
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5201 - South Hialeah Elementary School

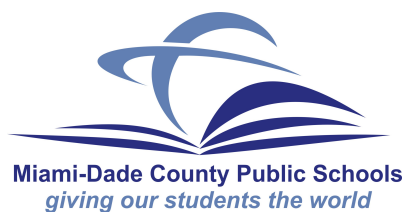
FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dr. Julio T. Carrera

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Hialeah Elementary School

South Hialeah Elementary Community Comer School has been identified as a school-wide Title I Program. Our student demographics consist of 94 percent Hispanic, three percent Black, two percent White, Non-Hispanic and one percent Other. Even though the area is predominantly Hispanic, the community exhibits a diversity of cultures. There are advanced academic programs offered at South Hialeah Elementary such as the Gifted and the Academic Excellence Program (AEP) where selected students in grades kindergarten through five engage in chess and hands-on science projects. Our Gifted and AEP courses offer students an enriched learning environment utilizing the District curriculum two days a week. In addition, we have an Exceptional Student Education (ESE) Program utilizing the inclusion model including learning disabled, emotionally and mentally handicapped students. After analysis and evaluation of significant data such as the Florida Comprehensive Assessment Test (FCAT) scores, the following objectives have been identified as school-wide priorities for the 2005–2006 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale by 10 points on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, South Hialeah Elementary will demonstrate a ten percent increase in parental and community interaction as evidenced by comparing the attendance logs for the 2004–2005 and 2005–2006 school year.

Given an emphasis on a safe and orderly environment, students' case management referrals in grades kindergarten through five will decrease by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by a ten percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on health and physical fitness, the number of students in grades kindergarten through five will eat breakfast at school as evidenced by an increase of 10 percent of students eating breakfast in the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the benefits of participating in the string program, the number of students participating in the string program will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year.

South Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 64th percentile in 2003 to the 69th percentile on the next publication of the index.

In order to successfully achieve the objectives identified by our school and the results of the Organizational Professional Improvement Snapshot there are challenges in the financial decision-making and obstacles that interrupt the process of teaching and learning. The Educational Excellence School Advisory Council (EESAC) and Comer School Development committees are part of a team that is involved in financial budgeting at South Hialeah. The EESAC will continue to invite other members of our community to the budget meetings. In addition, the process of teaching and learning at South Hialeah Elementary are interrupted because many families are highly mobile and they move in and out of the area before their child can master new skills and retain competence in skills already taught. South Hialeah's counselors, Parent Teacher Association (PTA) and other entities are collaborating to motivate parents to stay in the community through a variety of methods. On-going assistance and services are provided for the basic needs of the students to maintain the status of a stable learning environment.

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 Hialeah Elementary School

VISION

The parents, students, teachers, community, and our Educational Excellence School Advisory Council (EESAC) are the educational entities that ensure our students achieve the maximum educational experience with an extensive variety of educational programs empowering not only our students but also our community to become one entity. We are dedicated to the development of the “whole” child. Our beliefs are guided by the African proverb, “It takes a whole village to raise a child.”

MISSION

The mission of South Hialeah Elementary Community Comer School is to accept the challenge of preparing our students to reach their greatest potential and become responsible and contributing members of our school and the community. We are dedicated as a Comer School to addressing the developmental pathways: physical, psychological, ethical, social, language and cognitive. These developmental pathways drive the actions of our school.

CORE VALUES

Leadership

We at South Hialeah Elementary Community Comer School are committed to establishing an environment that generates creative thinking, collective responsibility, and collaborative action. Therefore, we are dedicated as a Comer School to involve our staff in the decision making process. Our beliefs are guided by the African proverb, "It takes a whole village to raise a child."

High Expectations

We are committed as a team to maximizing the use of available data, resources and strategies, while seeking experience and support of others, removing obstacles in order to maintain our grade of "A".

Goal Setting

In our efforts to establish goals for the new school year we are faced with the obstacles of removing new challenges as regards to the staff, students, and community. Our EESAC, teachers, staff, community members, and parents work as our school motto states, "Hand in Hand, Together We Can" to establish the best goals for pursuit of excellence in our school.

