
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5091 - South Pointe Elementary School

FeederPattern: Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Melanie Fishman

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Pointe Elementary School

South Pointe Elementary

South Pointe Elementary School was established in 1991. It opened as an experimental school through a partnership between Miami-Dade County Public Schools and Education Alternatives, Inc., a private, for profit company. The educational philosophy of this joint venture was based on the Tesseract model. This philosophy held that all children are unique entities that require an individualized education plan. In 1995, due to a lack of evidence supporting significant improvement in student achievement, South Pointe Elementary returned to the jurisdiction of Miami-Dade County Public Schools. Presently, South Pointe is a pre-kindergarten through sixth grade school. The school offers a full time gifted program in grades 1-6, an ESE inclusion program in grades 4-6 and an ESE pull out program in grades K-3. Additionally, an after school Academic Excellence program in pre-algebra and an after school chess program is offered. South Pointe also has an extensive after school program that includes homework help and many special programs in which students can participate. Seventy-nine percent of the student population receives free or reduced price lunch. The ethnic distribution of the school's population is 13 percent White Non-Hispanic, 61 percent Hispanic, 13 percent Black and 4 percent Asian/Multicultural.

Even though South Pointe's patronage has changed over the years, we still hold to the tenet that all students are unique and have the ability to achieve at a high level. To achieve this lofty goal, we have submitted the following objectives for the 2005/2006 school year:

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their reading scores as evidenced by 83% or higher scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their mathematics scores as evidenced by 89% or higher scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, students in grades 4 will maintain or increase the school's writing scores as evidenced by 97% or higher scoring at level 3.5 or higher on the 2006 administration of the writing portion of the FCAT.

Given instruction using the Sunshine State Standards, the mean scores for fifth graders will increase by 7 points (to 296) or higher on the 2006 administration of the science portion of the FCAT.

Given school wide emphasis on parental involvement, the percentage of parents of students in grades 4-6 who attend workshops and meetings out of all the parents who attend workshops will increase by 10 percentage points; to 30%.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of student case management (SCAM) forms written and placed into the student case management system during for the 2005-2006 school year as compared to the 2004-2005 school year.

Given the emphasis on technology, the average score on the Teacher Access to Technology and the Teacher Use of

Technology areas of the Educators and Technology section of the STAR survey will increase to an average 2 (intermediate stage) for both in 2005/2006 from an average 1.25 (entry stage) on the 2004/2005 survey.

Given instruction based on the M-DCPS mandated Fitnessgram standards , 73% of all students in grades 4-6 will be Award Winners in the Fitnessgram health related program for the 2005/2006 school year.

Given emphasis on the benefits of participating in programs for the arts, the number of students who participate in special programs for the arts during the 2005/2006 school year will increase by a minimum of 10% over the number who participated during the 2004/2005 school year.

South Pointe Elementary School will improve its ranking of the State of Florida ROI index publication from the 54th percentile in 2003 to the 59th percentile on the next publication of the index.

These objectives are supported by proposed strategies and activities which provide numerous opportunities to develop every child's unique gifts and talents while providing a nurturing and peaceful environment for everyone in our multicultural school community.

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their reading scores as evidenced by 83% or higher scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their mathematics scores as evidenced by 89% or higher scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, students in grades 4 will maintain or increase the school's writing scores as evidenced by 97% or higher scoring at level 3.5 or higher on the 2006 administration of the writing portion of the FCAT.

Given instruction using the Sunshine State Standards, the mean scores for fifth graders will increase by 7 points (to 296) or higher on the 2006 administration of the science portion of the FCAT.

Given school wide emphasis on parental involvement, the percentage of parents of students in grades 4-6 who attend workshops and meetings out of all the parents who attend workshops will increase by 10 percentage points to 30% as evidenced by attendance logs.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of student case management(SCAM) forms written and placed into the student case management system during the 2005-2006 school year as compared to the 2004-2005 school year, from 447 SCAMs to 402 SCAMs.

Given the emphasis on technology, the average score on the Teacher Access to Technology and the Teacher Use of Technology areas of the Educators and Technology section of the STaR survey will increase to an average 2 (intermediate stage) for both in 2005/2006 from an average 1.25 (entry stage) on the 2004/2005 survey.

Given instruction based on the Sunshine State Standards, the percentage of students in grades 4-6 who will be Award Winners in the Fitnessgram health related program for the 2005/2006 school year will increase by 3 percentage points over the percentage of winners for the 2004/2005 school year, from 70% to 73%.

Given emphasis on the benefits of participating in programs for the arts, the number of students who participate in special programs for the arts during the 2005/2006 school year will increase by a minimum of 10% over the number who participated during the 2004/2005 school year, from 82 students to 90 students.

South Pointe Elementary School will improve its ranking of the State of Florida ROI index publication from the 54th percentile in 2003 to the 59th percentile on the next publication of the index.

