
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5241 - South Miami Elementary School

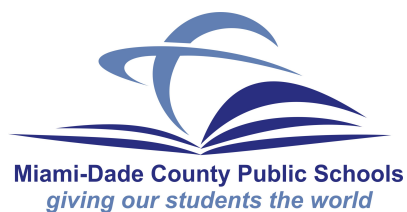
FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Marcia Pennington

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Miami Elementary School

South Miami Elementary School is a magnet school for the Visual Arts and Performing Arts. It serves approximately 550 students in grades PreK-5. The Magnet School for the Visual and Expressive Arts includes students from target schools who receive transportation and home school students in grades three through five, covering the areas of Art, Music, Dance, and Theater. In addition to the regular curriculum, magnet students receive six hours each week of arts instruction by professional artists/teachers in fully equipped studios with a small class size. Out of the total population of 550 students at South Miami Elementary, 268 are magnet students. The remainder of the population comes from the neighborhood surrounding the school.

The local community contains high, middle, and low income families. South Miami Elementary school serves students that have Varying Exceptionalities (10%), are Gifted (12%), ESOL (13%), and Economically Disadvantaged (48%). The ethnic makeup of the student population is 65% Hispanic, 16% Black, 15% White, and 4% Other.

The new millennium requires knowledge of technology and high academic skills, for they are vital components in becoming successful, productive citizens. South Miami Elementary commits to making basic skills in computers and achieving high academic standards a reality for all our students. An extended family of teachers, parents, students, community, and business leaders will provide an enriching environment in order to make South Miami Elementary School a truly superior center for learning. Its small size, individualized arts programs, high student achievement levels, and warm, nurturing environment, make South Miami Elementary a very special place.

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 86 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 80 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

All South Miami Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and the competencies needed to master state standards in the area of Writing.

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

Given an emphasis on educational awareness, parental opportunities to participate in student academic outreach activities will increase from 5 parent workshops presented during the 2004-2005 school year to 7 parent workshops presented during the 2005-2006 school year as evidenced by the agendas or program descriptions.

Given an emphasis on prevention programs to promote the safety of children, South Miami Elementary students will participate in a minimum of two safety programs during the 2005-2006 school year.

Using the EasyTech Pacing Calendar, 4th and 5th grade teachers will select a minimum of one EasyTech lesson coordinated with their core curriculum each 9 weeks.

Given instruction in physical education standards, 75% of the students in Grades 4 and 5 will achieve the gold and silver FITNESSGRAM level.

Given instruction in the arts, South Miami Elementary School will enable Art, Music, Dance, and Theater magnet students to increase the number of exhibitions or performances as evidenced by logs, agendas, or official programs.

South Miami Elementary School will improve its ranking on the State of Florida ROI index publication from the 46th percentile in 2003 to the 51st percentile on the next publication of the index.

South Miami Elementary School holds academic performance in very high esteem. The strategies identified are designed to address the needs of all students in order to meet performance standards. Emphasis is placed on additional assistance and motivation to address students who are not maintaining performance standards. Through professional development, teachers and administrators will ensure that all students are receiving the essential components of instruction based on District mandates. Following analysis of the Office of Performance Improvement (OPI) Survey, we will build upon the following two areas. Through the use of open communication, teachers will be informed of decisions primarily affecting them and will be provided with opportunities to help in the decision making process (2A - As it plans for the future, my organizations asks for my ideas.) In addition, the survey indicated that some employees of the organization are not clear on how we are doing financially (7C). In the future, we will strive to familiarize them with more of the financial aspects of the school. Through our continuous school improvement initiative and the collaboration of parents, staff, and community, we will strive to prepare students to become productive, responsible, and problem solving citizens who are ready to meet the challenges of our technological and multicultural society.

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 Miami Elementary School

VISION

South Miami Elementary Expressive Arts Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students will complement our mission to develop the whole child in an enriching academic environment, and to develop lifelong learners in pursuit of excellence, utilizing the visual and expressive arts and technology.

MISSION

The staff, parents, and community of South Miami Elementary School for the Expressive Arts believe that ALL students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the achievement of excellence in education, as it relates to citizenship, academics and the integration of the expressive arts.

