
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5281 - South Miami Heights Elementary School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Maria Pabellon

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Miami Heights Elementary School

South Miami Heights Elementary School shares its name with the surrounding subdivision. It serves 747 students from pre-kindergarten through fifth grade from a diverse and culturally rich community. The economic level of the school population is primarily low as evidenced by eighty-seven percent of students being eligible for free and/or reduced price meals. After reviewing and evaluating the Florida Comprehensive Assessment Test results, South Miami Heights Elementary School will continue to implement an instructional program with a strong focus on literacy from kindergarten through fifth grade. Common instructional materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and tri-annual assessments which will yield student performance data. This data will be carefully analyzed and used to focus instruction, and to set annual achievement goals.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 3-5 will improve their Mathematics skills as evidenced by 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing test.

Given instruction using the Sunshine State Standards in Science, fifth grade students at South Miami Heights Elementary School will increase science knowledge as evidenced by an increase of 5% Mean Scale Score on the 2006 administration of the FCAT Science Test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage points gain above the 2004-2005 level of participation, as evidenced by the data attained from 2005-2006 activity/workshop sign-in sheets, and attendance logs.

Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a one percent decrease in the number of outdoor suspensions, during the 2005-2006 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2005-2006 school year as documented by sign in logs.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by a three percent increase in the number of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 FITNESSGRAM.

Given an emphasis on participation in, and appreciation of, the arts, 50% of students in second through fifth grade will participate in the Spring Arts Festival during the 2005-2006 school year as documented by participation rosters.

South Miami Heights Elementary will improve its ranking on the State of Florida Return On Investment index publication from the 43rd percentile in 2003 to the 50th percentile on the next publication of the index.

Analysis of South Miami Heights Elementary School's "Organizational Improvement Snapshot Assessment" indicates a high level of stakeholder satisfaction as indicated by 96% of the category score rankings averaging 4 or above (based on a scale of 1-5 where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following categories as being in need of improvement: 7e. "My organization removes things that get in the way of progress" (score equaled 3.9); and 7c. "I know how well my organization is doing financially" (score equaled 3.5). In order to address these areas of concern South Miami Heights Elementary will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget. Additionally, a survey will be created that will enable the school to identify specific issues that staff members feel are getting in the way of progress at the school. After analysis of the survey's results is completed, an action plan will be developed to address the areas of concern that have been identified.

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 Heights Elementary School

VISION

The vision of South Miami Heights Elementary is to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

MISSION

Our mission at South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and the community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. "It Takes a Whole Village to Raise a Child." Building upon this concept, each student's strengths and abilities will be nurtured through the following four main components: Promote literacy throughout the school and foster life-long readers. Cultivate students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community. Implement a schoolwide technological program that includes critical thinking, writing and problem-solving strategies. Develop students' personal responsibility to promote decision-making in daily life. By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village.

CORE VALUES

South Miami Heights Elementary School holds the following beliefs as the motivation for services provided by the school: a commitment to bridge the gap between school and career and to develop the desire to continue as lifelong learners. Therefore, South Miami Heights Elementary School believes that its responsibility is to its students, faculty and staff, and to the community and society that it serves.

School Demographics

South Miami Heights Elementary shares its name with the surrounding subdivision. It serves approximately 750 pre-kindergarten through grade five students from a diverse and culturally rich neighborhood. The school has an ethnic breakdown of seven percent White, 21 percent African-American, 69 percent Hispanic, and three percent Other. Our school population is further broken down as 13 percent Students With Disabilities, 19 percent Limited English Proficiency, 87 percent economically disadvantaged students and five percent gifted students. The student population is comprised of 51 percent male students and 49 percent female students. The mobility rate of the school is approximately 28 percent. South Miami Heights Elementary students have a better than 95 percent rate of attendance. The economic level of the school population is primarily low as evidenced by 87 percent of students qualifying for free or reduced priced meals. Two administrators, a principal, and an assistant principal serve as the instructional leaders of the school. There are twenty-nine certified classroom teachers, five students with disabilities teachers, one gifted teacher, one elementary guidance counselor, one part-time speech therapist, one part-time art therapist, one full-time psychologist, a media specialist, ten special area teachers, a reading coach, three full-time paraprofessionals, one part-time media paraprofessional, and one part-time community involvement specialist employed at the school. There are 23 teachers with a Bachelor's degree, 25 teachers who have a Master's degree, and two teachers with a Specialist degree. The ethnic make-up of the staff is 32 percent White Non-Hispanic, 24 percent Black Non-Hispanic, 43 percent Hispanic, and two percent Asian/American Indian. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report. The Florida Department of Education grades South Miami Heights Elementary as an "A" school. An increase in the number of students achieving learning gains had a positive impact on overall scores. In addition, there were further successes; data collected from the 2005 Florida Department of Education Accountability Report, based on the 2004 FCAT, indicate the following: 64 percent of the students in grades three through five made learning gains in reading comprehension skills, additionally 51 percent of the lowest 25 percent in reading made learning gain, 77 percent of students in grades three through five made learning gains in mathematics, and 89 percent of students in grade four met high standards on the FCAT writing test.

