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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 5101 - John I. Smith Elementary School

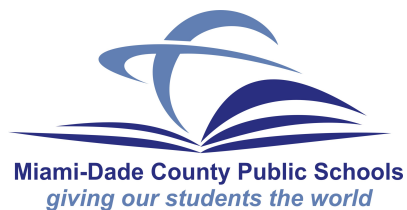
*FeederPattern:* Miami Springs Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Gwendolyn Hines

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *John I. Smith Elementary School*

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High expectation of student achievement has laid the foundation for John I. Smith's "High Performing School" status for five consecutive school years. Established in 1996, John I. Smith's single story campus sits on 10 acres and consists of four main buildings and a Primary Learning Center (PLC). The student population amount tends to fluctuate throughout the year, but is usually maintained within the 1,320 to 1380 range. The school is presently at 112 percent utilization. Designed as "A City Within a School", you will find all citizens actively involved in all aspects of the curriculum, while instruction is delivered via a hands-on, minds-on approach. Programs offered during the school day include gifted classes for students in kindergarten through grade five, Teaching Enrichment Activities to Minority Children (TEAM) classes (one per grade level) and Extended Foreign Language (EFL) classes (one per grade level). After school programs include two Academic Excellence Program (AEP) classes (one of which focuses on chess and the other on art), Chorus and Violin groups and tutorial programs for students in need. After school community classes for students are also offered for a nominal fee.

In keeping with the mission of the school... "to prepare productive citizens for tomorrow by being productive citizens today...." the 2005-2006 School Improvement Plan will address the following ten objectives:

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in reading as evidenced by a minimum of 95 percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in mathematics as evidenced by a minimum of 93 percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by a minimum of 92 percent of students achieving at or above state mastery level on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score from 310 to 315 as documented by the 2006 administration of the FCAT Science Test.

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers from 17 percent to 22 percent as documented by the district's record of registered parent volunteers for the 2005-2006 school year.

Given increased emphasis on student attendance, attendance percentage of 95.68 will increase or maintain as documented by district provided annual attendance reports for the 2005-2006 school year.

Given increased emphasis on the use of technology in education, all students will increase their usage of Accelerated Reader (AR) as evidenced by a 10 percent increase in Accelerated Reader tests taken (from 15,793-17,372) as compared to the amount of tests taken in the 2004-2005 school year.

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grade four and five will improve their physical fitness skills from 66 percent to a minimum of 70 percent of the students achieving mastery on the FITNESSGRAM.

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent (from 78 to a minimum of 86 referrals) as compared to the number of referrals in the 2004-2005 school year.

Given increased emphasis on cost effectiveness, John I. Smith Elementary will maintain its 98th percentile ranking on the State of Florida Return on Investment (ROI) index publication.

Based on the results of the Organizational Performance Improvement Snapshot survey, the school has identified two areas for improvement. The first area targeted for improvement is Strategic Planning, which obtained a category score of 3.8. Throughout the coming year the leadership team at John I. Smith will make it a priority to further solicit ideas from the faculty and staff, clarify the role each individual plays in meeting those goals, and give the faculty and staff the tools to gauge their own status in meeting each goal and objective. The second area targeted for improvement is Process Management, which obtained a category score of 4.0. Administration will ensure that faculty and staff are able to secure all resources needed to be effective and feel comfortable with the processes used to achieve 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.

## **John I. Smith Elementary School**

### VISION

At John I. Smith Elementary School, teachers and students work in a setting where cooperation, respect, unity and love for learning are instilled.

### MISSION

We, as citizens of John I. Smith Elementary, pledge to create "A City Within a School" where students, staff, parents, and community members work cooperatively to create an environment in which all children will discover their niche and realize their personal and academic potential. We pledge to create a city where there are no homeless, no rejected, no unwanted, and no resented; a city where every person is valued and every person's talents are needed. We pledge to prepare productive citizens for tomorrow by being productive citizens today.

## CORE VALUES

Excellence- We pursue the highest standards in academic achievement and organizational performance.

Integrity- We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity- We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship- We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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John I. Smith Elementary is located on 10.49 acres in West Miami-Dade County at 10415 N. W. 52nd Street. The school was built in 1996 to alleviate the overcrowding of other neighborhood schools. John I. Smith Elementary is a single-story building campus, containing four main buildings and a Primary Learning Center. There are a total of 58 classrooms, which include a state of the art music suite, art suite, computer lab, and a media center housing a closed-circuit television studio. Internet access is also provided throughout the entire school.

Due to the persistence and tenacity of both our current and former school principal, John I Smith Elementary has always been kept in top condition, receiving scheduled maintenance and painting as needed throughout the years. Capital improvement projects for the coming school year include the expansion of the parent/visitor parking lot and a new 24 classroom modular building.