CORE VALUES

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

Integrity - We build integrity through character education and respect for the feelings and abilities of others, in order to enhance self esteem and well being for our students, staff, parents, and community.

Equity - We strive to recognize individual differences and guide each student to achieve and develop to their fullest potential as we close the achievement gap among our diverse population.

Citizenship - We celebrate individual talents and abilities, encouraging each individual to respect the uniqueness of every student and adult within the learning community as they prepare to become productive members of society.

School Demographics

South Miami Elementary Expressive Arts Center is located on 9.22 acres of land at 6800 SW 60 Street in South Miami. There are fourteen classrooms in the building augmented by ten portable classrooms and six talent studios for the Magnet classes. The 56 year old school has been retrofitted to provide internet access to all of the classrooms and has 4-5 computers with appropriate furniture in every classroom as well as a computer lab. The school serves grades prekindergarten through five. The Magnet School for the Visual and Expressive Arts receives transportation and home school students in grades three through five, covering the areas of Art, Music, Dance, and Theater. The remainder of the population comes from the neighborhood surrounding the school. The local community contains high, middle, and low income families. South Miami Elementary serves 551 students from communities throughout greater Miami-Dade County, including Varying Exceptionalities (10%), Gifted students (12%), ESOL students (13%), and Economically Disadvantaged students (48%). The daily average attendance is 97%. The average attendance for the 2004-2005 school year was 96.41%. The ethnic makeup of the student population is 65% Hispanic, 16% Black, 15% White, and 4% Other. The school employs a total of 55 full-time staff members. Of this group, 2 are administrators, 44 are classroom teachers, 4 are exceptional student education teachers, 1 is a guidance counselor, 1 is a security monitor, 1 is a media specialist, 2 are paraprofessionals, 3 are custodians, 1 is the cafeteria manager, and 6 are clerical employees. The faculty is made up of 12% male, 88% female, with 39% of the teachers having a Masters Degree, 1 teacher with a Doctorate Degree, and 5 National Board Certified teachers. The assistant principal has a background in Elementary Education and has an expertise in Exceptional Student Education. The principal has a background in Elementary Education, Supervision, and Art Education which brings sensitivity and expertise to the Expressive Arts Magnet and the academic programs of the school. There are 53 Exceptional Education students included in the three full time inclusion classes using the co-teaching model which have been extremely successful. The research on their achievement has been published at the university level. The percentage of Exceptional Education Students spending 80% or more time with non-disabled students is 84.9%. ESE Kindergarten through second grade students are resourced. At this time there are 11% of students from grades K-5 who have been retained at least once. The Educational Excellence School Advisory Council collaborates with the school committees, the PTA, and community stakeholders to make decisions for the benefit of the entire school. The Before and After School Care program and Before and After school tutoring provide quality childcare and educational enhancements. Academic Excellence classes and extended music opportunities are also available after school at no cost to the students. All but one Safety to Life issue has been corrected on the Facilities Management Report. The last issue required a work order. South Miami Elementary had no serious incident reports for the 2004-2005 school year. South Miami Elementary was audit free on their financial management report for the 2004-2005 school year.

School Foundation

Leadership:

Most of the faculty and staff members agree that they know what the organization is trying to accomplish and feel that the organization lets them know what they think is most important.

Most of the faculty and staff also feel that the supervisor creates a positive work environment, encourages learning that will help advance their careers, and shares information with them about the organization.

An area of concern is that some members of the faculty and staff feel that the organization does not ask them what they think.

District Strategic Planning Alignment:

Most of the faculty and staff responded that the school is making progress on their group's part of the plan and they are in agreement that they know the parts of the organizational plans that affect their work.

Less of the faculty and staff felt that the organization asks for their ideas as it plans for the future.

Stakeholder Engagement:

Most of the customers stated they were satisfied with the school's work and that the school had good communication with them. They also strongly agreed that they can tell the organization what they need and want.

An area which could be improved would be to survey the customers to determine whether they are satisfied or dissatisfied with the organization's work and how they can be more involved in solving problems.

Faculty & Staff:

A high percentage of the faculty and staff agree that they have a safe place to work, that the supervisor of the organization cares about them, and that they are allowed to make changes that will improve their work.

