results, students demonstrated deficiencies in the areas of Earth and Science and Scientific Thinking. In response to this need, teachers will attend science workshops.

Evaluation

The evaluation component will include the 2006 FCAT Science Test as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

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

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

The 2004-2005 Parent Involvement Roster at Dr. Carlos J. Finlay Elementary reflects that less than 60% of our parents attended workshops, literacy classes and family events to acquire strategies that will promote their child's emotional, social and academic growth.

Measurable Objective

Given an emphasis to increase parental/community involvement, attendance of parents at parental workshops and family events will increase by 5% when comparing to 2004-2005 and 2005-2006 attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Meet all perspective parents and students to encourage daily attendance and participation at school events, literacy classes, workshops and inservices.	Leadership Team	08/08/2005	05/22/2006
Generate annual/monthly calendars, flyers, brochures, letters and website in English and Spanish on school-related events.	Administrators, Teachers, Media Specialist, Reading Coach	08/08/2005	05/16/2006
Promote attendance in the FLASH Program, increasing inter-generational activities.	Reading Coach, FIU Liaison, Teachers, Administrators	08/08/2005	05/16/2006
Provide opportunities for parent involvement in different school events.	Art Teacher, Music Teacher, Teachers, Leadership Team, Administrators	08/8/2005	05/22/2006
Promote involvement for parents/community members to increase the usage of computers and resources in the Media Center and Parent/Community Outreach Access Center through the Parent Coffee Club.	Media Specialist, Counselor, Reading Coach,	08/08/2005	05/22/2006
Provide parents with inservices related to academic, social and emotional development appropriate by grade level.	Leadership Team, Teachers, CIS	08/08/2005	05/5/2006
Promote Parent/Teacher Association at events held at school and through written notification.	Teachers, Administrators	08/08/2005	05/22/2006

Research-Based Programs

N/A

Professional Development

Parent Academy professors can provide inservices, as well as district personnel, to faculty and staff to provide strategies to recruit parents and involve them with their child's education.

Evaluation

2005-2006 Attendance Rosters for the FLASH program, Parental Workshops and Circulation Statistics from the Media Center.

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"/>

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

After comparing the 2003-2004 to the 2004-2005 Student Attendance Report, there was a slight decrease of .29 in student attendance.

Measurable Objective

Given the emphasis on student attendance in 2005-2006 increase by .08 by comparing to the 2004-2005 and 2005-2006 End of Year Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a collaborative effort with our parents, to promote discipline and safety through parent inservices.	Administrators, Leadership Team, Counselor, CIS	08/22/2005	05/5/2006
Establish a collaborative effort with our parents, to promote discipline and safety through parent inservices.	Administrators, Leadership Team, Counselor, CIS	08/22/2005	05/5/2006
Target excessive absences and tardies through phone and personal visitations.	CIS	08/08/2005	05/22/2006
Continue the Ronald McDonald Attendance Reward Program for individual student monthly perfect attendance and classrooms with 10 consecutive days of perfect attendance.	Counselor	08/15/2005	05/26/2006
Recognize classes with monthly perfect attendance with pizza and ice-cream parties.	Administrators, Counselor	08/08/2005	05/22/2006
Continue with "Daily Attendance Drawing" through closed circuit t.v. morning announcements to promote daily school attendance.	Aministrators, Media Specialist, TV Crew	08/08/2005	05/22/2006
Encourage discipline and safety through our Morning Announcement Incentive Program, "Good Manners".	Administrators, Teachers, Project Plus Coordinator	08/8/2005	05/26/2006
Implement home visitations as needed throughout the year to ensure discipline and attendance.	CIS, Counselor, Administrators	08/8/2005	05/26/2006

Research-Based Programs

N/A

Professional Development

Professional Development in achieving strategies to increase student attendance.

Evaluation

A comparison of the 2005-2006 to the 2004-2005 End of Year Attendance Report will be conducted to assess if there was an increase in student attendance.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

Based on the 2004-2005 STAR survey, additional professional development is needed to increase teacher utilization of technology, when compared to the state and district results.