Equity

We value the diversity of our community and staff members by working to develop and respect distinctive talents, honoring the uniqueness of all individuals, identifying and dismantling obstacles, to establish a workplace environment conducive for all members.

School Demographics

South Hialeah Elementary Community Comer School, a school-wide Title I Program, is located on the corner of East 5th Avenue and 2nd Street in Hialeah, Florida. The school is surrounded by single-family homes within a community that is developing rapidly. Due to the number of new rental developments in the community, there is a high rate of mobility among the students. During the school year 2004-2005, the Florida Department of Education identified our school as an "A" school for the second time. Additionally, this year we met Adequate Yearly Progress for the first time.

South Hialeah Elementary Community Comer School serves approximately 1,187 students. Of the 1,187 students at our school site, there are 18 pre-kindergarten students, 191 kindergarten students, 195 grade one students, 194 grade two students, 245 grade three students, 183 grade four students and 179 grade five students. The student demographics consist of 94 percent Hispanic, two percent African American, two percent White, Non-Hispanic and one percent Other. Of this total, 88 percent are economically disadvantaged and receive free or reduced meals. Of the ESE students, nine percent have specific learning disabilities and three percent are gifted. Additionally, 32 percent are participating in an inclusion model. Of our total population, 84 percent are ESOL students: 14 percent Level 1; 7 percent Level 2; 11 percent Level 3; 23 percent Level 4; 29 percent Level 5.

South Hialeah Elementary Community Comer School has a total of 102 full-time staff and 80 part-time staff members for the 2005-2006 school year as compared to 80 full-time staff and 41 part-time staff members for the 2004-2005 school year. Our staff consists of 52 classroom teachers, 12 new teachers, four administrators, two counselors, a speech therapist, a media specialist and four paraprofessionals. Thirty-four staff members have Masters Degrees, six hold Specialist Degrees, and three hold Doctoral Degrees. Sixty-nine percent of the instructional staff is Hispanic, twenty-one percent is African American, and ten percent is White, Non-Hispanic. Additionally, four-percent of the instructional staff members are National Board Certified. Our non-instructional staff includes seven custodians, eight security monitors, four cafeteria monitors and eight cafeteria workers. The teacher to student ratio is approximately 1:25. Additionally, the school utilizes resource and retired teachers to supplement classroom instruction.

South Hialeah Community Comer School has a strong and effective leadership team. The Principal- Dr. Julio T. Carrera, Assistant Principals- Ms. Yvonne Grant and Ms. Chris Penedo, Community School Assistant Principal- Ms. Shirley Thompson, United Teachers of Dade Union Stewart- Sandy Fischler, EESAC Chairperson- Ms. Estela M. Rodriguez, the EESAC members, Comer Facilitator and Writing Coordinator- Ms. Neddoro H. Elvin, Reading Coaches- Ms. Eleanor E. Killings and Ms. Deanna Amaro, Comer Committee Chairpersons and the Curriculum Committee supervise and monitor progress. In addition, the designated grade-level chairpersons act as liaisons with grade groups to further support teachers and assist to implement the instructional program.

The staff at South Hialeah Elementary Community Comer School provides traditional and innovative educational services through the CRRP utilizing the Houghton Mifflin Reading program. The school's ESE program includes learning disabled, emotional and mentally handicapped students. The curriculum embraces an educational initiative through the Academic Excellence Program (AEP). One component of AEP is the chess team that placed in the top five of the National, State, and District Tournaments. Many awards and trophies were received for competing in these tournaments.

South Hialeah Elementary Community Comer School has identified strengths, opportunities for improvement, and challenges. The results of the 2005 FCAT reading, mathematics, and writing test indicate a significant improvement as compared to the 2004 FCAT. However, there are opportunities for improvement in the area of science to increase the mean scale score as compared to the Districts mean scale score. South Hialeah's challenges as addressed by the Organizational Professional Improvement Snapshot survey that include teachers and staff feel they are not a part of the financial decision-making process and obstacles must be removed that interrupt the process of teaching and learning. Parents, students, teachers, community members, the EESAC, and Comer School Community program, will participate in the implementation of this plan.