After examining the results of the Organizational Performance Self Assessment Survey, South Pointe Elementary chooses to address the following categories:

1. Strategic Planning with an average score of 4.35. With the formation of learning communities and the input of teachers on the goals and objectives in the plan the achievement of students will be greatly enhanced. Teachers will have greater opportunities to have their voices heard. There will be a continuation of the schools Leadership Teams which are formed based on the school's goals and objectives. At various times during the school year, teachers on the different Leadership Teams will be asked to give evidence and feedback on the completion of the objectives and the progress made towards fulfilling the school's goals.

2. Measurement, Analysis and Knowledge Management, with an average score of 4.5. Learning communities will help here, too. Teachers will be able to work together to find and utilize the latest information on classroom instruction. This is further bolstered by the technology objective which aims to enhance teachers' use of technology for instructional purposes. Students have access to Riverdeep, SuccessMaker, PLATO and Accelerated Reader. All teachers will be trained in EDUSOFT and SuccessMaker Enterprise. These technology based programs will enable teachers to easily identify areas of weaknesses and strengths in their students so that instructional time can be better utilized.

The two areas discussed above were chosen because of their importance in achieving the school's goals.

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.

South Pointe Elementary School

VISION

At South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster the growth of the mind and the body by enlisting the support of the entire school community. This community includes the entire staff, students, parents and all other interested parties. We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers.

MISSION

The South Pointe Elementary community recognizes that every unique child has gifts and talents. We accept the challenge to find and nurture these qualities in each child. We believe every educator, student and parent has the ability, talent, and desire to make dramatic changes in their and other's education.

CORE VALUES

RIGHTS

We create a learning environment where the rights of all individuals; whether student, employee or parent, are valued by all the members of the school community. These rights shall not be infringed upon by any other member of the school community.

RESPONSIBILITY

We build an environment where all members of the school community understand their responsibilities in making South Pointe a place where every child can achieve and fulfill their potential. The school community of South Pointe Elementary has the responsibility of facilitating our students into becoming productive citizens of the United States and the World.

RESPECT

We promise to respect the rights of all individuals who are a part of the school and its extended family. In doing so, we create a safe, nurturing environment where students can develop their unique gifts and talents.

School Demographics

South Pointe Elementary was established in 1991 and is located at 1050 4th Street, Miami Beach, Florida. It is situated on 5.41 acres at the southern tip of Miami Beach. South Pointe serves students from 1st to 10th street and the islands off of the MacArthur Causeway (including Fisher Island.) The city of Miami Beach is a very diverse community. According the 2000 U.S. Census, 41% of Miami Beach's population is White, 4% is Black and 55% is Hispanic. The median age of Miami Beach residents is 39. Sixty-three percent of the homes on Miami Beach are renter occupied.

At present, the school serves 503 students in grades pre-kindergarten through sixth grade. Of those students, 79% are on free or reduced lunch. Ethnically, the school's student population is 61% Hispanic, 22% White, 13% Black and 4% of other ethnic designations. Instructionally, 25% of the students are in the gifted program, 25% are ESOL and 6% are Students with Disabilities. The mobility rate is approximately 26%. The student to classroom teacher ratio is 19:1. South Pointe Elementary is a Title I funded school.

In 2005, the State of Florida determined that South Pointe had met all the requirements to be an "A" school and all the requirements for Adequate Yearly Progress (AYP). Additionally, South Pointe was recognized by the State of Florida as one of the top 100 schools in the state. In order to maintain this high status, South Pointe has instituted many specialized programs. Included in these are the F.O.S.S. science program and an in-house authored math curriculum. Both fifth and sixth grades are departmentalized. The six gifted classes (grades 1-6) utilize the gifted self-contained model. In fourth through sixth grades, the Students with Disabilities classes utilize an inclusion model, while K-2 uses a pull-out model.

The school offers students an extensive after-school program. Additionally, academically talented students have the opportunity to participate in chess and an Academic Excellence algebra class. Tutoring in math, reading and writing is available to students who require help in these areas.

The mission of the school is supported by an extensive technology program. There are presently 123 networked computers in the classrooms, the media center and a computer lab. These computers have access to the internet as well as the SuccessMaker and Accelerated Reader computer programs.

South Pointe's staff is comprised of 31 classroom, special education, ESOL and special area teachers, 1 media specialist, 1 reading leader, 1 counselor, 1 gifted clerk, 4 full-time para-professionals and 4 part-time non-instructional personnel. Of the instructional staff, 61% hold a masters degree or higher, and four are National Board Certified. One teacher is presently a National Board candidate who is awaiting her results. The following is the ethnic break down of the instructional staff and administrators: 44% Hispanic, 35% White and 21% Black.

School Foundation

Leadership:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction with the administration at South Pointe Elementary. On all the questions asked, the leadership at South Pointe scored an average of 4.6. The area that scored the lowest was the item "My organization asks me what I think."