John I. Smith is situated in the center of the City of Doral- a suburb of Miami. Doral is comprised of mostly upper middle class single family homes and town homes, with some rental apartment complexes interspersed. The City of Doral contains two elementary schools, John I. Smith and Eugenia B. Thomas Elementary, both of which feed into the city's only middle school, Doral Middle. Doral's new senior high school, Ronald W. Reagan/Doral Senior High, is presently under construction. Until its completion, high school students living in Doral will continue to feed into Miami Springs Senior High.

John I. Smith services 1,328 students in Pre-Kindergarten through Grade Five, 82 percent of who are Hispanic, 11 percent White, four percent Asian/Indian/Multiracial and two percent African American. Of these groups, 38 percent are Limited English Proficiency, 9 percent are gifted and five percent are other exceptionalities such as speech, language, hearing, visually impaired and specific learning disabled.

Most of our Hispanic population hails from various countries in South America. An ongoing issue and challenge facing the school is the 30 percent mobility rate, stemming from families relocating back and forth from their first residence in Doral to their second residence in their home country in South America. Upon completion of the school year in South America (winter), families often relocate back to Doral and re-enroll at John I. Smith Elementary. This presents an ongoing challenge, affecting the continuity of instruction, as well as the quality of second language acquisition.

John I. Smith employs a total of 93 full-time staff members. Of this group are three administrators, one lead teacher, 67 classroom teachers, two art teachers, two music teachers, three Physical Education teachers, three exceptional student education teachers, two media specialists, two guidance counselors, three paraprofessionals, eight clerical employees and nine custodial workers. The ethnic composition of the school staff is 13 percent White, 18 percent Black and 69 percent Hispanic. Twenty-four percent of our teachers are beginning teachers and 29 percent are new to the school this year. Over 38 percent of our faculty has advanced degrees and 20 percent hold National Board Certification.

The curriculum is designed so that all core subject areas are integrated through literature-based thematic units that support the Florida Sunshine State Standards. This approach includes cooperative learning, the use of technology as it applies to real-life situations and the support of our media center as the heart of all learning. The school has five full-time, self-contained gifted classes, one TEAM class per grade level in grades one through five, one Extended Foreign Language (EFL) class per grade level and two exceptional student education resource classes. Accelerated Reader and Standardized Test for Assessment of Reading (S.T.A.R.) are networked throughout the school and used in conjunction with the media center to enhance achievement in reading. School-to-home connections are fostered through school newsletters, the PTA and a Parent Resource Center. Students in need of extra help in mastering the basic skills are serviced through pull out small group instruction, additional time dedicated to reading and mathematics instruction, and after school tutorial programs.

John I. Smith Elementary endeavors to link with the community by recruiting Dade Partners such as Ryder, Publix, McDonalds, Papa Johns and Florida Rock, encouraging a strong Parent Teacher Association, participating in Kids and the Power of Work (KAPOW), providing parent workshops and instituting a program to recruit and train volunteers. The community enjoys the benefit of using the school as a meeting place for the Boy/Girl Scouts and After Care Community Classes.

The John I. Smith community is extremely proud of being rated "A" school for five consecutive years by the Florida Department of Education. Strengths include a high percentage of students achieving mastery in Reading (91 percent), Mathematics (89 percent), Writing (91 percent) and Science (310 Mean Scale Score). Opportunities for improvement for the 2005-2006 include a strong focus on the nine percent of students who did not achieve at or above mastery level in Reading, the 11 percent who did not achieve at or above mastery level in mathematics and the nine percent who did not score at or above mastery level in writing.

# *School Foundation*

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## ***Leadership:***

Survey results indicate that Leadership is strong at John I. Smith Elementary. The faculty and staff is clear on the organization's mission and vision and the mission is used to guide processes. It further reflects that school leadership creates a work environment conducive to achieving goals, shares information regularly, encourages learning and the sharing of information.

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

Strategic Planning scored lowest on the survey and reflects a need to improve at soliciting ideas from the faculty and staff, clarifying school goals and the role each individual plays in meeting those goals, and in giving the faculty and staff the tools to gauge their status in meeting each goal and objective.

## ***Stakeholder Engagement:***

Survey results indicate that Customer and Market Focus is strong. Faculty and staff communicate regularly and have a good rapport with customers, and in turn customers feel comfortable enough with staff to communicate their needs.

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

Survey results indicate that the school is doing an adequate job at Human Resource Focus. Faculty and staff feel safe on the job, enjoy working with their team members, feel empowered to make changes that will improve their work, feel recognized for their efforts and are encouraged to further develop their job skills and prepare for advancement.

### **Teacher Mentoring Programs**

Before the start of each school year, all new teachers participate in the district's New Teacher Orientation Program. The program consists of five days of workshops where all beginning teachers are provided an overview of district policies, procedures, initiatives, best practices and contact information.

Under the district's Professional Assessment and Comprehensive Evaluation System (PACES) each teacher on Annual Contract status is assigned a Professional Growth Team (PGT). The PGT is comprised of a minimum of two (and often three) colleague teachers who act as ongoing mentors for the new teacher throughout the duration of their first three years of teaching. Beginning teachers benefit from collaborative planning with PGT members, a minimum of two classroom observations by each PGT member and post observation collaborative meetings focusing on professional growth, feedback and ongoing assistance.