School Foundation

Leadership:

Based on the Organizational Performance Improvement Snapshot results teachers and staff felt that they know and understand South Hialeah's mission and vision. Further attention needs to be focused on including teachers and staff in the decision making process of the school. Our school is dedicated to the Comer philosophy, "It Takes a Whole Village to Raise a Child." Therefore, administration will utilize the Comer committees to involve teachers and staff in the decision making process of our school.

District Strategic Planning Alignment:

Based on the Organizational Performance Improvement Snapshot results teachers and staff felt that appropriate feedback is given on a timely basis on their work. Further attention will be given to involve the teachers and staff in the organization and planning of our School Improvement Plan(SIP). The Educational Excellence School Advisory Council(EESAC) will continue to promote attendance amongst the teachers and staff to attend the meetings.

Stakeholder Engagement:

Based on the Organizational Performance Improvement Snapshot results teachers and staff felt that they know and value the customers of the school. Further attention will be given to involve the Parent Teacher Association(PTA) in addressing the needs of the customers.

Faculty & Staff:

Based on the Organizational Performance Improvement Snapshot results teachers and staff felt that the information exchanged during their meetings with their coworkers provides them with important measures to improve their work. Further attention will be given to provide more time to collaborate with coworkers in order to share ideas that will improve their work.

Data/Information/Knowledge Management:

Based on the Organizational Performance Improvement Snapshot results teachers and staff felt that they understand and accept changes given by administration to improve the workplace. Further recognition will be given to teachers

and staff through awards as incentives to motivate improvement.

Education Design:

Based on the Organizational Performance Improvement Snapshot results teachers and staff felt that through Professional Assessment and Comprehensive Evaluation System (PACES), district and state reports, and in-house school reports they collect data about the quality of their work. They also felt that through this data, instruction is driven. Further attention will be given to involve teachers and staff to participate in the decision making of how the funds will be distributed in the school.

Performance Results:

Based on the Organizational Performance Improvement Snapshot results teachers and staff felt that the customers are satisfied with their work. Further attention will be given to obstacles that interrupts the process of teaching and learning.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

South Hialeah will improve the reading proficiency of students across the grade-levels.

Needs Assessment

Results of the 2005 FCAT Reading test indicate that 41 percent of grade three students, 41 percent of grade four students, and 48 percent of grade five students tested did not score at Level 3 or above. The data attained from the School Performance Accountability Results indicate that 31 percent of all students did not achieve high standards in reading, 32 percent of all students did not make learning gains and of the lowest 25 percentile 39 percent did not make adequate progress.

Upon reviewing the data of the 2004–2005 content cluster-reading results, the following weaknesses were evident for each grade level: Students in grade three decreased in the area of Main Idea/Purpose by two percent and decreased in the area of Reference/Research by 15 percent. Students' scores in grade four decreased by 14 percent and decreased by nine percent in the area of Comparisons. Desaggregation of data concludes that there is a need for increased focus on Main Idea/Purpose and Reference/Research in grade three and Comparisons in grade four.

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 three through five will increase by five percent their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their reading skills as evidenced by 44% percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five, including SWD, to improve student achievement in reading.	Administration	08/08/05	05/19/06
Deliver instruction using the Houghton Mifflin reading series for students in grades kindergarten through five, including SWD, utilizing whole and small group instruction and reteaching strategies to ensure that all learning needs are met.	Reading Coaches	08/08/05	05/19/06
Utilize the community school's after-school tutoring program to assist students performing on and below grade-level in grades three through five, including SWD, in reading.	Community School Assistant Principal	08/08/05	05/19/06
Utilize the Voyager Passport Reading Intervention program before, during and after-school in grades kindergarten through five, including SWD, to assist students that are performing on and below grade level in reading.	Administration and Reading Coaches	08/08/05	05/19/06
Provide students in grades kindergarten through five, including SWD, weekly computer-assisted instructions and remedial tutorial lessons to promote the use of technology in reading.	Technology Specialist	08/15/05	05/19/06
Utilize the Accelerated Reader Program in grades one through five, including SWD, to promote reading comprehension below, on and above grade level in reading.	Administration, Reading Coaches, Media Specialist and Technology Specialist	08/08/05	05/19/06
Provide opportunities for classroom teachers in	Grade level Chairpersons K-5	08/08/05	05/19/06