Measurable Objective

Given an emphasis to increase teacher proficiency in technology, attendance in professional development activities will increase by 1% as evidenced by comparing the 2005 STAR survey to the 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse technology into the instructional program.	Media Specialist and Teachers	08/8/2005	05/5/2006
Provide Peer-Mentoring in different areas of technology.	Peer Teachers and Media Specialist	08/15/2005	05/15/2006
Increase the amount of professional development for teachers with inhouse inservices.	Leadership Team, Teachers	08/22/2005	05/22/2006
Maintain computer lab in order to conduct entire class instruction in computer technology.	Microsystem Technician, Teachers, Administrators	08/08/2005	05/22/2006
Maintain school web page in order to facilitate technology use for teachers, staff and students.	Media Specialist, Art Teacher, Microsystems Technician	08/08/2005	05/22/2006
Continue participation in our annual "La Familia, Technology Week" with our IBM sponsors.	Lead Teacher, Teachers	08/08/2005	05/22/2006
Provide workshops by technology vendors and district support specialists.	Media Specialists Leadership Team	08/15/2005	05/15/2006

Research-Based Programs

Professional Development

As a result of the 2004-2005 Star Survey, there was a need in professional development in the area of technology; therefore, teachers will attend in-house and district offered workshops and seminars that target different aspects of technology.

Evaluation

The evaluation component will include the 2006 STAR survey as the final data of evaluation.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the numbers of the 2004-2005 FITNESSGRAM award recipients, there is minimal need to increase the amount of award recipients at Dr. Carlos J. Finlay Elementary.

Measurable Objective

Given instruction in physical education using the Competency-Based Curriculum, 91% of students in third through fifth grades will receive gold or silver medals as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program and assessment component.	Leadership Team	08/15/2005	05/22/2006
Administer a pre-test as a baseline measure utilizing the Fitness Gram.	Physical Education Teachers	08/15/2005	05/22/2006
Administer a post-test to provide valid measures of student/school improvement in meeting the stated goals and objectives.	Physical Education Teacher	08/15/2005	05/22/2006
Conduct a school-wide Field Day event in order to promote physical fitness.	P.E. Coaches, Teachers, Administrators	03/13/2006	03/31/2006
Implement "Cafeteria Month" in order to promote healthy eating and nutritional awareness.	Administrators, Teachers, Cafeteria Manager	10/3/2005	10/28/2005
Incorporate school-wide instruction in the classroom of nutritional values as related to the food groups.	Teachers	08/08/2005	05/22/2006
Ensure that an appropriate amount of instructional time is dedicated to improving cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers, Administrators	08/8/2005	05/22/2006

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education Teachers at Carlos J. Finlay will receive training in physical education as provided by the District.

Evaluation

A comparison will be conducted between the 2004-2005 FITNESSGRAM results to the 2005-2006 Fitness Gram results for students in grades three through five.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

All students will be given the opportunity to develop an appreciation for the arts through a comprehensive music and art curriculum.

Needs Assessment

Based on the 2004-2005 student involvement in the art gallery and music shows, there is a need to increase the student participation at these events.

Measurable Objective

Students in grades 4 and 5 will increase Cultural Awareness through the exposure to, and participation in the school art gallery and different musical programs by 10% when comparing the amount of students that participate in these cultural activities in 2004-2005 to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote participation in the Musical Talent Show.	Music Teacher	08/15/2005	05/15/2006
Promote participation in Art Gallery Night and the Annual Musical Talent Show.	Art and Music Teacher	08/15/2005	05/22/2006
Incorporate cultural and social awareness through a Holiday musical for grades 3-5.	Music Teacher	12/01/2005	01/06/2006
Conduct school art exhibits with local, retired community members.	Leadership Team	04/07/2006	04/30/2006
Incorporate instruction of artists and musicians through celebrations of School-Wide Events, e.g. African-American, Hispanic Heritage, Career Week.	Leadership Team, Teachers	08/08/2005	05/31/2006
Increase student participating in District 11, Creative Visions Exhibition at the Patricia and Phillip Frost Museum at FIU.	Art Teacher	05/01/2006	10/31/2005
Facilitate parent/student field trips to cultural events.	FLAP/FLASH COORDINATOR and Leadership Team	08/08/2005	05/31/2006

Research-Based Programs

N/A

Professional Development

The Music and Art Teachers will participate in district training and conferences in their areas.