All teachers at John I. Smith Elementary also benefit from block scheduling which allows faculty members to plan together with their grade level for a minimum of three hours a week. Weekly grade level planning not only reduces the feeling of isolation that beginning teachers sometimes experience, but also gives them the ongoing support and guidance they need in lesson planning, classroom instruction and classroom management.

Additionally, John I. Smith has a very active, knowledgeable and efficient School Curriculum Team (SCT). Of priority to the SCT is to provide ongoing orientation to all beginning teachers on all rules, routines and policies of the



school. They also provide new teachers in-house workshops on best practices in all aspects of the curriculum on an ongoing basis.

In addition to all of the above, the district offers all beginning teachers the option of being coupled with a veteran teacher who has retired from the school system. The veteran teacher acts as a mentor to the beginning teacher, guiding him or her throughout all phases of the school year. New teachers look upon their mentors as a valuable resource for any questions and concerns that may arise throughout the course of the school year.

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

Data/Information/Knowledge Management ranked highest on the survey and reflects the faculty's strength in analyzing data and making instructional decisions based on data collected.

### ***Education Design:***

Survey results indicate the need to give faculty and staff the tools to be proactive in the collection of their own data and in resource acquisition.

Extended Learning Opportunities:

John I. Smith Elementary offers many extended learning opportunities for its students throughout the year in the areas of academics, as well as the fine arts. After school activities include the Academic Excellence Program, which presently has two strands- an art strand and an environmental awareness strand. Other successful after school clubs include the chorus, violin and recorder groups which have formal recitals twice a year. Additionally, for those students lacking in the basic skills, after-school tutoring is offered twice a week and pull-out tutoring sessions are offered daily during the school day.

In addition to the above free programs, John I. Smith offers after school community school classes for a nominal fee. Classes include competitive ballet, jazz, hip-hop, tae kwon do and cheerleading groups. The community school also provides after school care for children until 6 PM Monday-Friday, as well as camps during holiday recess and summer months. Summer services are also provided for at-risk students, as well as extended school year services for students with exceptional needs.

School-wide Improvement Model:

John I. Smith implements the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model that supports improved student achievement. At the start of the school year academic student data is collected and closely analyzed in order to identify students at risk, prioritize skills needing improvement and to identify instructional groups in the core subject areas. Keeping the M-DCPS testing calendar in mind, an instructional focus timeline and calendar is then planned (Plan) that encompasses all tested benchmarks. Weekly targets for instruction are then reviewed during grade level planning sessions. Targeted lessons are then delivered (Do) using whole group, small group and pull-out approaches. Lessons are enhanced through the use of technology, the overhead, manipulatives and performance-based projects that emphasize a hands-on, minds-on approach. Assessments are administered on a weekly and quarterly basis. The results are then carefully analyzed (Study) in order to fine tune instruction and determine if enrichment or further tutorial is needed throughout the day and/or after school hours. As lesson delivery continues, a review of previous skills are always revisited before new information is presented and included within weekly and quarterly assessments. Monitoring of the curriculum is ongoing through informal classroom visitations by administrators, curriculum leaders, grade level chairs and professional growth team members (Act).

Character Education:

Through the effective implementation of Character Education, all children are involved in lessons that promote the nine core character education values: Pursuit of Excellence, Responsibility, Citizenship, Kindness, Honesty, Integrity, Respect, Cooperation and Fairness. Through these activities, students learn to appreciate their responsibility to themselves, each other, their school and their community.

***Performance Results:***

Survey results indicate room for improvement in the area of Performance Results. Specifically, in removing obstacles that impede progress, using the time and talent of faculty and staff effectively and in keeping staff abreast of the state of school's finances.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

Achievement of high standards in reading will increase annually.

### ***Needs Assessment***

Scores on the 2005 FCAT Reading Test indicate that 91 percent of the students in Grades Three through Five have scored at or above FCAT Achievement Level 3, a nine percentage point increase over the 2004 administration. Eighty percent of the students demonstrated acceptable learning gains in reading, a 4 percentage point increase over the 2004 administration. In addition, 85 percent of the students scoring in the lowest 25 percent made acceptable learning gains in reading a 16 percentage point increase over the 2004 administration.

Scores on the 2005 FCAT Reading Test also indicate that 83 percent of White students, 72 percent of Hispanic students, 60 percent of economically disadvantaged students, 54 percent of LEP students and 64 percent of SWD met the state criteria for NCLB requirements: A 14 percentage point increase for Hispanic students, an 18 percentage point increase for economically disadvantaged students, a 20 percentage point increase for LEP students and a huge 34 percentage point increase for Students With Disabilities.

Great increases were shown in reading overall. Strengths include increase of 29 total percentage points from 2004 results. Success is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on reading instruction for at risk students, small after school tutorial groups and even smaller, more individualized instruction for tutoring groups of SWD.