<p>grades kindergarten through five, including SWD, to share ideas, teaching techniques, and develop long-range plans for students below, on and above grade level in reading to promote professional development.</p>	
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Research-Based Programs

1. Houghton Mifflin Reading Series.
2. Waterford Early Learning Reading Program in kindergarten
3. Soar to Success in grades three through five.
4. Voyager Passport Reading Intervention Program in grades kindergarten through five.

Professional Development

Professional development will be provided in the following areas:

1. Creating independence through student-owned strategies (Criss) for classroom teachers in grades one through five, quarterly.
2. Houghton Mifflin Reading inservices for teachers in all grades, quarterly and as needed.
3. Accelerated Reader/STAR-Advanced for teachers in grades kindergarten through five, annually.
4. Project Right Beginning for kindergarten, Project B.E.A.R. for grade one, Project O.W.L. for grade two, Project D.R.A.W. for grade three, annually.
5. Reciprocal Teaching inservices, Reading Benchmark Strategies techniques inservices, Guided Reading inservices for newly hired teachers as well as professional developments scheduled by the District Reading/Language Arts Department, monthly.
6. Student Performance Indicators (SPI) inservices for all teachers, annually.

Evaluation

This objective will be evaluated by the scores on the 2006 FCAT Reading test. Score reports from the Houghton Mifflin Reading integrated theme tests, quarterly reading assessments, quarterly STAR assessments and DIBELS will be used to monitor progress toward this objective. In addition, the disaggregated data from the Blast Off tutoring program will be used to monitor progress for students below grade level.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

South Hialeah will improve the performance in mathematics skills of students across the grade-levels.

Needs Assessment

Results of the 2005 FCAT Mathematics test indicate that 32 percent of grade three students, 41 percent of grade four students, and 46 percent of grade five students tested did not score at Level 3 or above. The data attained from the School Performance Accountability Results indicate that 26 percent of all students did not achieve high standards in math and 23 percent of all students did not make learning gains.

Upon reviewing the data of the 2004-2005 content cluster-mathematics results, the following weakness was evident: Students in grade three decreased in the area of Geometry by 14 percent. Desegregation of data concludes that there is a need for increased focus on Geometry in grade three.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their mathematics skills as evidenced by 50% percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five, including SWD, to improve student achievement in mathematics.	Administration	08/08/05	05/19/06
Provide opportunity for classroom teachers in grades kindergarten through five, including SWD, to share ideas, teaching techniques, and develops long-range plans for students below, on and above grade level in mathematics to promote professional development.	Grade level Chairpersons K-5	08/08/05	05/19/06
Identify low performing students in grades three through five, including SWD, based on disaggregated data from the Harcourt Brace Inventory quarterly assessments and provide small group tutorial services before, during and after-school that will help monitor student progress and implement data driven instruction.	Administration	08/08/05	05/19/06
Provide students in grades kindergarten through five, including SWD, weekly computer-assisted instructions and remedial tutorial lessons to increase mathematics achievement.	Technology Specialist	08/08/05	05/19/06
Utilize the Acaletics Program in grades one through five, including SWD, to increase mathematics skills for students below, on and above grade level.	Administration and Technology Specialist	08/08/05	05/19/06

Research-Based Programs

1. Harcourt Mathematics series utilized in grades kindergarten through five.

Professional Development

Professional development will be provided in the following areas:

1. "Best Practices" for second grade teachers, annually.
2. Equity in Mathematics and Science inservice for teachers in grades three through five, quarterly.
3. Acaletics Program training for teachers in grades one through five, annually.
4. Eisenhower New Teacher Training for beginning teachers, annually.
5. District mathematics and science inservice for teachers in grades kindergarten through five, quarterly.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Mathematics test. Score reports from the Harcourt Brace Mathematics inventory quarterly assessments, weekly chapter tests and the Acaletics data analysis reports will be used to monitor progress toward this objective. In addition, the desagregated data from the Blast Off tutoring program will be used to monitor progress for students below grade level.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

South Hialeah will improve the performance in writing skills of students across the grade-levels.

Needs Assessment

Results of the 2005 FCAT Writing test indicate that 16 percent of the students in grade four did not meet high standards as compared to 12 percent of students not meeting high standards in 2004. The data attained from the School Performance Accountability Results indicates that 24 percent of the students in grade four did not score level 3.5 or above in Expository writing and 30 percent in Narrative writing. Desegregation of data concludes that there is a need for increased focus on Expository and Narrative writing in grade four.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve student achievement in writing.	Administration	08/08/05	05/19/06
Provide a common planning time for teachers in grades three through five to collaborate and partner evaluate students writing to eliminate reader bias for students below, on and above grade level in writing.	Administration	08/08/05	05/19/06
Implement the "Writer of the Month" Program for students in grades kindergarten through five, display copies of students work, and reward students to promote writing across the grade levels for students that are below, on and above grade level in writing.	Administration	08/08/05	05/19/06
Utilize technology to type selected final writing samples in grades three through five to motivate students to use the writing process for students below, on and above grade level.	Technology Specialist	08/08/05	05/19/06
Implement and monitor school developed writing timeline for grades kindergarten through five to ensure that all writing components are taught to students that are on or above the desired proficiency level in writing.	Administration and Grade level Chairpersons	08/08/05	05/19/06
Utilize teacher mentors to provide opportunities for teachers in grades three through five to participate in professional development activities focused on writing strategies and techniques for students below, on and above grade level.	Administration and Writing Coordinator	08/08/05	05/19/06

Research-Based Programs

1. Houghton Mifflin utilized in grades kindergarten through five.

Professional Development

Professional development will be provided in the following areas:

1. South Hialeah Writing Workshops (Narrative/Expository), quarterly.
2. Zelda Glazer Writing Institute, annually.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing test. District prompts and our monthly "South Hialeah Writes Mock Writing" tests will be used to monitor progress toward this objective.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

South Hialeah will improve the performance for students in science across the grade-levels.

Needs Assessment

Results of the 2005 Florida Comprehensive Assessment Test (FCAT) Science test indicate that students in grade five achieved a mean scale score of 236. This score is 50 points below the District's average of 286.

Upon reviewing the data of the 2004-2005 content cluster-science results, the following weakness was evident for students in grade five: Students in grade five decreased in the area of Life/Environmental science by eight percent. Desaggregation of data concludes that there is a need for increased focus in the area of Life/Environmental science in grade five.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale by 10 points on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve student achievement in science.	Administration	08/08/05	05/19/06
Utilize the District's suggested long-range plan for grades kindergarten through five in order to guide instruction for students below, on and above grade level in science.	Administration	08/08/05	05/19/06
Initiate participation in quarterly school-wide Title I science workshops for parents in grades one through five to provide strategies that will assist them in supporting their children in their academic achievements.	Community Involvement Specialist	08/08/05	05/19/06
Provide opportunities for teachers in grades three through five to participate in professional development activities that focus on curriculum, instruction, and assessment utilizing the Sunshine State Standards in science for students below, on and above grade level.	Administration	08/08/05	05/19/06
Identify students performing below, on and above grade level in grades three through five based on disaggregated data from quarterly assessments to assist in monitoring student progress and implementing data driven instruction in science.	Administration	08/08/05	05/19/06
Provide opportunities for students in grades kindergarten through five to participate in hands-on science projects to promote the exploration and the importance of science using a wide variety of resources.	Administration	08/08/05	05/19/06