School Foundation

Leadership:

The leadership team at South Miami Heights Elementary is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven, however staff is encouraged to implement new/innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. School leaders provide support and opportunities for professional and personal growth. The leadership team actively seeks involvement from the staff, and community in an effort to provide an effective educational continuum. Results of the 2005-2006 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the leadership category received an average score of 4.5 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

District Strategic Planning Alignment:

South Miami Heights Elementary School's goals are delineated in the school's mission. These goals include: 1) developing life-long readers and learners; 2) improving students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to the school and community; 3) developing technologically proficient learners who are capable of utilizing critical thinking, writing skills and problem-solving strategies; and 4) developing students' personal responsibility to promote decision-making in daily life. South Miami Heights Elementary School is committed to helping students begin to bridge the gap between school/career, and to developing the desire to continue as lifelong learners. Results of the 2005-2006 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the strategic planning category received an average score of 4.2 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Stakeholder Engagement:

South Miami Heights Elementary School strives to link with the community in several ways. By creating partnerships with local businesses, the school keeps up with the changing needs of the diverse community that surrounds it. Companies such as Real Way, Dunkin Donuts, Winn Dixie and Publix lend their support and services to enable a variety of activities to be carried out. In addition to the business ties that have been created, South Miami Heights Elementary has a working PTA that sponsors fundraisers and parent involvement activities that help establish stronger educational links between home and school. Parents have many opportunities to be involved in their child's education through participation in decision-making opportunities such as EESAC and an extensive volunteer program. Eighty-seven percent of the student population benefits from the free/reduced lunch program. It is essential that parent and student needs be enhanced through the provision of services at the school site such as the Family Resource Center, which provides families with materials to support home learning activities. In addition, the school provides Title 1 parent workshops on a variety of topics. The community, via organizations such as The Girl Scouts of America, enjoys the benefits of using the schools as a meeting place. Results of the 2005-2006 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Customer and Market Focus category received an average score of 4.5 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Faculty & Staff:

South Miami Heights Elementary School has implemented a master schedule which enables grade level/subject area

planning throughout the school. The leadership team, comprised of the Principal, Assistant Principal, Grade/Subject Area chairpersons, Reading Coach and Math/Science Leader, meets regularly and provides suggestions, solutions, and feedback for all aspects of the school's programs. Bi-weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. Collaborative decision making is based upon total quality management principles. Results of the 2005-2006 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Human Resource Focus and the Business Results categories received an average score of 4.3, (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Data/Information/Knowledge Management:

South Miami Heights Elementary School utilizes a data driven approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available. Instructional teams review the results and then participate in any restructuring that may be needed to meet the identified areas of concern. Instructional focus calendars are then developed and utilized to ensure that instruction addresses the identified needs. This process is repeated throughout the year and adjustments to academic programs are made as necessary. Results of the 2005-2006 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Measurement, Analysis and Knowledge Management category received an average score of 4.6 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Education Design:

South Miami Heights Elementary School utilizes a vast array of processes to drive the function of the school including, but not limited to: schoolwide focus on literacy across the curriculum; rigorous curriculum, instruction, and assessment based upon Florida's Curriculum Frameworks and Sunshine State Standards; a leadership team that utilizes shared decision making practices in order to address and meet the needs of the school's stakeholders; ongoing review of data analysis and results in order to perpetuate continuous improvement; common planning time for grade levels/subject areas in order to provide instructional personnel with opportunities to share best practices, and to identify instructional goals/needs and plan to meet the goals/needs that have been identified; continuous school-home communication via student agendas, open houses, parent workshops and the Family Resource Center; implementation of inclusive practices which enable students to participate in instructional settings that are best able to meet their individual needs; and continual contact with various community resources. Results of the 2005-2006 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Process Management category received an average score of 4.3 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Performance Results:

Performance results from various assessment tools indicate that the educational design that South Miami Heights Elementary School has implemented have resulted in improvements in the following areas: the outdoor suspension rate has decreased by one percent; referrals to a dropout prevention program have decreased by two percent; student participation (as mediators) in peer mediation programs has increased by nine percent; and teacher utilization of behavior modification programs such as "Student of The Month" has increased to 100%.

Additional Requirements

Only for schools under state sanction

High Quality, Highly Qualified Teachers:

South Miami Heights Elementary School has 23 teachers with a Bachelor's degree, 25 teachers who have a Master's degree, and two teachers with a Specialist degree.

Highly Qualified, Certified Administrators:

The administrative staff of South Miami Heights Elementary School is comprised of a principal and assistant principal.