The leadership of South Pointe does many things to include the participation of all employees and bolster staff morale. There are monthly grade level meetings and para-professional meetings. At these meetings, staff can voice their opinions and concerns in an open, non-judgmental environment. The Principal and Assistant Principal have an open door policy where all staff members can find the time to meet individually with administration. The administration places staff opinions very high on their priority list. They include teachers and other staff members on most of the decision making processes. Staff morale is important to the leadership since they realize that good staff attitude is reflected in what happens in the classroom and, ultimately, affects student learning. The administration, therefore, plans things, both little and grand, to make the staff of South Pointe feel appreciated.

District Strategic Planning Alignment:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction with strategic planning at South Pointe Elementary. On all the questions asked, the leadership at South Pointe scored an average of 4.4. The area that scored the lowest was the item "As it plans for the future, my organization asks for my ideas."

All concerned parties at South Pointe are made aware of any decision that affects their work and work environment. Progress towards the goals that affect each of us are discussed at monthly meetings. Leadership committees, based on the goals and objectives in the SIP, meet with administration at regular intervals to discuss progress the school is making towards meeting the objective. Input is always asked for when ordering new materials. For example, the Principal asked teachers what they think would improve science teaching at South Pointe. Many teachers expressed desire to have hands-on science more accessible for all students. Upon further investigation and discussion with teachers, a decision was made to order FOSS science systems to be used in conjunction with the science book.

Stakeholder Engagement:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction with the way employees feel about their relationship with parents and students. The average score 4.5 on the Customer and Market focus section of the survey. The areas that scored the lowest were the items "I ask my customers if they are satisfied or dissatisfied with my work" and "I am allowed to make decisions to solve problems for my customers."

Since South Pointe is a relatively small school and our class size is small, our contact with parents and students is both formal and informal. Parents can contact teachers in many ways both pre-arranged and informally. Parents can always leave messages on the teacher's voice-mail and all classrooms are equipped with telephones. The school has a Community Involvement Specialist that keeps in contact with parents when needed and the counselor is actively involved in parent and student outreach.

Faculty & Staff:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction the educational design at South Pointe Elementary. On the survey, the section entitled "Human Focus" received an average score of

4.5. The areas that scored the lowest were the items "I can make changes that will improve my job," "My supervisor encourages me to develop my job skills so that I can advance in my career" and "I am recognized for my work" with a score of 4.4 on each.

Teachers on the same grade level have common planning time. Additionally, grade levels meet monthly with the administration to discuss concerns, successes and progress made in meeting the school's goals. ESE teachers (teachers of students who have learning disabilities and teachers of students who are gifted) also meet with the principal to discuss their students' special needs. Special area teachers meet with administration to discuss their programs' needs and their contributions to the school's goals.

Learning Communities were formed in the following areas: Developmental Mathematics, Reading Comprehension Strategies, Reading Strategies to Increase Vocabulary, Parental Involvement, Special Education, Online Resources to enhance Instruction, and incorporating the arts into the curriculum. The communities were formed by the faculty at a meeting where needs and wants were discussed. These teams meet monthly to discuss and disseminate that latest practices in these areas.

There are many committees at the school. They range in topics from field trips to Black History Month to promotion. Leadership Committees are formed around the goals of the school. Their job is to collect data and work samples to document the school's progress towards goals and objectives.

Teacher Mentoring Programs: New teachers and teachers who have transferred to South Pointe are paired with a "seasoned" teacher in a similar grade level or teaching position. They meet at regular intervals to examine best practices and discuss concerns and successes. The mentoring teacher and her/his paired teacher are also given time to observe each other.

Data/Information/Knowledge Management:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction the way data and knowledge is measured, analyzed and managed at South Pointe Elementary. On the survey, the section entitled "Measurement, Analysis, and Knowledge Management" received an average score of 4.6. The areas that scored the lowest were the items "I get all of the important information I need to do my work" and "I get information I need to know about how my organization is doing" with scores of 4.5.

Teachers and para-professionals meet monthly to discuss data pertaining to student achievement. Data is also shared at faculty and EESAC meetings. This data includes progress towards meeting the objectives set forth in the SIP and budgeting.

Education Design:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction with the educational design at South Pointe Elementary. On the survey, the section entitled "Process Management" received an average score of 4.5. The areas that scored the lowest were the items "I can get all the resources I need to do my job, I collect information (data) about the quality of my work," and "I have control over my work processes."

The following are some processes that drive the function of the school:

1. Monthly grade level meetings.
2. Administrative monitoring of progress towards meeting the school's objectives and goals.
3. The collaboration of teachers and the administrative team in curricular decision making.
4. Administration makes available county workshops to interested staff members based on teaching assignments and interests.
5. Leadership Committee meetings to monitor the progress made on the SIP's goals.
6. Collaboration with the EESAC on both fiscal and curricular decisions.

Extended Learning Opportunities: The school offers before and after school tutorials in mathematics, reading and writing. There is also a pre-algebra academic excellence class and a chess program.

