
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5321 - Southside Elementary School

FeederPattern: Booker T. Washington Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Maria Gonzalez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Southside Elementary School

Beginning this school year, Southside Elementary opened its doors as Southside Elementary Museums Magnet School. Given the fact that the population of Southside Elementary is predominately Hispanic, the goal of the magnet is to mirror district demographic population. The school currently serves 393 students in pre-kindergarten through fifth grade. The school is in the Booker T. Washington Feeder Pattern and is located at 45 SW 13th Street. The students come from a variety of backgrounds, however the majority of students come from economically disadvantaged backgrounds as evidenced by the fact that 82 percent are on free or reduced lunch. The population of the students is: 89 percent Hispanic, 6 percent White, 4percent Black and .7percent Asian, .3percent Multi-Racial. The stakeholders have identified the following measurable objectives for inclusion in the 2005-2005 School Improvement Plan:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 75 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by an increase of 2 percentage points on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain mastery level on the 2006 Administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the mean scale score on the 2006 Administration of the FCAT Science Test.

Parental involvement in museums magnet school exhibition nights will demonstrate an increase of 5 percent as compared to open house documented attendance of the 2004-2005 school year.

Suspension rates will decrease by 2 percent for the 2006 school year as compared to 2005.

Given additional professional development opportunities, Teacher Access to Technology will show an increase above 2.5 on the STaR School Profile.

Given instruction in daily physical fitness, there will be an increase of 3 percent in the number of award winner recipients.

Collaboration will increase by 5 percent as evidenced by attendance of special area teachers at grade level meetings as compared to the 2004-2005 school year.

Southside Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 12th percentile on the next publication of the index.

The 2005-2006 Southside Elementary Museums Magnet School in conjunction with the Educational Excellence School Advisory Council has identified the school-wide priorities in teaching and learning and are addressed in this document. EESAC has also analyzed the September 2005 Organizational Performance Improvement Snapshot Survey and concluded that the weakest areas was Process Management scoring 4.1. All other areas scored 4.2., however, in the area of Business Results, there was a weak indicator of 3.9.

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.

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School Demographics

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The Southside Elementary Museums Magnet School employs 61 staff members. The breakdown is as follows: 2 Administrators, 34 Instructional, 4 Clerical, 3 Custodians, and 11 other staff members.

The school implements the inclusion model for all ESE students and LEP students. The school also provides an Academic Excellence Program for Journalism and Science and a Title 1 Chess Club. Southside Elementary Museums Magnet School also has a resource gifted program for grades K-5.

For the 2004-2005 school year, Southside Elementary Museums Magnet School has once again attained an "A" under Governor Bush's A+ Plan and has also made Adequate Yearly Progress under the No Child Left Behind Act.

School Foundation

Leadership:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas, the weakest in that section was the staff's opinion of the organization, item 1g. Based on the aforementioned results, it is evident that the administration and the EESAC has collaboratively defined a vision and established goals for the improvement of student achievement. The administration and the EESAC will strive to ensure that staff's perception of the organization improves.

District Strategic Planning Alignment:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest area of Strategic Planning was knowing all the parts of the organization's plan that affect work of the staff, item 2b, whereas, the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the EESAC will ensure that staff ideas are included in all aspects of future planning.

Stakeholder Engagement:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas, the weakest in that section was the staff's input in the decision making process, item 3e. The administration and the EESAC will ensure that staff ideas are included in the decision making process.

Faculty & Staff:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Human Resource Focus was that staff cooperate and work as a team, item 5b, whereas, the weakest in that section was the lack of staff's recognition for their work, item 5d. The administration and the EESAC will ensure that staff is provided with a variety of measures that will recognize their work.

Data/Information/Knowledge Management:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Measurement, Analysis, and Knowledge Management was staff's knowledge of how to measure the quality of their work, item 4a, whereas, the weakest in that section was that staff do not know how those measures fit into the organization's overall measures of improvement, item 4d. The administration and the EESAC will ensure that staff is aware of the relationship of the measures.

Education Design:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Process Management was staff collection information about the quality of their work, item 6b, whereas the weakest in that section was the staff's getting all the resources needed to do their job. The administration provides resources for staff to do their job and will continue to monitor and ensure that staff receive appropriate

resources.

Performance Results:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Business Results was staff satisfaction with their job, item 7i, whereas, the weakest in that section was staff not knowing how the organization is doing financially, item 7c. The administration and the EESAC have always shared all aspects of the budget with faculty and staff and will continue to do so for the school year.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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GOAL 1 STATEMENT:

Students will improve their reading skills.