Research-Based Programs

1. McGraw-Hill Science Florida Edition for teachers in grades kindergarten through five.

Professional Development

Professional development will be provided in the following areas:

1. Eisenhower New Teacher Mathematics and Science Workshop for beginning teachers, annually.
2. District Mathematics and Science inservice for teachers, annually.
3. Science FCAT Strategies inservice for teachers in grades three through five, quarterly.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Science test. Score reports from the quarterly science tests will be used to monitor progress toward this objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

South Hialeah will increase the parental involvement of students across the grade-levels.

Needs Assessment

Parent participation sign-in logs during the 2004–2005 school year indicate that 17 percent of parents in grades kindergarten through five did not attend school-sponsored activities, events and workshops. There is an overall need to increase parental involvement for students in grades kindergarten through five.

Measurable Objective

Given the school wide emphasis on parental and community involvement, South Hialeah Elementary will demonstrate a ten percent increase in parental and community interaction as evidenced by comparing the attendance logs for the 2004–2005 and 2005–2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide monthly calendars to inform parents of students in grades kindergarten through five of current events, workshops, and activities to provide support for the continued improvement of students' academic needs.	Administration and Community Involvement Specialist	08/08/05	05/19/06
Facilitate monthly reading, mathematics, writing and science workshops for parents and community members to keep them up-to-date with current techniques and strategies utilized in the classroom.	Administration and Community Involvement Specialist	08/08/05	05/19/06
Encourage parents' participation in decision-making groups such as the Parent Teacher Association (PTA), People Acting for the Community Together (PACT) and the Educational Excellence School Advisory Council (EESAC) to improve parental involvement.	PTA President and EESAC Chairperson	08/08/05	05/19/06
Utilize the Parent Compact (Title I parent contract) for students in grades kindergarten through five to identify the role of parents within the school to encourage a connection between the teacher, school and home.	Community Involvement Specialist	08/08/05	05/19/06
Utilize South Hialeah's Comer Committees, PTA, and Community School to involve parents of students in grades kindergarten through five in various activities with staff and students to encourage parental involvement and participation in their children's education.	Comer Facilitator, PTA President and Community School Assistant Principal	08/08/05	05/19/06

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided in the following areas:

1. Parental Involvement Workshops (English and Spanish), monthly.
2. ESE parent Individual Educational Plan (IEP), Student Performance Plan (SPP) and Academic Improvement Plan (AIP) training, annually.
3. Title I Parent Fair, annually.
4. Title I Community Involvement Specialists' Orientation, annually.

Evaluation

This objective will be evaluated and monitored by using data from the Title I monthly parent contact report, sign-in logs, signed parent compacts and the average number of parents and community members attending school-sponsored activities, events, and workshops for the 2005-2006 school year as compared to the 2004-2005 school year.

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"/>

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

South Hialeah will decrease the number of referrals for disciplinary problems in grades kindergarten through five.

Needs Assessment

The number of student behavior referrals during the 2004–2005 school year indicates that 41 percent of students were referred for disciplinary problems in grades kindergarten through five. Data from the Student Services/Case Closure Breakdown report indicates that there is an overall need to decrease the number of student behavior referrals for students in grades kindergarten through five referred for disciplinary problems by ten percent.

Measurable Objective

Given an emphasis on a safe and orderly environment, students' case management referrals in grades kindergarten through five will decrease by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review the student code of conduct with parents of students in grades kindergarten through five to increase their awareness of student expectations.	Administration and Community Involvement Specialist	08/08/05	05/19/06
Utilize the Parent Compact (Title I parent contract) for students in grades kindergarten through five with behavioral problems to identify the role of parents within the school to encourage a connection between the teacher, school and home.	Administration and Community Involvement Specialist	08/08/05	05/19/06
Provide opportunity for classroom teachers in grades kindergarten through five to share classroom management techniques and develop disciplinary plans for students with disciplinary problems.	Administration, Counselors and Community Involvement Specialist	08/08/05	05/19/06
Ensure that teachers are implementing their discipline plan in grades kindergarten through five to decrease the number of behavior referrals.	Administration	08/08/05	05/19/06
Initiate parent conferences in grades kindergarten through five for students demonstrating behavioral problems.	Administration	08/08/05	05/19/06

Research-Based Programs

Not Applicable

Professional Development

Professional development will provide training to teachers and students on behavior modification by utilizing techniques.