School-wide Improvement Model: South Pointe Elementary has implemented the Effective Schools Correlates Model. Focus subgroups have been formed to address the issues of each section. These groups are comprised of representatives of all stakeholder groups: administration, staff, parents, community and business partners.

Advanced Courses Initiatives & Post Unitary Commitments: South Pointe has a gifted program with 6 (grades 1-6) classes that utilize the Gifted Department's self contained/full time model. Additionally, there is after school programs in pre-algebra and chess.

Performance Results:

Performance Results: This section will analyze additional areas that this process has impacted. (i.e. suspensions, drop-out rate) The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction the educational results at South Pointe Elementary. On the section entitled "Business Results," the average score was 4.5. The item in this section that scored the lowest was "I know how my organization is doing financially" with a score of 4.1.

South Pointe is a relatively small school and, therefore, it has a village like feeling where all members of the community know each other. This environment leads to high satisfaction with the items evaluated in this section. The Principal and other staff members in leadership positions are able to know staff member's strengths and their abilities to contribute effectively in the school. Since we are small, it is easier to build a good rapport with students and parents. It is our village that helps raise our students to high standards. Besides testing, there are other measures that indicate that our school is making an impact:

- 1.The student attendance percentage for the 2004/2005 school year was 96.26. This ranked South Pointe 48 out 203 elementary schools.
- 2.Eight-nine and seventy-four hundredths percent of the ESE students at South Pointe Elementary spend 80% or more of the day with general curriculum students.
- 3.There are currently 34 Dade Partners affiliated with South Pointe Elementary.
- 4.The school currently has 116 volunteers on its roster.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

All students will be able to read at or above grade level.

Needs Assessment

The 2005 FCAT Reading Test results indicate that 80% of students in grades 3-6 scored at achievement level 3 or above, an increase of 6% over 2004. The following are the results by grade level of the percentage of students scoring at level 3 or above: Grade 3 – 83%, Grade 4 – 75%, Grade 5 – 83%, Grade 6 - 49%. The sixth grade score was well below those of other grade level's and the state's percentage. It was, however, marginally above the district's percentage. Seventy-five percent of all students and 67% of students in the lowest quartile in grades 4-6 made learning gains over the 2004 administration of the reading portion of the FCAT. Eleven percent of students in grades 3-6 received a Level 1. An analysis of the 2005 FCAT Reading Test revealed that students had the most difficulty on the comparison content strand of the reading portion of the FCAT. In 2005/2006, the lowest 40% of students in grades 3-6 need to be identified and targeted with intervention that will help to ensure that the same or a higher percentage of learning gains is met on this year's FCAT. Quarterly tests will be administered on each grade level and teachers will regularly meet to analyze student progress on these and other strands. Data from the SuccessMaker Enterprise Computer Program will also be used to analyze student progress on the individual strands.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their reading scores as evidenced by 83% or higher scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide in-school tutoring in reading for students having difficulty, especially the lowest quartile of students in grades three through six.	Teachers Para-professionals	9/12/2005	4/14/2006
2. Develop individual Academic Improvement Plans (AIP) for students who scored at level 1 on the FCAT	Classroom Teachers	9/19/2005	5/24/2006
3. Utilize Accelerated Reader, FCAT Explorer, SuccessMaker Enterprise and River Deep computer-assisted resources to reinforce reading skills.	Classroom Teachers	8/15/2005	5/24/2006
4. Implement the departmentalization of 5th and 6th grades.	Assistant Principal 5th/6th Grades Teachers	8/15/2005	5/24/2006
5. Create learning communities on Reading Comprehension Strategies, Reading Strategies to Increase Vocabulary	Assistant Principal Selected Teachers	8/8/2005	5/24/2006
6. Utilize the Voyager Program to increase the FCAT reading scores for Tier 2 3rd graders.	Classroom Teachers	8/15/2005	5/24/2006
7. Provide parents with reading materials to enhance their child's reading readiness.	Media Specialist Reading Leader Community Involvement Specialist Pre-K Teacher	8/15/2005	5/12/2006
8. Disaggregate and analyze data from the performance on the 2005 FCAT reading test to identify strengths and weaknesses at monthly grade level meetings	Classroom Teachers Special Education Teachers ESOL Teachers Principal Assistant Principal	8/15/2005	5/19/2006

Research-Based Programs

Houghton-Mifflin Reading Programs for grades K-6

Professional Development

1. The following professional development activities have been scheduled:

- A.. Project Bear (1st Grade)
- B. Project Owl (2nd Grade)
- C. Project Draw (3rd)
- D. SuccessMaker Enterprise
- E. Houghton-Mifflin
- F. EDUSOFT
- G. Learning Today(ESOL)
- H. Great Books

Other in-services will be scheduled based on teacher surveys , data driven analysis, and District initiatives.

2. The reading leader will deliver and/or support all in-house professional development in reading for teachers, administrators and other reading support personnel The delivery of the in-services will include model lessons and mentoring of teachers by the reading leader and other curriculum support personnel. All professional development activities will include administrators.