A high percentage agree that mentorship programs create a cooperative work environment where they can work as a team and that the supervisor encourages development of job skills so they can advance in their careers.

An area which could be improved for the administration is to create more strategies to recognize the faculty and staff for their work. Many of them feel that they do not have control over their work process.

Data/Information/Knowledge Management:

The majority of the staff and faculty agree that the principal knows how to measure the quality of their work and that all the important information is analyzed, reviewed, and received to determine if changes are needed.

Less of the faculty and staff recognize that the administration knows how the measures used in their work fit into the

organization's overall measures of development.

Education Design:

The administration knows how well the organization is doing financially which has enabled the school to offer tutoring in math and reading by certified teachers before and after school. The school also provides classes in Spanish S and the Academic Excellence Program before and after school. The Principal Run After School Care Program supports the curriculum by providing help with homework and extended activities in computer, arts and crafts, and dance and sports.

The majority of the faculty and staff agree that their work product meets all requirements for high quality and excellence. This enables the school to use the Continuous Improvement Model to meet the objectives of the District Strategic Plan. South Miami Elementary offers Gifted classes and classes in the Expressive Arts including the Visual Arts, Music, Dance, and Theater through its unique Magnet program. Students from all the NCLB subgroups are actively recruited and admitted into the Magnet program if they meet the artistic criteria.

Performance Results:

The suspension rate at South Miami Elementary is 3% for the 2004-2005 school year.

The Discipline Committee including the administrators, the counselor, the security monitor and teachers are developing alternatives to indoor and outdoor suspension.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All South Miami Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Reading.

Needs Assessment

Accelerated Reader Reports indicate that children in grades 3-5 were not reading solidly on grade level according to 4th Quarter Reports (May, 2005).

27% of students in Grade 3 scored Level 1 or 2 in Reading on the 2004-2005 administration of FCAT Reading.

12% of students in Grade 4 scored Level 1 or 2 in Reading on the 2004-2005 administration of FCAT Reading.

African American and Students with Disabilities subgroups scored the lowest in Reading on the 2004-2005 administration of FCAT Reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 86 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase DIBELS scores through appropriate intervention strategies every nine weeks based on the PMRN reports.	Classroom Teachers Administrators Parents	8/8/2005	5/24/2006
Develop, implement, and monitor an Academic Improvement Plan (AIP) for students not meeting specific levels of performance as determined by the district school board or by the commissioner on statewide assessments at selected grade levels.	Classroom Teacher Administrators School Counselor	8/8/2005	5/24/2006
Analyze data using the Continuous Improvement Model (CIM) to plan and implement appropriate instructional objectives based on the individual needs of students.	Classroom Teachers Administrators	8/8/2005	5/24/2006
Remediate potential Level 1 and Level 2 students and subgroups (Grades 3-5), based on assessment data, in small groups before, during, and after school using materials such as Early Success, Leaptrack Assessment and Instructional System, Lexia Phonics Based Reading programs, QuickReads, Soar to Success, and Voyager Passport.	Classroom Teachers	8/8/2005	5/24/2006
Implement use of JUST READ, FLORIDA! K-12 Comprehensive Research-Based Reading Plan (CRRP) and Houghton Mifflin Reading Series in all grade levels.	Classroom Teachers Exceptional Student Education (ESE) Teachers English as a Second or Other Language (ESOL) Teacher Reading Coach Administrators	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary implements the Houghton Mifflin series with support materials. Supplemental materials include Accelerated Reader (AR), Early Success, Leaptrack Assessment & Instruction System, Lexia Phonics Based Reading, QuickReads, Soar to Success and Voyager Passport.

Professional Development

Selected teachers will attend CRISS, Best Practices, LEXIA, and Kagan Training as indicated on their Professional Development Plans (PDP).

Consultations and modeling with Reading Coach to organize and teach groupings according to DIBELS data.

Evaluation

The objectives will be evaluated by scores of the 2006 FCAT Reading Test. District mandated assessments and Accelerated Reader (AR) quarterly reports will be used to monitor progress toward the objective.

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

Miami-Dade County Public Schools

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GOAL 2 STATEMENT:

All South Miami Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Mathematics.

Needs Assessment

In grade 3, emphasis needs to be placed on Algebraic Thinking at 50% correct, as well as Measurement at 63% correct, and Number Sense at 58%.