Close examination of each cluster indicate that overall performance was strong in all grade levels. Fifth Grade scored highest in all strands, with their strength being in Compare and Contrast (earning 87 percent) and their weakest area being in Words and Phrases (75 percent) and Reference and Research (75 percent). Fourth Grade scored highest in Main Idea/Author’s Purpose (78 percent) and lowest in Reference and Research (50 percent). Third Grade strengths are in the Compare and Contrast strand (75 percent) and need the most improvement in Words and Phrases (50 percent). Implications for instructions have been reviewed with teachers. Instructional timelines/calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

Opportunities for improvement for 2005-2006 include the nine percent of students in grades three through five who did not score at or above FCAT Achievement Level 3, the 20 percent of students who did not demonstrate acceptable levels of learning gains and the 15 percent of the students scoring in the lowest 25 percent who did not demonstrate acceptable levels of learning gains.

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 using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in reading as evidenced by a minimum of 95 percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement reciprocal teaching strategies in all classes to enhance reading comprehension skills.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/8/05	5/24/06
Implement guided reading instruction with all students to increase skills in phonemic awareness, phonics, fluency vocabulary and comprehension.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Utilize Accelerated Reader in grades one through five in order to identify students' independent reading levels, as well as to track progress in reading comprehension throughout the year.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Media Specialists</li> </ul>	8/8/05	05/24/06
Provide small group instruction and after-school tutorial services for students not meeting benchmark in order to enhance their reading comprehension skills.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	05/24/06
Provide enrichment activities, in the form of small group instruction and advanced academic classes, to those students consistently meeting benchmark to ensure an appropriate level of challenge for all students.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	05/24/06
Implement a school-wide Plan-Do-Study-Act (PDSA) Instructional Cycle in order to support and maintain increased student achievement in Reading.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/8/2005	5/24/2006
Develop an instructional focus timeline and calendar for all grade levels that encompass all tested benchmarks to ensure that all strands are thoroughly covered before state testing.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Grade Level Chairs</li> </ul>	8/8/2005	5/24/2006

## **Research-Based Programs**

Houghton Mifflin Reading- M-DCPS Edition is used as the core research based program. Supplemental resources include Quick Reads, Read 180, Waterford and Creating Independence through Student-Owned Strategies (CriSS).

## **Professional Development**

Teachers are provided ongoing staff development from district personnel, the School Curriculum Team and grade level chairpersons in order to ensure that all staff members are exposed to best practices. Teachers of Kindergarten participate in Project Right Beginnings training, First Grade teachers attend Project Becoming Effective Active Readers (BEAR), Second Grade teachers participate in project Opening Worlds of Literacy (OWL), Third Grade teachers attend project Developing Reading and Writing (DRAW) and Fourth and Fifth Grade teachers attend the Reading and Writing Standards workshops. All teachers are provided professional development on the district's Comprehensive Research-Based Reading Plan, Reciprocal Teaching Strategies, Creating Independence through Student Owned Strategies (CRISS), FCAT Explorer, Effective Writing Strategies and Best Practices. Delivery of professional development training includes model lessons and follow up activities that ensure the transfer and application of newly learned strategies and techniques.

## **Evaluation**

District FCAT Reading assessments, DIBELS, as well as weekly performance based assessments created by teachers will be used as progress monitoring tools. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction on individual benchmarks as needed throughout the school year.

Teachers responsible for tutorial groups will assess weekly to monitor and document mastery/non-mastery of individual FCAT reading benchmarks and revisit skills as needed throughout the duration of the program.

Final evaluation will be the 2006 administration of the FCAT Reading Test reflecting a five percent increase in students scoring at or above state mastery level on SSS Reading.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

Achievement of high standards in mathematics will increase annually.

### **Needs Assessment**

Scores on the 2005 FCAT Mathematics Test indicate that 89 percent of the students in grades three through five have scored at or above FCAT Achievement Level 3, an eight percentage point increase over the 2004 administration. Seventy-eight percent of the students demonstrated acceptable learning gains in mathematics, a two percent decrease under the 2004 administration.

Scores on the 2004 FCAT Mathematics Test indicate that 83 percent of White students, 77 percent of Hispanic students, 68 percent of economically disadvantaged students, 69 percent of LEP students, and 45 percent of SWD met the state criteria for NCLB requirements: This was a two percentage point increase for White students, a seven percentage point increase for Hispanic students, an 11 percentage point increase for economically disadvantaged students, a 10 percentage point increase for LEP students and a 13 percentage point increase for SWD.

Detailed cluster analysis indicates that overall performance was strong in all cluster areas. Fourth Grade scored highest in all strands, with their strength being in the area of Measurement (75 percent) and their weakness being Geometry, Algebraic Thinking and Data Analysis (71 percent). Third Grade scored second highest, also showing strength in Measurement (75 percent) and a weakness in Number Sense and Algebraic Thinking (67 percent). Fifth Grade needs most improvement overall, scoring the lowest in all strands. Grade Five strengths were shown in the area of Geometry (69 percent) and weaknesses were shown in Number Sense (62 percent). Implications for

instruction have been reviewed with teachers. Instructional timelines, calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

Great increases were shown in mathematics overall. Strengths include an increase of four total points from 2004 results. Success is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on math instruction for at risk students and after school tutorial programs. Opportunities for improvement for 2005-2006 include the 11 percent of students in grades three through five who did not score at or above FCAT Achievement Level 3, as well as the 12 percent of students who did not demonstrate learning gains.