Evaluation

The evaluation of the reading goal is based on an increase of 3% on the reading portion of the 2006 FCAT. Objective will be considered achieved when 83% of students in grades 3-6 reach the state required mastery level in the 2006 administration of the FCAT reading test. Additional assessment instruments will be used throughout the year to monitor progress. These include: district provided assessment tests, SuccessMaker Enterprise Computer Program, Dynamic Indicators of Basic Early Literary Skills (DIBELS), DAR for struggling students who are not making progress and Oral Reading Fluency (6th Grade).

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

All students will be able to function at or above grade level in mathematics.

Needs Assessment

2005 FCAT Mathematics Test results indicate that 86% of students in grades 3-6 scored at achievement level 3 or above, an increase of 11% over the 2004 administration. The following are the results broken down by grade level: Grade 3 - 87%, Grade 4 - 75%, Grade 5 - 89%, Grade 6 - 73%. Eighty-four percent of these students made learning gains over the 2004 administration of the FCAT. Five percent of students in grades 3-6 received a Level 1 on the 2005 FCAT Mathematics Test. An analysis of the 2005 FCAT mathematics test revealed that students had the most difficulty on the number sense, measurement and algebraic thinking content strands. In 2005/2006, the lowest 40% of students in grades 3-6 need to be identified and targeted with intervention that will help to ensure that the same or a higher percentage of learning gains is met on this year's FCAT. Monthly and quarterly tests will be administered on each grade level and teachers will regularly meet to analyze students' progress on these and other strands. Data from the SuccessMaker Enterprise Computer Program will also be used to analyze students' progress on the individual strands.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their mathematics scores as evidenced by 89% or higher scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide daily tutoring before, during and after school for students who require special help. Each participating student will receive tutoring at least twice a week.	Classroom teachers, para-professionals	9/19/2005	4/21/2006
2. Disaggregate and analyze data from the performance on the 2005 FCAT mathematics test to identify strengths and weaknesses at grade level meetings with administration.	Classroom teachers Assistant Principal Principal	8/15/2005	5/24/2006
3. Provide parents with math materials (especially parents of students in the lowest quartile).	Classroom teachers, math teachers	8/15/2005	5/24/2006
4. Develop academic improvement plans (AIP) for students who scored a level 1 on the FCAT.	Classroom teachers, math teachers	8/15/2005	5/24/2006
5. Create a learning community on Developmental Mathematics.	Assistant Principal Selected Teachers	8/8/2005	5/24/2006
6. Utilize the districts mathematic scope and sequence in developing a supplemental math program to be used in conjunction with the textbook.	Math Teachers Classroom teachers	8/8/2005	5/24/2006
7. Develop and administer monitoring progress tests based on the scope and sequence.	Math teachers	8/15/2005	5/24/2006
8. Implement the departmentalization of 5th and 6th grades.	Assistant Principal 5th/6th Grades Teachers	8/8/2005	5/24/2006
9. Provide an after school pre-algebra program for selected students in 5th and 6th grades.	Assigned Classroom Math Teacher	9/20/2005	5/11/2006

Research-Based Programs

Harcourt Math (Florida Edition) for grades K-5, McDougal Middle School Math (Grade 6)

Professional Development

1. District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives. These will include, but not be limited to, Hands on Mathematics and Mathematics within the Elementary Classroom.
2. The 6th grade math teacher will deliver and/or support all on site professional development in mathematics for teachers, administrators and other mathematics support personnel. He will present workshops on using our in-house supplemental math program that enhances the use of textbook , the districts scope and sequence and FCAT strategies. All professional development activities will include administrators.

Evaluation

The evaluation of the mathematics goal is based on an increase of 3% on the mathematics portion of the 2006 FCAT. Objective will be considered achieved when 89% or more of students in grades 3-6 reach the state required mastery level in the 2006 administration of the FCAT mathematics test. Additional assessment instruments will be used throughout the year to monitor progress. These include district provided assessment tests, SuccessMaker Enterprise Computer Program, and school authored mathematics tests based on the scope and sequence.

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
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Ninety-seven percent of students in 4th grade scored at level 3.5 or higher on the writing portion of the 2005 FCAT. The average score in the expository and narrative prompts combined was 4.3. Given this already high level of achievement, the school will work towards maintaining this high percentage.

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 based on the Sunshine State Standards, students in grades 4 will maintain or increase the school's writing scores as evidenced by 97% or higher scoring at level 3.5 or higher on the 2006 administration of the writing portion of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Inservice teachers on all grade levels in writing.	Fourth Grade Teachers Reading Leader	11/7/2005	12/8/2005
2. Provide workshops for parents to enhance their child's writing progress.	Reading Leader Classroom Teachers	11/14/2005	1/19/2006
3. Develop and utilize a writing in the content areas program that supports specific writing skills.	Reading Leader Classroom Teachers Content Teachers	8/15/2005	5/24/2006
4. Use word processing programs to encourage writing practice.	Computer Specialist Media Specialist	8/15/2005	5/24/2006
5. Provide in-school tutoring in writing that targets the specific needs of students.	Classroom Teachers Principal	9/12/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Reading Programs for grades K-6

Professional Development

1. District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives.
2. The reading leader will deliver and/or support all in-house professional development in writing for teachers, administrators and other writing support personnel. The delivery of the in-services will include model lessons and mentoring of teachers by the reading leader and other curriculum support personnel. All professional development activities will include administrators.