Evaluation

This objective will be evaluated and monitored by using data from the Student Services/Case Closure Breakdown report that indicate the number of student behavior referrals for the 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

South Hialeah will increase the number of students using technology through the FCAT Explorer Program.

Needs Assessment

Results from the 2004–2005 school year FCAT Explorer reports indicate that 65 percent of students in grades three through five utilized technology through FCAT Explorer. Therefore, there is a need to increase the number of students utilizing the FCAT Explorer program by 10 percent for the school year 2005-2006.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by a ten percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve the usage of technology.	Technology Specialist and Computer Teacher	08/08/05	05/19/06
Schedule semi-annual inservices for parents of students in grades three through five to provide technology instruction on promoting the usage of FCAT Explorer at home.	Technology Specialist and Computer Teacher	08/08/05	05/19/06
Identify low performing students in grades three through five based on desagregated data from quarterly assessments and provide small group tutorials utilizing the Riverdeep program.	Technology Specialist and Computer Teacher	08/08/05	05/19/06
Utilize the FCAT Explorer program as a tutorial in grades three through five to assist with below, on and above grade level students.	Technology Specialist and Computer Teacher	08/08/05	05/19/06
Schedule semi-annual inservices for teachers of students in grades three through five to assist in the usage of the FCAT Explorer program and promote professional development	Technology Specialist and Computer Teacher	08/08/05	05/19/06

Research-Based Programs

1. FCAT Explorer program training for students in grades three through five.
2. Waterford Early Learning Reading for students in kindergarten.

Professional Development

Professional development will be provided in the following areas:

1. FCAT Explorer program training for teachers in grades three through five, semi-annually.
2. Attend Waterford training for kindergarten teachers, annually.

Evaluation

This objective will be evaluated and monitored by using reports from the FCAT Explorer program for the 2005-2006 school year 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.)

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"/>

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

South Hialeah will increase the number of students eating breakfast at school.

Needs Assessment

The results from the District meal reports indicates that 24 percent of students in grades kindergarten through five are eating breakfast at school. Therefore, there is a need to increase the number of students in grades kindergarten through five by 10 percent.

Measurable Objective

Given an emphasis on health and physical fitness, the number of students in grades kindergarten through five will eat breakfast at school as evidenced by an increase of 10 percent of students eating breakfast in the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement "Eat Breakfast With Your Child Day" for students in grades kindergarten through five to promote healthy eating habits.	Cafeteria Manager and PTA	11/01/05	12/01/05
Utilize classroom teachers to promote health education to students in grades kindergarten through five on the importance of eating breakfast.	Cafeteria Manager	08/08/05	05/19/06
Schedule in-house field trips from 4-H University of Florida and Miami-Dade AHEC health programs for students in grades kindergarten through five to emphasize the importance of eating breakfast.	Grade level Chairpersons K-5	10/17/05	11/30/05
Schedule annual inservices for parents of students in grades kindergarten through five to provide information on the importance of eating breakfast.	Cafeteria Manager, Community Involvement Specialist and PTA	08/08/05	05/19/06
Utilize our Harcourt Brace Science textbook to instruct students in grades kindergarten through five on various topics concerning health issues and the importance of eating breakfast.	Administration	08/08/05	05/19/06

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided in the following areas:

1. Counselors and cafeteria manager will train students on the importance of eating breakfast, annually.

Evaluation

This objective will be evaluated and monitored by using data from District meal reports for the 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

South Hialeah will increase the number of students participating in the string program.