Evaluation

Based on the 2005-2006 Art and Music activities, student involvement in the art gallery and music shows will increase.

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"/>

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

GOAL 10 STATEMENT:

Dr. Carlos J. Finlay Elementary 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 that in 2003, Dr. Carlos J. Finlay Elementary ranked at the 68th percentile on the State of Florida ROI index.

Measurable Objective

Dr. Carlos J. Finlay Elementary will improve its ranking on the State of Florida ROI index publication from the 68th percentile in 2003 to the 71st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administrators, Leadership Team	08/08/2005	05/31/2006
Monitor student attendance.	Leadership Team, Community Involvement Specialist, Registrar	08/08/2005	05/31/2006
Consider reconfiguration of existing resources or taking advantages of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, Leadership Team	08/08/2005	05/31/2006
Partner with community agencies to assist in the education process of the students.	Administrators, Leadership Team	08/08/2005	05/31/2006
Identify highly qualified teachers to conduct tutorials.	Administrators, Leadership Team	08/08/2005	05/31/2006
Secure grants in order to allocate additional monies and resources to target student's needs.	Administrators, Leadership Team and Teachers	08/08/2005	5/31/2006

Research-Based Programs

N/A

Professional Development

In order to obtain the desired ROI, professional development will be obtained through District Budget Meetings, District Trainings, Dade Partner's Meetings, Title I Meetings, and Title I Trainings.

Evaluation

Dr. Carlos J. Finlay Elementary will compare its ranking on the next State of Florida ROI index publication to the 2003 State of Florida ROI index publication.

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 monies allocated by the state have been approved by EESAC for support staff, materials, and equipment that will enhance students' academic performance and augment the Dual Language Program and the specific individual needs of our students.

Training:

EESAC recommends the attendance and promotion of parent/teacher workshops, which are conducted at our school site. They have also agreed with the school's recommendation to continue schoolwide staff development in reading, writing, mathematics, science and technology.

Instructional Materials:

To supplement classroom materials, EESAC has the opportunity to preview books, workbooks, computer software, and supplies which will ultimately be obtained to further assist students who are working at a lower academic level and to support the tutorial programs in reading, writing, and mathematics.

Technology:

EESAC is made aware of the technological provisions that exist at our school. Our school consists of three to five computers with Internet access and a minimum of one printer per classroom. Also, the Media Center houses fifteen computers with Internet access and a laser printer which are accessible to students, parents, and staff. Finally, our school maintains a computer laboratory with thirty computers with Internet access, two laser printers, a smart board, and various peripheral hardware to enhance the learning environment. An abundance of software is available in the Media Center to compliment the instructional activities across every academic area.

Staffing:

EESAC recommends that all staff members be cognizant of all new employees, Florida International University representatives, and volunteers. They also support the recommendations of the hiring of paraprofessionals, hourly certified teachers, and retired teachers to enhance the delivery of our Dual Language Program.

Student Support Services:

EESAC recommends the continuation of the process of Child Study Teams and the counseling programs that are provided at our school. The school's counselor, psychologist, speech therapist, and social worker will collaborate to meet the students' needs on an individual basis.

Other Matters of Resource Allocation:

The EESAC recommends the continuation of collaboration with Florida International University through grants that compliment the dual language arts and mathematics programs. Donations made by the school's Dade Partners provide the school with miscellaneous materials that make everyday activities a success. Middle and High School student volunteers, retired teachers, professional collaborations with FIU professors, America Reads and Project Plus employees assist in the intra-curricular and extra curricular programs that promote student success. Our school also provides a family literacy program (FLASH/FLAP) that teaches English to Spanish-speaking adults as well as a homework laboratory for children to complete their assignments.

Benchmarking:

Our school benchmarks and outlines set goals and objectives to be implemented throughout the school year. Assessments, evaluations, and teaching strategies are aligned with the school's action plan in an on-going/yearly basis and reviewed throughout the school year.

School Safety & Discipline:

The EESAC works collaboratively with the faculty and student body to ensure a safe and secure work environment. This entails developing and implementing a school wide discipline program, providing clear and precise goals for securing our school grounds. Furthermore, in-services will be provided to all faculty and staff on school safety, discipline and upcoming security measures.

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