In grade 4 emphasis needs to be placed on Number Sense at 55% correct, Geometry and Data Analysis at 57%, and Measurement at 63% correct.

In grade 5 emphasis needs to be placed on Number Sense at 54% correct, and Data Analysis at 58% correct.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 80 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize manipulatives at every grade level.	Classroom Teachers	8/8/2005	5/24/2006
Communicate to parents specific skills which need reinforcement through agendas, parent conferences, Academic Improvement Plan (AIP) meetings and School Support Team (SST) meetings.	Classroom Teachers Administrators School Counselor School Psychologist	8/8/2005	5/24/2006
Develop, implement, and monitor an Academic Improvement Plan (AIP) for students not meeting specific levels of performance as determined by the district school board or by the commissioner on statewide assessments at selected grade levels.	Classroom Teachers Administrators Counselor	8/8/2005	5/24/2006
Analyze data using the Continuous Improvement Model (CIM) to plan and implement appropriate instructional objectives based on the individual needs of students.	Classroom Teachers Administrators	8/8/2005	5/24/2006
Remediate potential Level 1 and Level 2 students and subgroups (Grades 3-5), based on assessment data, in small groups before, during, and after school using materials such as Comprehensive Math Assessment Florida Edition and Spectrum Florida Test Prep FCAT.	Classroom Teachers Administrators	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary implements the Harcourt Brace Mathematics series and resources. Supplemental materials include Riverdeep.

Professional Development

Selected teachers will attend S.M.I.L.E., Hands-On Equations, and other District workshops in mathematics. Mathematics Leader will attend “Raising the Bar to Build Capacity” and present information to the faculty.

Evaluation

The objectives will be evaluated by scores of the 2006 FCAT Mathematics Test. Chapter tests from the Harcourt Brace Mathematics series will provide formative assessment which will be used to monitor progress toward the objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

All South Miami Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and the competencies needed to master state standards in the area of Writing.

Needs Assessment

An assessment of data reveals that 82% of students scored 3.5 or above on the FCAT Writing. The average writing score in fourth grade for both prompts was 3.9. Students demonstrated strengths in Writing to Tell a Story and weaknesses in Writing to Explain.

NCLB SUBGROUP TARGET

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

Measurable Objective

All South Miami Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and the competencies needed to master state standards in the area of Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Complete and revise monthly narrative and expository writing prompts in Grades 2-5.	Classroom Teachers	8/8/2005	5/24/2006
Complete student writing activities across the curriculum.	Classroom Teachers Special Area Teachers Magnet Teachers	8/8/2005	5/24/2006
Develop, implement, and monitor an Academic Improvement Plan (AIP) for students not meeting specific levels of performance as determined by the district school board or by the commissioner on statewide assessments at selected grade levels.	Classroom Teachers Administrators	8/8/2005	5/24/2006
Analyze data using the Continuous Improvement Model (CIM) to plan and implement appropriate instructional objectives based on the individual needs of students.	Classroom Teachers Administrators	8/8/2005	5/24/2006
Encourage students to work with peers to analyze, edit, and revise their writing based on the FCAT rubric components: Focus, Organization, Support, and Conventions.	Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary implements the Houghton Mifflin Reading Basal and Support Materials, District Keys to effective Writing in Grades K-5, and Test Tools for Writing, Harcourt Mathematics, McGraw Hill Science, Houghton Mifflin Social Studies Content Areas Writing Materials.

Professional Development

Selected teachers will attend Best Practices, CRISS, Kagan Training and Houghton Mifflin Reading Basal training. The Reading Coach will conduct faculty workshops on best practices in reading language arts.

Evaluation

The objectives will be evaluated by scores of the 2006 FCAT Writing Test. Student writing portfolios containing scored and revised writing prompts will be assessed quarterly to monitor progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All South Miami Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and the competencies needed to master state standards in the area of Science.