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 using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in mathematics as evidenced by a minimum of 93 percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize technology programs such as FCAT Explorer and Riverdeep with students in Grades Two through Five in order to reinforce and enhance skills in mathematics.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Provide small group instruction and after school tutorial services for students not meeting benchmark standards in order to enhance their mathematics application skills.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Provide enrichment activities in the form of small group instruction and advanced academic classes for those students consistently meeting benchmark to ensure an appropriate level of challenge for all students.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Utilize daily Problem of the Day (POD) in grades one through five to build a better foundation for students in mathematics.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/8/05	5/24/06
Provide all students daily opportunities to engage in authentic problem solving activities, incorporating the use of cooperative learning, manipulatives, critical thinking and oral / written communication of problem solving procedures in order to prepare students for state testing.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Implement a school-wide Plan-Do-Study-Act Instructional Cycle in order to support and maintain increased student achievement in math.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Develop an instructional focus timeline and calendar for all grade levels that incorporates district provided Mathematics Long-Range Plans to ensure that all strands are thoroughly covered before the administration of the FCAT.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Grade Level Chairs</li> </ul>	8/08/05	5/24/06

## **Research-Based Programs**

Harcourt Math Florida Edition is used as the core research-based program for mathematics.

## **Professional Development**

Teachers are provided ongoing staff development from district personnel, the School Curriculum Team and grade level chairpersons in order to ensure that all staff members are exposed to best practices in mathematics. Teachers participate in the district training on the Comprehensive Mathematics and Science Plan: Bridges to Career, Inquiry Based Learning, Hands-On Math and SMILE workshops. Delivery of professional development training include model lessons and follow up activities to ensure the transfer and application of newly learned strategies and techniques.

## **Evaluation**

District FCAT Mathematics assessments and weekly performance based assessments created by teachers will be used throughout the year for progress monitoring purposes. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction on individual benchmarks.

Teachers responsible for tutorial groups will assess weekly to monitor and document mastery/non-mastery of individual FCAT Mathematics benchmarks and revisit skills as needed throughout the duration of the program.

Final evaluation of this objective will be the 2006 administration of the FCAT reflecting a five percent increase in students scoring at or above state mastery level in SSS Mathematics.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

Achievement of high standards in writing will increase annually.

### ***Needs Assessment***

Scores on the 2005 FCAT Writing Test indicate that 91 percent of students in grade four met state standards in writing, achieving a combined mean score of 4.0. The score reflects a four percentage point decrease when compared to 2004 test results.

Subgroup analysis indicate that Gifted students scored highest with a mean of 4.6, White students scored a mean of 4.1, Hispanics scored a mean of 3.9, Economically Disadvantaged scored a mean of 3.9 and LEP students scored lowest with a mean score of 3.4.

Emphasis this year will be on the 9 percent of students who did not score at state mastery level. Instructional focus for 2005-2006 will be on applying the elements of effective writing, teaching writing as a process, encouraging students to use various organizational plans and steering away from formulaic writing and rote memorization of essay components. Analysis of student writing samples will reveal specific instructional needs in the areas of focus, organization, support and conventions.

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 using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by a minimum of 92 percent of students achieving at or above state mastery level on the 2006 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school-wide Plan-Do-Study-Act Instructional Cycle in order to support and maintain increased student achievement in writing.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Ensure that all students in grades one through five are engaged in Daily Oral Language review in order to become more proficient writers.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/8/05	5/24/06
Implement effective writing strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, show-not-tell and magic words with students in grades two through five in order to enhance writing skills.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Incorporate classroom journal writing in kindergarten through grade five in order to provide opportunities for written reflection on concepts learned across the curriculum.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Implement a friendly letter writing program in grades one through five using the intraschool post office in order to enhance authentic writing skills.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Plan and implement a schedule for writing with students in grades one through five that includes daily instruction, weekly prompts and ample practice opportunities across the curriculum to ensure adequate preparedness for the FCAT Writing test.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06

### Research-Based Programs

The writing component of the Houghton Mifflin Reading Series (Support of FCAT Reading & Writing) is used as the core research-based program in writing.

## **Professional Development**

Teachers are provided ongoing staff development from district and region personnel, the school curriculum team and grade level chairpersons in order to ensure that all staff members are exposed to best practices in writing. All teachers are trained in Effective Writing Strategies, Writing Across the Curriculum and Holistic Scoring. Many of our faculty members have also attended the Writing Institute, given during intercession in June, at the University of Miami. Delivery of all training sessions include model lessons and follow up activities to ensure the transfer and application of newly learned strategies and techniques.