The principal is Dr. Maria V. Pabellon. During her twenty-six year tenure, fourteen as a principal, Dr. Pabellon has worked in Miami-Dade County Public Schools serving students at a variety of academic and socio-economic levels. Dr. Pabellon has taught students in grades pre-k through six in all academic areas including Spanish, ESOL and ESE. She has served as an elementary teacher, grade level and department chairperson, Compensatory Education teacher, math resource teacher, Title 1 resource teacher, community education specialist, administrative assistant principal, assistant principal, acting principal and principal. She has facilitated training for parents in reading, writing, mathematics and technology. She has facilitated training for teachers and assistant principals in reading, writing, mathematics, data analysis, facilitative leadership, school budget, and personnel management. She has also facilitated curriculum planning through scheduled weekly grade level meetings and monthly department meetings. She has coordinated and supervised in-school, and before and after school, FCAT tutorial programs for low performing students, as well as implemented in-school enhancement programs for advanced students. She has coordinated and supervised a community school of approximately 2,000 elementary students attending three separate campuses. Dr. Pabellon's efforts have contributed to increased student achievement in the schools in which she has served. During the 2004-2005 school year South Miami Heights Elementary School earned the grade of A for the second consecutive year, earning the school the district's platinum award. The school also met the criteria for Provisional Adequate Yearly Progress (AYP). Dr. Pabellon worked with the administrative team and staff to increase student achievement as evidenced by increases in the percent of students demonstrating state mastery in reading, writing and mathematics.

Dr. Pabellon's credentials are as follows: Ph.D. in Educational Leadership, 2002, The Union Institute and University; Master of Science Degree in Elementary Education, 1981, Nova University; Bachelor of Science Degree in Elementary Education, 1980, Florida International University; Bachelor of Science Degree in Psychology, 1979, St. Thomas University. Her certifications are: Educational Leadership K-12, Elementary Education (1-6), School Principal (all levels), and ESOL endorsement. Her professional achievements are: Region VI Principal of the Year nominee, 2001; Region VI Principal of the Year nominee, 1999; Region VI Superintendent's Merit Award, 1994.

Dr. Pabellon has also served as a community involvement specialist for a vocational adult/tech. school, ESOL teacher for adults, counselor for teenage students and currently teaches college preparatory reading at Miami-Dade Community College.

The assistant principal is Charlotte Welsh. During her twenty-four year tenure, ten as an assistant principal, Mrs. Welsh has worked in Miami-Dade County Public Schools serving students at a variety of academic and socio-economic levels. Prior to working at South Miami Heights Elementary, Mrs. Welsh was the assistant principal at Kendale Lakes Elementary and Redland Middle Schools; she also worked at Mac Arthur South Senior High as an ESE teacher, a department chairperson, and an administrative assistant. She was awarded the Assistant Principal of the Year for the Southridge Feeder Pattern during the 2003-2004 school year. Mrs. Welsh entered the Executive Training Program during the 2004-2005 school year, and has completed the

first year of this two year program. She has a Master of Science degree in Diagnostic Teaching and is certified in Educational Administration for grades K-12. She has facilitated training for teachers in reading, writing, data analysis, facilitative leadership and critical thinking. She has facilitated curriculum planning through bi-weekly grade level meetings. In addition, she has coordinated and supervised the FCAT in-school tutorial program and Saturday Academy for low-performing students. Mrs. Welsh's efforts have contributed to increased student achievement in the schools in which she has served. During the 2004-2005 school year, South Miami Heights Elementary was awarded the grade of A. Previous Performance Grades have been: 1998-2001 the school received the grade of D; 2001-2003 the school received the grade of C and 2003-2004 the grade of A. Mrs. Welsh worked with the administrative team and staff to increase student achievement as evidenced by increases in learning gains in reading, writing and mathematics.

• Teacher Mentoring:

All new teachers will participate in the Beginning Teacher Orientation as required by the district. Veteran teachers will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies. This

will be further supported by pairing new teachers with a mentor and establishing their Professional Growth Teams. The Reading Coach will assist with the implementation of the Comprehensive Reading Plan, guided reading and FCAT writing. In addition, the Reading Coach will continue to build on the Language Arts Scope and Sequences for each grade level and provide training sessions. New teachers will also receive follow-up and one-on-one reinforcement provided by the staff who is guiding curriculum support.

• School Advisory Council:

South Miami Heights Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). School leaders provide support for growth opportunities both professionally and personally in order for stakeholders to make informed decisions. Innovation is encouraged and new ideas are given the opportunity to succeed.

• Extended Learning Opportunities

South Miami Heights Elementary has identified the following services that will be used to address deficiencies in students' basic academic skills: Before, during, and after-school tutoring provided by certified teachers, substitute teachers and highly qualified paraprofessionals. Technology based programs, such as Riverdeep will be used as additional resources.

In order to increase the results on FCAT scores schoolwide, the following strategies are being implemented: tri-annual assessments and ongoing data analysis to identify student weaknesses, group lessons and activities that will focus on specific academic skills, and intensive instruction to small groups of students including Students With Disabilities.

Other incentives include Writer of the Month; Student of the Month, Perfect Attendance, Accelerated Reader Stars, Winners Circle, Honor Roll, Principal's Honor Roll Luncheon, Book-It, and FCAT Recognition Programs.