Needs Assessment

Students in fifth grade are consistent in their science achievement performing equal to or better than the state and district and comparable school averages. A continued emphasis needs to be focused on the content assessed by the Science FCAT, so that the scores remain commensurate with the state.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities to utilize technology for the infusion of age appropriate science grade level expectations.	Classroom Teachers Media Specialist Technology Leader	8/8/2005	5/24/2006
Invite the MAST Academy Outreach Program to present their Hands-On Weather and Marine Science Stations with 4th and 5th grade students.	4th and 5th Grade Classroom Teachers	8/8/2005	5/24/2006
Train teachers on the use of cluster analysis of FCAT Science scores to plan lessons emphasizing the content areas assessed on the FCAT.	Classroom Teachers Administrators	8/8/2005	5/24/2006
Develop, implement, and monitor an Academic Improvement Plan (AIP) for students not meeting specific levels of performance as determined by the district school board or by the commissioner on statewide assessments at selected grade levels.	Classroom Teachers Administrators	8/8/2005	5/24/2006
Invite parents and community volunteers to share information on science related careers.	Classroom Teachers Administrators	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary implements the McGraw-Hill Science series and support materials. Supplemental materials include the Carolina Biological Science Kits, FOSS kits, Riverdeep and Science Grades 3-5 Item and Performance Task Specifications.

Professional Development

Selected teachers will attend S.M.I.L.E. workshops for faculty that has not attended yet, share Best Practices at monthly grade group meetings and teachers will attend selected workshops as indicated on their Professional Development Plans.

Evaluation

This objective will be evaluated by the results on the 2006 FCAT Science Test as compared to the 2005 administration, teacher logs of hands-on process science activities, and mid-year assessment from the McGraw-Hill series.

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

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GOAL 5 STATEMENT:

South Miami Elementary stakeholders will contribute and participate in order for students to become successful and lifelong learners.

Needs Assessment

School site generated surveys indicate parents would benefit from Academic Outreach activities in order to help themselves, their children, and their families.

Measurable Objective

Given an emphasis on educational awareness, parental opportunities to participate in student academic outreach activities will increase from 5 parent workshops presented during the 2004-2005 school year to 7 parent workshops presented during the 2005-2006 school year as evidenced by the agendas or program descriptions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain a Parent Resource Center in the Media Center.	Media Specialist Administration	8/8/2005	5/24/2006
Provide handouts and resources to parents who were not able to attend workshops.	Administration Reading Coach Media Specialist	8/8/2005	5/24/2006
Conduct an Open House Resource Fair to acquaint parents with the services offered by the school and community.	Administrators Teachers	8/8/2005	9/14/2005
Conduct two parent workshops to provide strategies for parents to work with their children at home in Reading, Writing, and Mathematics.	Administrators Reading Coach Media Specialist	8/8/2005	5/24/2006
Provide bilingual workshops to educate parents from other countries of the academic expectations, practices, and services of the Miami-Dade County Public Schools System.	ESOL Teacher District Support Team from the Division of Bilingual Education and World Languages	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary will use the Just Read! Florida Program for Families, National PTA – Every Child-One Voice, and Florida PTA – Every Child-One Voice.

Professional Development

Volunteers will be trained on the school site with the Volunteer Training Video. Parent Academy Workshops, ESOL Parent Outreach Workshops, and PTSA Workshops will be made available to those who wish to attend. Parents may participate in the Parent Involvement Conference and the Community Agency Fair.

Evaluation

This objective will be evaluated by the number of workshops as documented on agendas.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

South Miami Elementary students in PreK-5th grades will participate in the various educational safety presentations offered through the Miami-Dade Schools System Speakers Bureau, Miami-Dade Police Department, the South Miami Police Department, and Informed Families.

Needs Assessment

Students need to be provided with the knowledge of traffic safety, health safety/protection, anti-drug and alcohol abuse prevention programs.