Evaluation

The evaluation of the writing goal is based on maintaining or increasing the writing scores on the 2006 FCAT. Objective will be considered achieved when 97% of students in grade 4 score at level 3.5 or higher on 2006 administration of the writing portion of the FCAT. Additional assessment instruments will be used throughout the year to monitor progress. These include district provided assessment prompts and school authored 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

GOAL 4 STATEMENT:

All students will increase their scientific knowledge.

Needs Assessment

The mean score for fifth graders on the 2005 administration of the science portion of the FCAT was 289. This score was 3 points above the District's average and 7 points below the State's average. Students had the most difficulty on the Earth/Space content strand of the test. The average percentage correct was 46%. The strand that students did the best on was the Physical/Chemical content strand. The average percentage correct was 62%.

Measurable Objective

Given instruction using the Sunshine State Standards, the mean scores for fifth graders will increase by 7 points (to 296) or higher on the 2006 administration of the science portion of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Departmentalization of 5th and 6th grades.	Assistant Principal Science Teachers (5th & 6th)	8/8/2005	5/24/2006
2. Use of the FOSS Science System as a supplemental program to the textbooks.	Classroom Teachers Science Teachers	8/8/2005	5/24/2006
3. Reinforce grade-appropriate science content within the reading/language arts and math curriculum.	Classroom Teachers Math and Reading/ Language Arts teachers	8/8/2005	5/24/2006
4. Score and analyze a science diagnostic test to students in grades three through six.	Classroom Teachers Principal Assistant Principal	8/8/2005	5/24/2006
5. Implement student participation in a school-wide science fair.	Science Teachers Classroom Teachers	1/23/2006	4/21/2006
6. Conduct workshops for parents on science related topics such as helping children with science fair projects.	Science Teacher	11/16/2005	2/24/2006

Research-Based Programs

- 1.Harcourt- Brace Science Series in grades K-5
- 2.Glencoe Science Series (Red Book) in grade 6
3. FOSS Science System

Professional Development

1. FOSS science systems workshops delivered by a representative of DELTA.
2. In-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives. They will include the District workshop, Hands-on Science K-5.
3. The 5th grade science teacher will deliver and/or support all in-house professional development in science for teachers, administrators and other science support personnel. The workshops will include one on preparing students for science fair projects. All professional development activities will include administrators.

Evaluation

The evaluation of the science goal is based on an increase of 7 mean points on the science portion of the 2006 FCAT. The objective will be considered achieved when the mean scores for fifth grade on 2006 administration the science portion of the FCAT is 296 or higher.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

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

Needs Assessment

During the 2004/2005 school year, the total number of parents who attended workshops and meetings for the 2004/2005 school year was 906. Of those parents, only 185 were parents who had students in grades 4-6. This was 20% of all the parents, yet almost half the students in the school were in grades 4-6.

Measurable Objective

Given school wide emphasis on parental involvement, the percentage of parents of students in grades 4-6 who attend workshops and meetings out of all the parents who attend workshops will increase by 10 percentage points to 30% as evidenced by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Encourage parent participation at PTA meetings during the 2005-2006 school year by offering incentives for parents to come to meetings. This could range from food to special speakers.	PTA President Principal Counselor	8/8/2005	5/24/2006
2. Plan and facilitate a New Parent/Title I Orientation seminar.	Counselor Community Involvement Specialist	8/8/2005	9/12/2005
3. Participate in the Generation to Generation Program with 4th graders. This program links parents and community partners with the school.	Classroom Teachers Counselor	3/20/2006	5/24/2006
4. Provide FCAT Parent Workshops to parents for students in third through sixth grade.	Classroom Teacher Reading Leaders	10/24/2005	2/14/2006
5. Encourage parent participation in programs, such as; School Volunteer Program, Career Awareness presentations, and student mentoring.	Counselor	8/8/2005	5/24/2006
6. Supply workshops on a greater variety of topics that would interest parents of students in grades 4-6. This includes, but are not limited to, a science fair workshop, a getting your child organized workshop and a preparing for middle school workshop.	Classroom Teachers Assistant Principal	9/1/2005	5/24/2006
7. Participate in the Parent Academy Program that supplies workshops for parents on a variety of self-improvement topics.	Counselor Community Involvement Specialist	10/12/2005	4/24/2006
8. Create a learning community on Parental Involvement.	Assistant Principal Selected Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives.