South Miami Heights Elementary provides student services that promote positive self-esteem as well as successful academic achievement. Fifth grade students are responsible for reporting current news and special events over closed-circuit television each morning. Safety Patrol is also an integral part of maintaining safe conditions for all students before and after school. The

Academic Excellence Program (AEP) meets after school and provides students with an opportunity to develop critical thinking, creativity, and leadership skills. A schoolwide science fair allows students to participate in a hands-on science activity that facilitates the acquisition of further knowledge of the scientific method and science process skills. Future Educators of America (FFEA) work collaboratively with other students and teachers in an effort to optimize student achievement as they learn the fundamentals of becoming future educators. In addition, students have the opportunity to participate in other clubs and activities such as the SMHE Chorus, Art Club, Intramurals, Multicultural Celebrations, Career Fair, FCAT Trivia and Word of the Day, FPL Energy Transformations, Fifth Grade Rocket Science, Invention Convention Demonstrations, Recycling Club, Butterfly Gardening Club, SED Garden Club, Textbook sharing, Winter Inter-generational Care and Share Musical, Everglades Conservation Camping, Renaissance Fair and Archery/Falconry Demonstration, the Community Renovation Project and Student Mediators.

• School Wide Improvement Model

South Miami Heights Elementary School will continue to implement the Continuous Improvement Model utilizing the plan, do, check, act (PDCA) cycle. This model involves a four step systematic process for making improvements in services. The cycle will include: Plan – for changes to bring about improvement, Do – changes on a small scale first to try them, Check – to see if changes are working, and, Act – to get the greatest benefit from changes.

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:

Students at South Miami Heights Elementary School will continue improving their reading skills as measured by the FCAT until 2013, when 100 percent of students will be proficient readers.

Needs Assessment

The results of the 2004-2005 School Performance Accountability Report indicate that 64 percent of the students tested made learning gains and 67 percent achieved high standards in reading. The scores reflect a two percentage point decrease in students achieving learning gains and a six percentage point increase in students achieving high standards. The results of the 2005 FCAT Reading test reveal that 27 percent of students in grade three, 24 percent of students in grade four, and 30 percent of the students in grade five scored at achievement Level 1. The results of the 2005 FCAT Reading test reveal that third grade students will need to improve skills in the words and phrases strand. Further data analysis reveals that students in grade four met with the least success in the reference/research content strands. Fifth grade students met with limited success in words and phrases. Further analysis of grade five student's reading achievement indicates that intensive instruction in all content strands is needed, as only 36 percent of students met with success in achievement level three. Additional analysis indicates that 17 percent of fifth grade students, 21 percent of fourth grade students and 19 percent of third grade students met with success in achievement levels four and five. Rigorous instructional effort in these areas should result in an increase in student achievement. At the current level of performance the school is faced with the challenge of increasing the percent of students achieving high standards in order to meet the state's required level of performance.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Reading test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Leadership Team	8/4/2005	5/24/2006
Implement the NEW Comprehensive Research Based Reading Plan (CRRP) Companions K-2 and 3-5 with intensive focus on guided reading and vocabulary development.	Reading Coach	8/8/2005	5/24/2006
Implement use of the NEW Houghton-Mifflin reading series.	Reading Coach; Classroom Teachers	8/8/2005	5/24/2006
Utilize FCAT Explorer, Waterford, Early Reading and other computer-assisted resources to reinforce and enhance reading skills.	Classroom Teacher	8/8/2005	5/24/2006
Utilize graphic organizers and task cards to assist in reading comprehension.	Classroom Teachers	8/8/2005	5/24/2006
Implement Reciprocal Teaching strategies to help students understand what good readers should do automatically.	Classroom Teacher	8/8/2005	5/24/2006
Continue to provide workshops for parents that will develop their knowledge of activities that can be used in the home to reinforce reading skills.	Reading Coach	8/8/2005	5/24/2006
Disaggregate and analyze data from the Reading Standards Tri-annual Tests to direct instruction.	Leadership Team	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Reading Program; CRRP companion K-2; CRRP companion 3-5

Professional Development

Professional development for all teachers will include training on the new Comprehensive Research-based Reading Plan. Staff Development will include: Reading First, Houghton Mifflin, DIBELS, DAR: Diagnostic Assessment for Reading, Early Success, Soar to Success, Edusoft, Reading Coach, Data Analysis, and Guided Reading.

Evaluation

Weekly, monthly and tri-annual assessments; Accelerated Reader/STAR; Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Diagnostic Assessment of Reading (DAR) will be used to monitor the reading objectives. Summative evaluation will be the 2006 FCAT Reading Test.

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

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

GOAL 2 STATEMENT:

Students at South Miami Heights Elementary School will continue improving mathematics skills as measured by the FCAT, for all No Child Left Behind (NCLB) populations.