Measurable Objective

Given an emphasis on prevention programs to promote the safety of children, South Miami Elementary students will participate in a minimum of two safety programs during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Present the D.A.R.E. program to fifth grade students and visit each fourth grade class during the 2005-2006 school year by the South Miami Police Department.	Administrators Classroom Teachers	8/8/2005	5/24/2006
Present to 5th grade students the Education Now and Babies Later (ENABL) Program through Miami-Dade County Public Schools System employees.	Administrators Fifth grade teachers	8/8/2005	5/24/2006
Practice monthly evacuation drills and two lock down procedures during the 2005-2006 school year.	Administrators Teachers	8/8/2005	5/24/2006
Participate with Informed Families for Red Ribbon Week and the Too Smart to Start Program to prevent underage drinking.	Administrators Classroom Teachers	8/8/2005	5/24/2006
Present the Buckle Bear Seat Belt Safety, Traffic Safety, Stranger Danger, Willy Whistle, Bike Safety, and Substance Abuse programs to appropriate grades during the 2005-2006 school year by the Miami Dade Police Department Community Affairs Bureau Educational Unit.	Administrators Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary will use the AIDS! Get the Facts curriculum, D.A.R.E. curriculum and Miami-Dade County Public Schools Human Growth and Development curriculum.

Professional Development

AIDS training, Miami-Dade County Public Schools Human Growth and Development training, Hepatitis B training, and other workshops provided by the Division of Life Skills as indicated in Professional Development Plans.

Evaluation

This objective will be evaluated by the number of safety programs presented at South Miami Elementary during the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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GOAL 7 STATEMENT:

All South Miami Elementary students in grades 4 and 5 will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to match the Sunshine State Standards for Technology.

Needs Assessment

According to the 2004 Florida's School Technology and Readiness (STaR) Survey Profile for South Miami Elementary, the survey indicated that we are in Stage 1, Entry in Instructional Technology Support.

Measurable Objective

Using the EasyTech Pacing Calendar, 4th and 5th grade teachers will select a minimum of one EasyTech lesson coordinated with their core curriculum each 9 weeks.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Instruct students on how to use technology to select library materials for personal research and classroom activities.	Classroom Teachers Media Specialist	8/8/2005	5/24/2006
Train 4th and 5th grade teachers in the use of EasyTech.	Media Specialist	8/8/2005	5/24/2006
Provide access for students in Grades 4 and 5 to EasyTech at school and at home.	Media Specialist 4th and 5th grade Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary implements EasyTech.

Professional Development

Using the EasyTech Pacing Calendar: Fourth and Fifth Grade Technology, teachers in grades 4 and 5 will attend workshops offered by the EasyTech contact to improve their knowledge of implementing the program and analyzing the data.

Evaluation

Progress in EasyTech will be evaluated by teacher reports showing a minimum of one EasyTech activity monthly. Fourth and fifth grade teachers will create a technology folder/portfolio for each student's work throughout the 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 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 8 STATEMENT:

All South Miami Elementary students will increase their performance in physical fitness.

Needs Assessment

An assessment of data reveals that 59% of 4th and 5th grade students passed the Standardized Fitness Test. Data suggests that improvement is needed in the number of passing scores in the Mile Run/Walk, Push-Ups, Curl-Ups, and Body Composition.

Measurable Objective

Given instruction in physical education standards, 75% of the students in Grades 4 and 5 will achieve the gold and silver FITNESSGRAM level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the Physical Education program to ensure that teachers select activities specifically related to the FITNESSGRAM assessment component items.	Administration Physical Education Teachers	8/8/2005	5/24/2006
Use FITNESSGRAM software to provide a prescriptive report printed out for each student.	Physical Education Teachers	8/8/2005	5/24/2006
Ensure that an appropriate amount of instructional time is dedicated to Fitness related activities.	Administrators Classroom Teachers Physical Education Teachers	8/8/2005	5/24/2006
Develop an Action Plan for South Miami Elementary to meet the goals and objectives emphasizing cardiovascular, flexibility, muscular strength, and endurance.	Physical Education Teachers Administrators	8/8/2005	5/24/2006
Compare pre and post test data to provide valid measures of student physical fitness improvement from the FITNESSGRAM.	Physical Education Teachers Administrators	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary will implement the FITNESSGRAM.

Professional Development

Physical Education teachers will attend Professional Development provided by the Life Skills Department as indicated on their Professional Development Plans.

Evaluation

South Miami Elementary's goal is to have 75% of the students in Grades 4 and 5 achieve the FITNESSGRAM Gold or Silver Award.

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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GOAL 9 STATEMENT:

All South Miami Elementary Magnet Arts students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the areas of visual arts, music, dance, and drama.