Needs Assessment

The results from the attendance logs indicate that 14 percent of 201 students in grades four participated in the string program for the school year 2004-2005. Therefore, there is a need to increase the number of students participating in the string program in grade four by 19 percent of 183 students.

Measurable Objective

Given emphasis on the benefits of participating in the string program, the number of students participating in the string program will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule quarterly inservices for music teachers of students in grades four to improve proficiency in teaching and playing musical instruments using the Suzuki method.	Music Teachers	10/17/05	05/19/06
Schedule annual inservices for parents of students in grade four to provide music instruction and promote its usage.	Music Teachers	08/08/05	05/19/06
Invite parents of students in grade four who participate in the string program to motivate students to observe in-house concerts of students playing Viola, Violin and Cello.	Music Teachers	10/17/05	05/19/06
Schedule weekly music instruction for the students in grades four to improve proficiency in playing string instruments.	Music Teachers	10/17/05	05/19/06
Schedule field trips to motivate students in grade four to appreciate, participate and observe professional musicians using an array of string instruments.	Music Teachers	10/17/05	05/19/06

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided in the following area:

1. Music teachers will attend string workshops provided by the District, quarterly.

Evaluation

This objective will be evaluated and monitored by using the string club attendance logs for the 2005-2006 school year as compared to the 2004-2005 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.)

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, South Hialeah ranked at the 64th percentile on the State of Florida ROI index.

Measurable Objective

South Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 64th percentile in 2003 to the 69th percentile on the next publication of the index.

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.	Administration	08/08/05	05/19/06
Collaborate with the district on resource allocation.	Administration	08/08/05	05/19/06
Consider collaboration with other schools about their use of financial resources in relation to school programs.	Administration	08/08/05	05/19/06
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Administration, EESAC and PTA	08/08/05	05/19/06
Consider shared use of facilities, partnering with community agencies.	Administration, EESAC and PTA	08/08/05	05/19/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, South Hialeah Elementary will show progress toward reaching the 69th 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:

Educational Excellence School Advisory Council (EESAC) recommended that the school provide educational materials to enhance student achievement. Also, EESAC recommended utilizing the funds for duplicating paper, disk drives, ink cartridges and updated software and furnishings for students, teachers and staff. Additionally, EESAC recommended continuing funding the field trip for students who excel in our Accelerated Reading Program (AR) and chess tournaments. EESAC members will promote the attendance of teachers and staff to participate in the EESAC meetings and to assist with the financial decision-making process.

Training:

EESAC recommended by consensus that administrators, writing coordinator and reading coaches provide inservices in mathematics, reading, writing, and science. Selected teachers will continue to attend inservices and share the information acquired with other staff members. Additionally, we recommended that on-going training be presented by our Assistant Principals on PACES and inservices continue to be provided to our parents with information on a variety of subject areas including reading, writing, mathematics, and science.

Instructional Materials:

EESAC, along with the testing coordinators and the reading coaches, identified testing practice materials for FCAT and gave teachers the opportunity to select the items best suited for the needs of the students.

Technology:

EESAC recommended that funds continue to be used for duplicating paper, disk drives, ink cartridges and updated computer software for students, teachers and staff.

Staffing:

EESAC members participated on the interviewing committees to select new personnel.

Student Support Services:

EESAC recommended that selected members participate in the continuation of counseling programs offered by Miami Children's Hospital and Children Psychiatric Center services.

Other Matters of Resource Allocation:

EESAC recommended that substitute teachers will be provided by the principal to allow teachers to participate in various programs such as; the annual Technology Conference in Orlando and the Comer Conference held at the Radisson Mart Hotel.

Benchmarking:

EESAC recommended continuing the implementation of Voyager Reading Intervention program as our tutorial for reading and the Acaletics program for mathematics.

School Safety & Discipline:

EESAC recommended the continuation of programs such as D.A.R.E., T.R.U.S.T., and Caught You Doing Something Good.

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