Needs Assessment

The data from the School Performance Accountability Report indicates that 77 percent of the students tested in grades three through five made learning gains, and 67 percent achieved high standards in mathematics. The scores reflect a two percentage point decrease in students achieving learning gains and a 7 percentage point increase in students meeting high standards as compared to the 2004 administration of the FCAT Mathematics Test. The 2005 administration of the FCAT Mathematics Test reveals that 18 percent of students in grade three, 20 percent of students in grade four, and 18 percent of the students in grade five scored a Level 1. Comparing the data across the grade levels shows evidence that third grade will need to increase student skills in the number sense and algebraic thinking strands. Further data analysis reveals that student's in grade four met with equal success in all content strands, however improvement needs to continue in all strands as evidenced by an analysis of the percent of available points earned by content. Analysis revealed that fourth grade students earned an average of 58 percent of all points available in each mathematics strand. Fifth grade students met with limited success in the number sense strand, earning an average of 38 percent of all points available. Further analysis of grade three, four and five student's mathematics achievement demonstrates that increased instruction in all content strands is needed, as only 20 percent of third grade students, 16 percent of fourth grade students, and 23 percent of fifth grade students met with success in achievement levels four and five. This indicates a need to emphasize higher level thinking and organization skills. Continuous instruction in all mathematics strands should stress all benchmarks. Professional development needs should focus on innovative teaching strategies, incorporating the use of manipulatives during lessons, and developing

higher order thinking and organization skills in students.

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 checked="" 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 improve their mathematics skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 3-5 will improve their Mathematics skills as evidenced by 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide additional opportunities for students in grade five to enhance and apply mathematics skills through participation in Math Lab activities.	Math Lab Facilitator	8/8/2005	3/1/2006
Analyze data from the 2005 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for mathematics lessons.	Assistant Principal	8/8/2005	5/24/2006
Continue to utilize assessment programs such as FCAT Explorer and district assessments in order to monitor and identify individual student's skill needs.	Classroom Teachers	8/8/2005	5/24/2006
Continue to utilize the Family Resource Center to provide families with materials and activities that can be used in the home to reinforce students' mathematics skills.	Community Involvement Specialist	8/8/2005	5/24/2006
Continue to utilize computer-assisted resources to reinforce and enhance students' skills in mathematics.	Classroom Teachers	8/8/2005	5/24/2006
Provide students with additional opportunities to practice mathematic skills throughout the students' curriculum.	Classroom Teachers	8/8/2005	5/24/2006
Continue to provide workshops for parents that will develop their knowledge of materials and activities that can be used in the home to reinforce students' mathematics skills.	Leadership Team	8/8/2005	5/24/2006
Continue to provide inservice training for teachers and paraprofessionals in order to enhance instruction in mathematics.	Leadership Team	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Mathematics Florida Program

Professional Development

Professional development training will include in-services on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, geometry), and differentiated instruction for all students. Professional development needs will focus on innovative teaching strategies, incorporating the use of manipulatives during lessons, and developing higher order thinking and organization skills in students. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives.

Evaluation

Weekly, monthly and tri-annual assessments will be used to monitor the mathematics objectives. Summative evaluation will be the 2006 FCAT Mathematics Test.

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

District Strategic Plan

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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 3 STATEMENT:

Students at South Miami Heights Elementary School will continue improving writing performance in all NCLB populations as measured by the FCAT.

Needs Assessment

The results obtained from the 2005 School Performance Accountability Results indicate that 89 percent of fourth grade students tested met the state standard of 3.5 and above; 61 percent of fourth graders scored a 4.0 or above on Expository, and 69 scored 4.0 or above for Narrative. Overall, 65 percent of fourth graders scored 4.0 or higher. Accountability results also indicate that 77 percent of fourth graders scored a 3.5 or above on Expository, and 85 percent scored 3.5 or above for Narrative. The needs assessment reveals that students require further development in the writing benchmarks. Data analysis revealed that improvement is needed in expository writing skills as evidenced by 12 percent less students scoring a 3.5 or above as compared to the percent of students scoring a 3.5 or above for narrative writing. Though data analysis indicates that student's skills are stronger in narrative writing, continuous instruction is required in all forms of writing in order to improve students' achievement levels. On-going data analysis among grade group members regarding progress on monthly assessments is needed to drive instruction and student skill acquisition. Additionally, professional development needs such as focus, organization, support, and conventions will assist in providing more structured writing practice for students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Florida Writing Assessment: A Practice Book for Grades K-5, written by the division of Language Arts and Reading in order to become familiar with the writing process and the assessed objectives.	Classroom Teachers	8/8/2005	5/24/2006
Address primary level students' individual weaknesses as identified monthly through writing prompts by conferencing with students to improve writing difficulties.	Classroom Teachers	8/8/2005	5/24/2006
Provide students with more structured writing practice especially in the areas of focus, organization, support, and conventions.	Classroom Teachers	8/8/2005	5/24/2006
Utilize a checklist for teachers and individual students' conferencing to identify and remediate writing deficiencies.	Classroom Teachers	8/8/2005	5/24/2006
Provide writing materials that can be checked out by the parent through the Parent Resource Center to be used with students at home.	Reading Coach; Community Involvement Specialist	8/8/2005	5/24/2006
Develop a school wide graphic organizer to assist students in planning expository and narrative essays.	Reading Coach; Classroom Teachers	8/8/2005	5/24/2006
Use district writing pre- and post- tests to provide information for delivery of instruction.	Classroom teachers	8/8/2005	5/24/2006

Research-Based Programs

Florida Writing Assessment from the Division of Language Arts/ Reading; Houghton Mifflin Miami Edition; Teach Me Writing by Sanron, and Razzle Dazzle.