Needs Assessment

Assessment data from the 2004-2005 school year shows that dance performed twice, drama performed 3 times, music presented 3 performances and art showcased at 3 county and school exhibits. Magnet teachers agree that additional showcases are needed to raise the level of the quality of students' work.

Measurable Objective

Given instruction in the arts, South Miami Elementary School will enable Art, Music, Dance, and Theater magnet students to increase the number of exhibitions or performances as evidenced by logs, agendas, or official programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create an After School Chamber Ensemble from the fifth grade Music Magnet strings students, which will be available to perform in school and community events.	Magnet Music Teachers	8/8/2005	5/24/2006
Participate in the 50th anniversary of South Miami Middle School by performing with the High School and Middle School students in a production of the Nutcracker.	Dance Magnet Teacher	8/8/2005	5/24/2006
Investigate opportunities for magnet students to participate in school, district, and community art exhibits.	Visual Arts Teachers	8/8/2005	5/24/2006
Provide opportunities for the Magnet students to perform during school activities such as: the Magnet recruiting Open House, PTA Meetings, Awards Ceremonies, and Morning Announcements.	All Magnet Teachers	8/8/2005	5/24/2006

Research-Based Programs

South Miami Elementary implements the following research based programs in our expressive arts curricula: Sunshine State Standards, Competency Based Curriculum, Essential Elements, Making Music, Discover Art, All for Strings, The Ballet Book Series, An Introduction to Classical Ballet, Classical Ballet Technique, and the Technical Manual and Dictionary of Classical Ballet.

Professional Development

The expressive arts teachers at South Miami Elementary will participate in various Life Skills presentations and workshops provided by the district. Magnet teachers will participate in CRISS and Kagan Strategies trainings in order to support reading, writing, and mathematics.

Evaluation

Performances will be evaluated by participation logs, agendas, or official programs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

South Miami Elementary School will rank in the middle third of all elementary schools in the state in the Return of Investment (ROI) measure.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003 South Miami Elementary School ranked at the 46th percentile on the State of Florida ROI index.

Measurable Objective

South Miami Elementary School will improve its ranking on the State of Florida ROI index publication from the 46th percentile in 2003 to the 51st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations or volunteer networks.	Administrators	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Administrators	8/8/2005	5/24/2006
Consider shared use of facilities partnering with community agencies.	Administrators	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/2005	5/24/2006
Examine the ROI results of other schools in the state to determine where South Miami Elementary is in relation to other schools.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

The State of Florida ROI index publication

Professional Development

Administrators will attend workshops and information sessions on ROI.

Evaluation

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

EESAC Compliance

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

Budget:

The EESAC recommended funds be spent as needed on the following priorities: Library matching funds, \$500.00 for each Magnet strand, and technology.

Training:

The EESAC recommended training in the following areas for selected staff members: CRISS, SMILE, Inclusion, science process skills, and math manipulatives.

Instructional Materials:

The EESAC recommended the following instructional materials be utilized in teaching the Sunshine State Standards: Reading: Houghton Mifflin Series; Mathematics: Harcourt Brace Textbooks; Science: Harcourt Brace Textbooks and Carolina Biological Experiment Kits; Social Studies: Harcourt Brace Textbooks.

Technology:

The EESAC recommended to: maintain the computer lab and five internet connections in each classroom and to use EasyTech in grades 4 and 5 in order to become a leader in infusing technology into the curriculum.

Staffing:

The EESAC recommended hiring as many part time classroom assistants as possible to provide support for the teachers and additional tutoring for students.

Student Support Services:

The EESAC recommended to maintain counseling services and encourage as many parents as possible to be approved volunteers to better support student achievement.

Other Matters of Resource Allocation:

The EESAC recommended to pursue participation in grant writing and increasing the number of Dade Partners.

Benchmarking:

The EESAC recommended to compare and contrast South Miami Elementary with other schools and business organizations to identify successful areas as well as areas that indicate room for improvement.

School Safety & Discipline:

The EESAC recommended that all adults in the hallways or classrooms have an ID, pass, or badge identifying them as visitors, volunteers, school officials, approved vendors or contractors.

The EESAC recommended a no tolerance policy for bullying in any form toward other students. The parents, teachers, counselor, and administration will all be involved in resolving inappropriate behaviors and attitudes.

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