## **Evaluation**

FCAT Writing Pre and Post Tests, as well as monthly writing prompts and weekly assessments created by teachers will be administered throughout the year for progress monitoring purposes. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction in the areas of Focus, Organization, Support and Conventions. Final evaluation of this objective will be the 2006 administration of the FCAT Writing test reflecting a minimum of a one percent increase in students scoring at or above state mastery level in writing.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 4 STATEMENT:**

Achievement of high standards in science will increase annually.

### **Needs Assessment**

Scores on the 2005 FCAT Science Test indicate that students in Grade Five scored a mean average of 310 points, an increase of 22 points over the 2004 administration, 24 points above the district and 14 points above the state.

Detailed cluster analysis indicates that students scored highest in the Physical and Chemical strand with 69 percent and lowest in Earth and Space strand with 54 percent. Sixty-two percent was earned in the Life and Environmental strand, while 67 percent was earned in the Scientific Thinking Strand. Although room for improvement is needed in all areas, results indicate that for the second consecutive year, our students need continued instruction and application in the area of Earth and Space Science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score from 310 to 315 as documented by the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school-wide Plan-Do-Study-Act Instructional Cycle in order to support and maintain increased student achievement in science.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Incorporate inquiry-based learning and the scientific process within each kindergarten through grade five lesson to ensure learners are participating in authentic activities that emphasize scientific thinking.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Utilize manipulatives and hands on activities in kindergarten through grade five in order to involve students in active teaching and learning.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Coordinate a Science Fair involving the entire school to enhance problem-solving, cognitive thinking and the use of the scientific process.	<ul style="list-style-type: none"> <li>• Science Committee</li> </ul>	8/08/05	12/09/05
Use non-fiction text within the Reading/Language Arts block in all grade levels to reinforce content learned in science.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Incorporate the use of technology for the purpose of research and investigation in grades two through five in order to enhance scientific learning.	<ul style="list-style-type: none"> <li>• Media Specialists</li> </ul>	8/08/05	5/24/06
Utilize FOSS Kits and related materials in grades one through five to reinforce science skills outlined in the Sunshine State Standards.	<ul style="list-style-type: none"> <li>• School Curriculum Team</li> </ul>	8/08/05	5/24/06

### Research-Based Programs

The research-based program used for science is Harcourt Brace Science.



## **Professional Development**

Teachers are provided ongoing staff development from district and region personnel, the school curriculum team and grade level chairpersons in order to ensure that all staff members are exposed to best practices in science. Teachers participate in professional development in the areas of the eight science strands, Inquiry- Based Learning, Hands-on Science, as well as Science and Math Integrated with Literacy (SMILE). Delivery of professional development includes model lessons and follow up activities to ensure the transfer and application of newly learned strategies and techniques.

## **Evaluation**

District provided assessments and weekly performance based assessments created by teachers will be used to analyze progress and redirect instruction as needed throughout the year. A final evaluation of this objective will be the 2006 administration of the FCAT Science test reflecting a minimum of a five point increase in the mean scale score over the 2005 administration of the FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

Involvement in the school parent volunteer program will increase annually.

### ***Needs Assessment***

Results of the 2004-2005 parent volunteer sign up forms indicate that 17 percent of parents participated in the school's parent volunteer program. This is an increase of 6 percentage points over the 2003-2004 school year. Opportunities for improvement in 2005-2006 will be to increase recruitment of parents who volunteer their services at the school in the form of room parents, teacher aids, media support assistants, proctors, tutors, computer lab assistants, career day speakers and/or PTA event coordinators/committee members.

## Measurable Objective

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers from 17 percent to 22 percent as documented by the district's record of registered parent volunteers for the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement "Parent Drop-in Day" for all parents the day before school starts in order to familiarize parents with the school and classroom teacher.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Lead Teacher</li> </ul>	8/05/05	8/05/05
Implement a parent resource fair an hour before open house to allow additional time for parents to receive information on the various programs the school has to offer, as well as literature on the parent volunteer program.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Lead Teacher</li> </ul>	9/13/05	9/14/05
Offer three parent volunteer orientation sessions at the start of each school year to provide parents detailed information on the various opportunities available to parent volunteers.	<ul style="list-style-type: none"> <li>• Lead Teacher</li> </ul>	9/01/05	10/28/05
Plan and deliver workshops to empower parents with the skills needed to assist teachers and students in the classroom.	<ul style="list-style-type: none"> <li>• School Curriculum Team</li> </ul>	8/08/05	5/24/06
Provide and maintain a parent resource center in order for parents to have the materials and resources to assist with math and literacy skills.	<ul style="list-style-type: none"> <li>• Media Specialists</li> </ul>	8/08/05	5/24/06

## Research-Based Programs

Not Applicable

## **Professional Development**

Parents will be strongly encouraged to actively participate in school-based FCAT parent workshops, School Advisory Council (SAC) Meetings and District and Region Parental Involvement Workshops.