Professional Development

Professional development training for teachers will include: how to develop and utilize a rubric; sharing of best practices; and identification and review of writing standards.

Evaluation

Writing pre- and post-tests, and monthly writing assessments will be used to monitor the monthly writing objectives. Summative evaluation will be the 2006 FCAT Writing+ test.

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.)

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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

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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 4 STATEMENT:

Students at South Miami Heights Elementary School will continue improving science skills as measured by the FCAT, for all No Child Left Behind (NCLB) populations.

Needs Assessment

The results of the 2005 administration of the FCAT Science Test indicate that students in all curriculum groups in grade five had an average mean scale score of 259, twenty-seven points below the district's mean scale average of 286. Standard curriculum students in grade five had an average mean scale score of 275, eleven points below the district's mean scale average of 286. Comparing the data shows evidence that fifth grade students met with limited success in all content strands, earning an average of 50 percent of all points available in the physical/chemical, scientific thinking and life/environmental strands; and an average of 38 percent of all points available in the earth and space strand. Further analysis of grade five student's science achievement demonstrates that increased instruction in all content strands is needed, as less than 25 percent of fifth grade students met with success in the highest achievement level. Intensive instructional effort in all strands should result in an increase in student achievement.

Measurable Objective

Given instruction using the Sunshine State Standards in Science, fifth grade students at South Miami Heights Elementary School will increase science knowledge as evidenced by an increase of 5% Mean Scale Score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to provide hands-on science experiences for students in grades four and five, through science lab activities.	Science Lab Teacher	8/8/2005	5/24/2006
Continue to provide opportunities for students to increase their awareness of science vocabulary and concepts through the creation and maintenance of student science journals in grades kindergarten through five.	Classroom Teachers	8/8/2005	5/24/2006
Analyze data from the 2004 FCAT Science Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for science lessons.	Leadership Team	8/8/2005	5/24/2006
Provide opportunities during language arts/shared reading to reinforce grade appropriate science content through the use of non-fiction text.	Classroom Teachers	8/8/2005	5/24/2006
Continue to utilize the Family Resource Center to provide families with equipment and activities that can be used in the home to reinforce students' science skills.	Community Involvement Specialist	8/8/2005	5/24/2006
Continue to provide a dedicated space and resources for a school-based science lab, in which students in grade three through five will participate in weekly hands-on/inquiry based science investigations.	Administration	8/8/2005	5/24/2006
Continue to incorporate hands-on activities in science lessons in grades kindergarten through five.	Classroom Teachers	8/8/2005	5/24/2006
Continue to maintain teacher logs of students' hands-on science activities.	Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Science, McGraw Hill Science

Professional Development

Professional development training will include an emphasis on the scientific method, use of hands-on activities, including FOSS Science Kits, and managing and guiding cooperative groups and strategies to maximize learning opportunities. Professional development opportunities will include: higher order thinking skills, SMILE, hands-on science, and FOSS training. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives.

Evaluation

District-approved assessments will be used to analyze progress and instruction to target weaknesses and reinforce areas of strength. Summative evaluation will be the 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

South Miami Heights Elementary School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Data gathered from the 2004-2005 Parent participation logs and sign-in sheets indicates that an average of 64 percent of parents participated in parent training workshops, PTA meetings, Title 1 meetings and open houses. This level of parental involvement needs to be maximized and built upon. Involvement efforts need to be highly focused and well planned in order to increase participation and support. Workshops need to address pre-identified parental needs and concerns, as well as academic and family related issues. Every effort needs to be made to provide opportunities for parent/community participation at times that are convenient for all stakeholders. Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage points gain above the 2004-2005 level of participation.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage points gain above the 2004-2005 level of participation, as evidenced by the data attained from 2005-2006 activity/workshop sign-in sheets, and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide daily home-to-school communication through parents/students signed reading logs.	Classroom Teachers	8/8/2005	5/24/2006
Encourage parent's participation in decision making groups such as PTA and EESAC.	Community Involvement Specialist	8/8/2005	5/24/2006
Maintain an ongoing line of communication (in students' home language) between the home and the school through the use of student progress reports, report cards, flyers, school newsletters, parents/teacher conferences, and home visits.	Leadership Team; Classroom Teachers	8/8/2005	5/24/2006
Plan and conduct special activities such as Open House, Title I Parent Orientation, Science Family Night, Writer of the Month, Student of the Month Breakfast for parents and selected students, and FCAT Explorer orientation for parents.	Leadership Team	8/8/2005	5/24/2006
Encourage parent's to attend workshops such as: The Passport to Success, and also The Parent Academy Trainings provided at different locations.	Community Involvement Specialist	8/8/2005	5/24/2006
Utilize the "Parent Compact" (Title I Parent Contract), and student planners, to encourage active involvement and support in both school and home based learning.	Classroom Teachers	8/8/2005	5/24/2006
Provide a "parent friendly" environment conducive to training in home strategies, and encourage parents to utilize the Family Resource Center to check out educational materials for writing, reading, math, and science to be used in the home.	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Just Read Families!