Evaluation

The evaluation of the parental involvement goal is based on an increase of 10% in the percentage of parents of students in grades 4-6 out of all parents who attend workshops and meetings. The objective will be considered met if the percentage of parents of students in grades 4-6 who attend workshops and meetings out of all the parents who attend workshops is 30% or higher as evidenced by attendance logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

During the 2004/2005 school year, 447 Student Case Management (SCAM) forms were written and placed into the student case management system for student misbehavior at South Pointe Elementary. The type of misbehavior that was most often reported was general disruptive behavior with 184 reported incidents that involved 89 students.

Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of student case management(SCAM) forms written and placed into the student case management system during the 2005-2006 school year as compared to the 2004-2005 school year, from 447 SCAMs to 402 SCAMs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop a team of mediators to work with peers on resolving conflicts.	Classroom Teacher Counselor	11/1/2005	5/24/2006
2. Provide workshops for students on topics such as bullying, conflict resolution and respecting each other's rights.	Counselor	8/8/2005	5/24/2006
3. Supply videos on that teach character education topics such as respect and responsibility.	Classroom Teachers Counselor	8/8/2005	5/24/2006
4. Recognize students who are good role models with programs such as "Do the Right Thing" , student of the month and citizenship award.	Counselor Principal	8/8/2005	5/24/2006
5. Work with the school's resource officer in providing classroom visits on topics such as peer pressure.	School's Resource Officer Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

1. District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives.
2. In-house training will be given by the counselor and selected teachers on topics such as; utilizing conflict mediators, conflict resolution, teaching and character education.

Evaluation

The evaluation of the discipline and safety goal is based on a decrease of 10% on the number of Student Case Management (SCAM) forms that are written and placed into the student case management system. The objective will be considered achieved there are 402 or fewer SCAMs written and placed into the student case management system for the school year 2005/2006.

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

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

GOAL 7 STATEMENT:

The school will promote the use of technology for instruction and instructional planning.

Needs Assessment

Using data from the STaR School Profile, it was evident that technology needs to be enhanced at South Pointe. There were only 5 subsections out of 15 that scored above the District's and State's averages. They are Instructional and Technology Support (South Pointe-2.8, District-2.1, State-2.3), School Administrators and Technology (South Pointe-3.2, District- 2.1, State-2.3), 21st Century Technology (South Pointe-3, District-2.7, State-2.7), and, both areas under the heading Accountability, Student technology Standards (South Pointe-3.5, District- 2.3, State-2.1 and Teacher Technology Standards (South Pointe-3.5, District- 2.8, State-2.6). One of the lowest scoring sections was under the heading Educators and Technology. Under this heading was the subsections Teacher Access to Technology, which scored an average .5, and Teacher Use of Technology, which scored an average 2. These two areas have the potential of enhancing student achievement and of affecting the outcome of the School Improvement Plan's goals and objectives in all areas.

Measurable Objective

Given the emphasis on technology, the average score on the Teacher Access to Technology and the Teacher Use of Technology areas of the Educators and Technology section of the STaR survey will increase to an average 2 (intermediate stage) for both in 2005/2006 from an average 1.25 (entry stage) on the 2004/2005 survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Train teachers on the utilization of technology in planning and delivery of lessons.	Media Specialist Computer Specialist	8/8/2005	5/24/2006
2. Purchase equipment, such as Smart Boards, for classroom use.	Principal Media Specialist	8/8/2005	5/24/2006
3.. Provide teachers with ongoing technical support.	Computer Specialist	8/8/2005	5/24/2006
4. Provide teachers with a list of on-line resources for the use of technology in planning and delivery of lessons.	Media Specialist Selected Teachers	8/8/2005	5/24/2006
5. Create a learning community on Online Resources to enhance instruction.	Assistant Principal, TBA Selected Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

1. Edusoft training for the entire faculty.
2. Training will be given by both the media specialist and the computer specialist on the use of resources available, in the school and at home, for planning and delivery of lessons.
3. District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives. This will include training on the electronic gradebook.

Evaluation

This objective will be considered achieved when the average score on the Teacher Access to Technology and the Teacher Use of Technology sections of the STaR survey is 2 (intermediate stage) or higher.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

The school will promote overall health and fitness of students.

Needs Assessment

Seventy percent of students in grades 4-6 who participated in the Fitnessgram program attained the required fitness levels to earn an award. The Fitnessgram program is a health related program that improves the quality of life for students. Being physically fit will directly impact the school by improving attendance, test scores and students' attitude towards school. A healthy student is a successful student.

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students in grades 4-6 who will be Award Winners in the Fitnessgram health related program for the 2005/2006 school year will increase by 3 percentage points over the percentage of winners for the 2004/2005 school year, from 70% to 73%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Inform parents twice a year of their child's fitness level.	Physical Education Teachers	8/8/2005	5/24/2006
2. Include goal-setting in the physical education curriculum.	Physical Education Teachers	8/8/2005	5/24/2006
3. Participate in the Jump-Rope for Heart program.	Physical Education Teachers	3/22/2006	4/28/2006
4. Award a monthly mini "Fitnessgram Note of Merit" to one student in each class who is making the greatest gains towards reaching the goal of the Presidential Fitness Awards.	Physical Education Teachers Assistant Principal	11/1/2005	5/24/2006
5. Recognize Fitnessgram award winners at honor roll assemblies.	Physical Education Teachers Principal Counselor	10/24/2005	5/24/2006
6. Provide one class a month with personal trainer to work with both parents and students.	Counselor	11/1/2005	4/28/2006

Research-Based Programs

N/A

Professional Development

District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives.