School administrators and the PTA liaison will speak to faculty and staff to share strategies for encouraging parents to become more active in their child's education. Teachers will be encouraged to join the PTA and share their expertise with parents through participation in parent workshops throughout the year.

## **Evaluation**

Progress monitoring tools for this objective will be parent volunteer lists available from the Office of Community Services' School Volunteer Program (monitored monthly). A final evaluation of this objective will be the district's total record of registered parent volunteers reflecting a minimum of a five percentage point increase in the number of parent volunteers.

## 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.)

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

### **GOAL 6 STATEMENT:**

Percentage of student attendance will increase annually.

### **Needs Assessment**

District attendance report data indicates that in the 2004-2005 school year the percent of student attendance was 95.68 percent, a decrease of .07 percent from the previous year. Student membership was 1,257, the average daily attendance was 1,203 and our ranking was 82nd in the district.

John I. Smith faces two major attendance challenges. The first is families taking extended vacations abroad during holiday recess. The second is families traveling from their first residence in Doral to their second residence in their home country in South America. Upon completion of the school year in South America (Winter), families often relocate back to Doral and re-enroll at John I. Smith Elementary. This not only presents an attendance challenge, but also the continuity of instruction, as well as the quality of second language acquisition.

## Measurable Objective

Given increased emphasis on student attendance, attendance percentage of 95.68 will increase or maintain as documented by district provided annual attendance reports for the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement a school-wide student incentive program that includes quarterly and end of year awards to increase student attendance.	<ul style="list-style-type: none"> <li>• Attendance Committee</li> <li>• Honor Roll Committee</li> </ul>	8/08/05	5/24/06
Ensure that teachers are recording excused and unexcused absences properly.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Review and send home the school attendance policy in the student's home language.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	8/12/05
Schedule conferences with parents whenever a student has had consecutive unexcused absences.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Follow through with all procedures outlined in the M-DCPS Truancy Intervention Program (TIP).	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Counselors</li> </ul>	8/08/05	5/24/06

### Research-Based Programs

Not Applicable

### Professional Development

Teachers participate in training covering the importance of attendance record keeping, as well Truancy Intervention Program (TIP) procedures. Parents will attend parent workshops and open house activities which outline the school attendance policy and emphasize the importance of daily attendance.

### Evaluation

The progress monitoring tool for this objective will be district quarterly attendance reports. Final evaluation of this objective will be the district end of the year attendance report reflecting a one percent point increase in our annual attendance percentage.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

Use of Accelerated Reader will increase annually.

### ***Needs Assessment***

Accelerated Reader end-of-year report from 2004-2005 indicates that 15,793 Accelerated Reader tests were taken by students in grades kindergarten through grade five. 12,910 of those tests were passed with a minimum score of 70 percent. This data also indicates that 82 percent of all tests taken were with passing scores. Focus for the 2005-2006 school year will be on increasing the use of technology through participation in the Accelerated Reader program, specifically looking at the amount of tests attempted by students.

## Measurable Objective

Given increased emphasis on the use of technology in education, all students will increase their usage of Accelerated Reader (AR) as evidenced by a 10 percent increase in Accelerated Reader tests taken (from 15,793-17,372) as compared to the amount of tests taken in the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for all teachers and students in the use of Accelerated Reader.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Media Specialists</li> </ul>	8/08/05	8/31/05
Install Accelerated Reader in all kindergarten through grade five classrooms.	<ul style="list-style-type: none"> <li>• Microsystems Technician</li> <li>• Media Specialists</li> </ul>	8/8/05	8/31/05
Require students in grades one through five to check out Accelerated Reader books weekly and take a minimum of three Accelerated Reader quizzes per month.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Monitor Accelerated Reader data reports monthly and provide students with feedback and incentives as needed.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Enlist the support of parents in the Accelerated Reader program by providing information on the school's AR requirements and keeping them regularly informed on AR levels and student progress.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06

## Research-Based Programs

Accelerated Reader by Reading Renaissance

## Professional Development

Teachers participate in Accelerated Reader training given by the either Reading Renaissance, the district, the region or have attended in-house Accelerated Reader training given by our media team. Parents are provided Accelerated Reader information by classroom teachers during open house.



## **Evaluation**

Progress monitoring for this objective will be quarterly Accelerated Reader Activity reports. Final evaluation will be an end-of-year Accelerated Reader report reflecting a 10 percent increase in Accelerated Reader tests taken as compared to the 2004-2005 school year.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### ***GOAL 8 STATEMENT:***

High standards in physical fitness will increase annually.

### ***Needs Assessment***

Scores on the 2005 FITNESSGRAM indicate that 66 percent of grade four through five students achieved at or above mastery level. 100 Percent of the 409 students were tested, Twenty-three percent of those students were Gold Award recipients, 43 percent of students were Silver Award recipients for a total 270 award recipients (66 percent). Opportunity for improvement for 2005-2006 will be on increasing the number of Silver and Gold award recipients, specifically focusing on those 44 percent of students who did not achieve mastery level on the FITNESSGRAM.