Professional Development

Parents will be encouraged to actively participate in the following activities: Educational Excellence School Advisory Council (EESAC), District Advisory Council (DAC), Parent Advisory Council (PAC), the Annual Technology Conference that showcases technology-based instructional and productivity programs, PTA, Title I Parent Workshops, and The Parent Academy Training.

Evaluation

Parental and community involvement will show a 5 percent increase above the 2004-2005 level of participation, as reflected in the tally of data obtained from activity/workshop sign-in sheets, and attendance logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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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

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

GOAL 6 STATEMENT:

South Miami Heights Elementary School will promote programs and practices that facilitate a safe and disciplined environment for students .

Needs Assessment

The results of the Executive Summary of Case Management Report (ESCMR) for the 2004-2005 school year indicate that there were 322 incidents in which students were referred to administration or student services for general disruptive conduct. Of the 322 referrals, 45 cases, or 14 percent, resulted in outdoor suspension.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a one percent decrease in the number of outdoor suspensions, during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a school wide detention pool to be used to reduce the number of outdoor suspensions.	Discipline Committee	8/8/2005	5/24/2006
Provide school wide incentives recognizing students for acts of good citizenship.	Administration	8/8/2005	5/24/2006
Present awards for individual students with outstanding behavior at monthly assemblies.	Administration	8/8/2005	5/24/2006
Target students with excessive referrals for administrative counseling and intervention.	Counselor	8/8/2005	5/24/2006
Use PROUD and peer mediation as a counseling tool.	Counselor	8/8/2005	5/24/2006
Identify and implement instructional programs that address discipline/behavior issues that are frequently encountered by students in grades K-5.	Counselor; Discipline Committee	8/8/2005	5/24/2006
Utilize the discipline and safety committee to standardize a discipline and safety procedures plan.	Administration	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Professional development for all teachers will include training on identifying and reducing the number of incidents of bullying. Teachers will be trained in the use of the character education curriculum as a tool to develop a safe learning environment. Teachers will be referred to classroom management classes at TEC on an as need basis, and those teachers identified and working with professional growth teams. School wide training will be provided on the use of positive reinforcement as a tool for reducing the number of referrals and incidents of general disruptive conduct.

Evaluation

Student behavior in grades kindergarten through five will improve by a one percent decrease in the number of outdoor suspensions, during the 2005-2006 school year as evidenced by results of the 2005-2006 Executive Summary of Case Management Report (ESCMR) as compared to results for 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

South Miami Heights Elementary School will integrate technology in all curricular areas.

Needs Assessment

Professional development records indicate that 2% of the instructional staff participated in technology related staff development during the 2004-2005 school year. As the need to be technologically literate increases, teachers must be able to integrate the use of technology in all areas of the curriculum.

Results from the 2004 STaR survey indicate that South Miami Heights Elementary ranks at the Entry Stage/Level 1 in the following categories: Teacher Access to Technology and Instructional Technology support. Funding and Teacher Technology Standards were ranked at the Intermediate Level/Stage 2. All other assessed categories were ranked at the Advanced/Stage 3 or Target/Stage 4 levels.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2005-2006 school year as documented by sign in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilizing technology, teachers will retrieve, evaluate, and use information related to student progress.	Administration	8/8/2005	5/24/2006
Promote equitable and universal access to technology.	Administration	8/8/2005	5/24/2006
Survey instructional staff to identify needed professional development.	Leadership Team	8/8/2005	5/24/2006
Implement a "Teacher Helping Teacher" mentoring program to help instructional staff develop increased competency in utilizing unfamiliar technology applications.	Administration	8/8/2005	5/24/2006
Identify, and allocate resources that can be utilized to maintain, replace, and upgrade technology accessibility and availability in all classrooms.	Administration	8/8/2005	5/24/2006
Infuse student-based programs into the curriculum giving students daily opportunities to utilize technology.	Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Riverdeep

Professional Development

Teachers will participate in professional development/training sessions that will enhance their computer skills. Emphasis will be placed on participation in staff development that will further awareness of instructional personnel in the following programs: Edusoft, Power Point, Electronic Grade Book, Microsoft Word, Microsoft Excel, FCAT Explorer, Riverdeep, e-mail and Internet.