Evaluation

The evaluation of the physical education goal is based on an increase of 3% on the number of students in grades 4-6 who receive Fitnessgram awards .The objective will be considered achieved when 73% of students in grades 4-6 earn an award in the Fitnessgram health related program for the school year 2005/2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents in the arts through curricular and extra curricular offerings.

Needs Assessment

During the 2004/2005 school year, approximately 82 students were involved in special programs in the arts both at the school site and with community partners. These programs included a violin class, South Pointe Chorus, Arts for Learning Miami and a South Florida Arts Center partnership.

Measurable Objective

Given emphasis on the benefits of participating in programs for the arts, the number of students who participate in special programs for the arts during the 2005/2006 school year will increase by a minimum of 10% over the number who participated during the 2004/2005 school year, from 82 students to 90 students.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue string classes for selected students.	Music Teacher	8/8/2005	5/24/2006
2. Continue chorus for students in grades 4-6.	Music Teacher	11/1/2005	5/24/2006
3. Form a drum ensemble with selected students.	Music Teacher	11/1/2005	5/24/2006
4. Produce a theater/drama production	Music Teacher Art Teacher Classroom/Gifted Teachers	11/1/2005	5/12/2006
5. Participate in the One Page at A Time program with the Wolfsonian Museum.	Art Teacher 5th Grade Gifted Teacher	10/21/2005	4/28/2006
6. Participate in the South Florida Art Center outreach program where selected students produce works of art with member artists.	Art Teacher	4/11/2006	5/24/2006
7. Create a learning community on the incorporation of the arts into the general curriculum.	Assistant Principal Selected Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

1. Workshop with the Wolfsonian Museum on facilitating the One Page at a Time project.
2. District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives.

Evaluation

The evaluation of the special area goal is based on an increase of 10% in the number of students who participate in special arts education programs. The objective will be considered achieved if 90 or more students participate in special arts programs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, South Pointe Elementary, rank at the 54th percentile on the State of Florida index.

Measurable Objective

South Pointe Elementary School will improve its ranking of the State of Florida ROI index publication from the 54th percentile in 2003 to the 59th 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 finances in relation to school programs.	Principal EESAC Members	8/1/2005	5/26/2006
2. Collaborate with district on resource allocation	Principal EESAC Members	8/1/2005	5/26/2006
3. Consider reconfiguration of existing resources.	Principal	8/1/2005	5/26/2006
4. Take advantage of a broader resource base, e.g. private foundations, grants, volunteer networks.	Assistant Principal Selected Teachers Counselor	8/8/2005	5/24/2006
5. Consider expanding the shared use of facilities, such as the media center and parking lot, with community businesses and agencies.	Principal Assistant Principal	8/1/2005	10/28/2005

Research-Based Programs

N/A

Professional Development

District in-services will be scheduled based on teacher surveys, data driven analysis, and District initiatives.

Evaluation

On the next State of Florida ROI index publication, South Pointe Elementary School will show progress toward reaching the 59th percentile.

EESAC Compliance

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

Budget:

The EESAC assisted by giving input on how EESAC money should be spent to support the goals and objectives of the SIP.

Training:

The Leadership Teams reported to and inserviced all EESAC members on the status of the SIP, from planning to implementation, to evaluation. This will continue in the coming year. Feedback from these inservices is invaluable in writing goals and objectives.

Instructional Materials:

After the schools goals and objectives are delineated, the EESAC made recommendations on instructional materials that enhance the textbooks. These included the FOSS science kits.

Technology:

EESAC members gave recommendations on the schools technology needs. They suggest the most affective ways to spend money on purchasing technology.

Staffing:

The EESAC committee suggested that money be spent to enhance the school's para-professional teams. Members of EESAC are also part of the interview committee.

Student Support Services:

The EESAC supported the schools efforts in bringing outside resources to enhance in the disciple and safety, and the physical fitness goals.

Other Matters of Resource Allocation:

The EESAC helps coordinate the leasing of our South Pointe's parking lot. The EESAC will continue this. Community members have also recommended that this be expanded.

Benchmarking:

As last year's goals and objectives were assessed, the EESAC was informed as to the school's progress. Input from these meetings was used to drive last year's SIP and to write the goals and objectives for this year.

School Safety & Discipline:

School Safety was an important issue at EESAC meetings. Last year, the EESAC decided to spend part of its money on the purchase of new walkie-talkies. There was also concern about improving our discipline strategies. This led to our goal of decreasing the number of Student Case Managements

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