## Measurable Objective

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grade four and five will improve their physical fitness skills from 66 percent to a minimum of 70 percent of the students achieving mastery on the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule a minimum of two hours of instruction per week dedicated to fitness related activities.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/01/05	8/05/05
Enhance specificity in training by planning and implementing physical education activities directly aligned to assessment component items.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Lead PE Coach</li> </ul>	8/08/05	5/24/06
Develop an instructional focus timeline and calendar for all grade levels that encompass all tested items to ensure that all skills are thoroughly practiced before administration of the FITNESSGRAM.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Lead PE Coach</li> </ul>	8/02/05	8/05/05
Expose students to a variety of sports-related activities in order to discover each student's strength, increase self-esteem and ultimately encourage lifetime fitness for daily living and overall wellness.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Lead PE Coach</li> </ul>	8/08/05	5/24/06
Plan and implement the Fit to Achieve program with students in kindergarten through grade five to enhance motivation and physical fitness skills.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Lead Teacher</li> <li>• Lead PE Coach</li> </ul>	8/08/05	5/24/06

### Research-Based Programs

Not Applicable

### Professional Development

Physical Education teachers participate in district meetings and workshops covering the six national content standards delineated in the National Standards for Physical Education. Additionally, PE coaches attend professional development addressing procedures and implementation of the FITNESSGRAM.

## **Evaluation**

Physical Education teachers will implement pre- and progress tests, as well as weekly assessments on skills covered as progress monitoring tools. Final evaluation will be the end-of-year FITNESSGRAM reflecting that a minimum of 70 percent of the students have achieved mastery.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 9 STATEMENT:***

Referrals for the gifted program will increase annually.

### ***Needs Assessment***

Records from 2004-2005 indicate that there was a total of 78 gifted referrals. Fifty of the referrals were for students in primary grades kindergarten through grade two and 28 of the referrals were for intermediate students in grades three through five.

## Measurable Objective

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent (from 78 to a minimum of 86 referrals) as compared to the number of referrals in the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Teaching Enrichment Activities to Minority Children (TEAM) with students in grades one through five.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Implement the Extended Foreign Language (EFL) Program in Kindergarten through grade five.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Implement an after-school Academic Excellence Program (AEP) with students in grades three through five.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Implement after school clubs focusing on the fine arts with students in grades three through five.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in grades kindergarten through grade five.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Teachers of TEAM, AEP and EFL will be provided information on characteristics of gifted students and qualifications needed for gifted placement in order to ensure that all possible gifted candidates are properly identified and referred.

## Evaluation

Final evaluation of this objective will be end-of-year school records reflecting a minimum of a 10 percent increase in the amount of gifted referrals over the previous school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

John I. Smith Elementary will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness.

**Needs Assessment**

The Return on Investment (ROI) index relates financial resources expended at the school-level with measures of student performance at that school. The percentile ranking generated from the ROI index allows users to evaluate the efficiency and effectiveness of the school as compared to all other schools. The most recent data supplied from the FLDOE indicates that John I. Smith ranked at the 98th percentile on the State of Florida’s Return on Investment (ROI) index.

## Measurable Objective

Given increased emphasis on cost effectiveness, John I. Smith Elementary will maintain its 98th percentile ranking on the State of Florida Return on Investment (ROI) index publication.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Lead Teacher</li> <li>• SAC</li> </ul>	8/08/05	5/24/06
Collaborate with district on resource allocation.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Consider reconfiguration of existing resources or take advantage of a broader resource base (e.g.- private foundations or volunteer networks).	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> </ul>	8/08/05	5/24/06
Consider shared use of facilities and/or partnering with community businesses or agencies.	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	8/08/05	5/24/06
Increase the number of school Dade Partners in order to maximize school-based financial resources.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Dade Partner Liaison</li> </ul>	8/08/05	5/24/06

### Research-Based Programs

Not Applicable

### Professional Development

The school leadership team will participate in district and region workshops dedicated to increasing effective business practices.

### Evaluation

Evaluation of this objective will be the results of the next State of Florida Return on Investment (ROI) index publication reflecting a minimum of a 98th percentile ranking as compared to other schools in the state.



## *EESAC Compliance*

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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:***

SAC has been instrumental with its assistance in providing recommendations on how to spend SAC dollars.

### ***Training:***

SAC has analyzed and discussed the professional development needs of teachers and parents.

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

SAC has reviewed and put forth for consideration instructional materials to be used in the core subject areas.

### ***Technology:***

SAC has provided funds to purchase software to enhance reading and mathematics instruction.

### ***Staffing:***

Members of the SAC have served on various committees within the school.

### ***Student Support Services:***

Members of the SAC have participated in parent workshops throughout the year, as well as in career fair activities.

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

SAC members have identified resources needed by parents in order to enhance family literacy.

### ***Benchmarking:***

The SAC has reviewed and provided input on the instructional goals, strategies and objectives outlined in the SIP.

### ***School Safety & Discipline:***

The SAC has made recommendations to enhance school safety and discipline.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*