Evaluation

Progress will be monitored through the utilization of sign in logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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 8 STATEMENT:

Through participation, students will develop interests and skills that will promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Based on the results of the 2004-2005 FITNESSGRAM, 72% of all 4th and 5th grade students, had passing scores. These results indicate a need for 4th and 5th grade students to become more physically active and health conscious.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by a three percent increase in the number of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilizing the FITNESSGRAM, administer a pre-test to determine baseline measures of student/school improvement.	Physical Education Teachers	8/8/2005	8/31/2005
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teachers	8/8/2005	5/24/2006
Identify and help students develop competency in motor skills and movement patterns needed to perform a variety of physical activities.	Physical Education Teachers	8/8/2005	5/24/2006
Direct and oversee student participation in the specific activities in order to prepare for the FITNESSGRAM.	Physical Education Teachers	8/8/2005	5/24/2006
Develop an action plan to meet the goals and objectives of the Presidential Fitness Program Awards.	Leadership Team; Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Professional development training will include in-services on the essential components of health and physical fitness for elementary school students. The physical education coaches will provide a presentation to faculty on the FITNESSGRAM and the elements that it assesses to create an awareness among the faculty of the FITNESSGRAM and the value of physical fitness.

Evaluation

Quarterly assessments will be utilized to analyze progress and instruction focused on remediating/targeting weaknesses and reinforcing areas of strength. Summative evaluation will be based upon the percent of students passing the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through curricular and extra curricular offerings.

Needs Assessment

During the 2004-2005 school year 32% of students in second through fifth grades participated in the Spring Arts Festival. State mandated academic guidelines for tier one, tier two and tier three students have severely impacted student participation in the arts program.

Measurable Objective

Given an emphasis on participation in, and appreciation of, the arts, 50% of students in second through fifth grade will participate in the Spring Arts Festival during the 2005-2006 school year as documented by participation rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students to develop an understanding of the relationship of the arts to science and mathematics during science and mathematics classes.	Classroom and Special Area Teachers.	8/8/2005	5/24/2006
Implement a beginning string program in third grade.	Music Teacher	8/8/2005	5/24/2006
Identify and provide additional opportunities for students to participate in arts experiences.	Special Area Teachers	8/8/2005	5/24/2006
Monitor all arts programs to ensure that students are exposed to a variety of artistic genres.	Special Area Chairperson	8/8/2005	5/24/2006
Identify resources that can be used by parents to provide their children with additional experiences in the arts at home.	Community Involvement Specialist	8/8/2005	5/24/2006
Identify and provide opportunities for students to attend authentic arts productions, i.e., concerts, plays, art shows, etc.	Special Area Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Professional development training will focus on in-services that will help instructional personnel integrate the arts into all areas of the curriculum and facilitate student appreciation of the arts.

Evaluation

Summative evaluation will be based upon 50 percent or more of the students in second through fifth grade participating in the 2005-2006 Spring Arts Program.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

South Miami Heights Elementary School will rank at or above the 50th percentile statewide in the Return on Investment Index of value and cost effectiveness in its programs.

Needs Assessment

The Return on Investment index indicates that South Miami Heights Elementary ranks in the forty-third percentile of all elementary schools in the state of Florida. A qualitative cost analysis team is needed in order to: (a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources (b) monitor whether or not the programs and resources are improving school and student performance (c) measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

Measurable Objective

South Miami Heights Elementary will improve its ranking on the State of Florida Return On Investment index publication from the 43rd percentile in 2003 to the 50th 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.	Leadership Team	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	7/1/2005	6/30/2006
Consider shared use of facilities and partnering with community agencies.	Leadership Team	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks and grants.	Leadership Team	7/01/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Professional development will focus on budget training in order to develop an increased understanding of the school's budget.

Evaluation

On the next State of Florida Return of Investment index publication, South Miami Heights Elementary School will show progress toward reaching the 50th percentile.

EESAC Compliance

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

Budget:

The EESAC assists in the preparation and implementation of the School Improvement Plan. In order to fully implement the School Improvement Plan, the EESAC recommends that funds be used to provide additional resources in the areas of reading, mathematics, science and writing.

Training:

In order to fully implement the School Improvement Plan, the EESAC recommends the implementation of staff development and training which addresses the needs of new teachers as well as teachers in new grades and/or subject areas.

Instructional Materials:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to use and provide state adopted texts for all students; and continue to provide supplemental texts that will help ensure academic growth for all students.

Technology:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing training in technology schoolwide.

Staffing:

In order to fully implement the School Improvement Plan, the EESAC recommends considering teaching strengths and preferences when making staffing decisions and continuing the use of common planning time for each grade level and/or subject area.

Student Support Services:

In order to fully implement the School Improvement Plan, the EESAC recommends utilizing additional resources provided for retained students as well as students not meeting grade level expectations in reading, mathematics, science and writing.

Other Matters of Resource Allocation:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to review the allocation of all resources in order to ensure that they are being utilized effectively.

Benchmarking:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to disaggregate data at regularly scheduled intervals in order to identify and address identified academic needs for all student groups.

School Safety & Discipline:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing the utilization of student agendas as an additional method of home-school communication; continue to implement plans developed by the discipline and safety committee.

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