Needs Assessment

Based on the 2005 administration of the FCAT reading test, 52 percent of students in third grade scored below level 3. Thirty-one percent of students in third grade scored at a level 1 on the FCAT Reading Assessment. Additionally, 51 percent of LEP students in grades three through five scored below a level 3 on the FCAT reading assessment. The subgroups of economically disadvantaged and Hispanic populations are representative of the total population, with 38 percent scoring below level 3. Twenty-four percent of students in grades three through five scored at a level 1 on the FCAT reading assessment. Specifically, students need additional help in the areas of words/phrases (vocabulary development) and main idea. The same objectives and strategies will be implemented with all subgroups. In analyzing the data, it is evident that instructional initiatives which promote vocabulary development and comprehension skills are needed.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 75 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading Test as well as low performing students in grades Kindergarten through five and implement small group instruction, utilizing reading intervention programs such as Voyager Passport, Early Success, Soar to Success, Riverdeep, and FCAT Explorer.	Principal, Reading Coach, Teachers	10/3/2005	5/24/2006
Implement the 8-Step Continuous Improvement Model (CIM) to impact student achievement, as evidenced by grade level meeting agendas.	Principal, Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Implement a school-wide Home Reading Log program to encourage independent reading.	Principal, Assistant Principal, Reading Coach, Teachers, Media Specialist, Student, Parents	10/3/2005	5/24/2006
Implement thematic instruction utilizing museums magnet school curriculum mapping.	Principal, Assistant Principal, Lead Teacher, Reading Coach, Teachers	8/8/2005	5/24/2006
Administer District assessments and analyze test data in order to plan differentiated instruction.	Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Conduct Academic Improvement Plan conferences to monitor progress.	Principal, Assistant Principal, Reading Coach, Teachers	10/3/2005	5/24/2006
Implement Reading Plus tutorial program for lowest 25th percentile in grades one through five, during special area block, twice a week.	Principal, Assistant Principal, Reading Coach, Technology Coordinator	8/8/05	5/24/05

Research-Based Programs

Core Reading Program-Houghton Mifflin

Intervention Programs-Voyager Passport, Early Success, Soar to Success

Supplemental Programs- Reading Plus, Riverdeep, Compass

Professional Development

Houghton Mifflin

Early Success

Soar to Success

Differentiated Instruction

Project CRISS

8-Step Continuous Improvement Model

Understanding By Design

Project Based Instruction

Evaluation

Results of the 2006 FCAT Reading Assessment in third through fifth grades will be reviewed.

Administration of Dibels Assessment to kindergarten through third grade as well as fourth and fifth grade students who scored a Level 1 or 2 on the 2005 Administration of the FCAT Reading will provide necessary data.

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.)

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Miami-Dade County Public Schools

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

GOAL 2 STATEMENT:

Students will improve their mathematics skills.

Needs Assessment

Based on the 2005 Administration of the FCAT Mathematics Assessment, 23 percent of students in grades three through five scored below level 3, with the greatest need demonstrated in 4th grade where 37 percent of students scored below level 3. Data analyzed demonstrates that number sense and data analysis are the weakest areas. Eight percent of students in grades three through five scored a level 1, with the greatest need in 5th grade where 10 percent of students scored a level 1.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by an increase of 2 percentage points on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer site developed quarterly assessments to monitor student progress and instruction.	Principal, Assistant Principal, FCAT Enhancement Facilitator, Teachers	8/8/2005	5/24/2006
Conduct Academic Improvement Plan conferences every nine weeks, to monitor progress.	Principal, Assistant Principal, FCAT Enhancement Facilitator, Teachers, Hourly Teachers	8/8/2005	5/24/2006
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test as well as low performing students in grades Kindergarten through five and implement small group instruction, using Riverdeep, Compass Math, and FCAT Explorer.	Principal, Assistant Principal, FCAT Enhancement Facilitator, Teachers	8/8/2005	5/24/2006
Implement the 8-Step Continuous Improvement Model (CIM) to promote higher order thinking skills.	Principal, Assistant Principal, FCAT Enhancement Facilitator, Teachers	8/8/2005	5/24/2006
Implement thematic instruction utilizing museums magnet school curriculum mapping.	Principal, Assistant Principal, Lead Teacher, Reading Coach, Teachers	8/8/2005	5/24/2006
Analyze data from quarterly assessments in order to implement data driven instruction and small group differentiated instruction.	Principal, Assistant Principal, FCAT Enhancement Facilitator, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Program- Harcourt Brace Mathematics

Supplemental Programs- Riverdeep, Compass Math

Professional Development

Differentiated Instruction

Data Analysis

In-House Standards Based Coaching and Modeling

Evaluation

Results of the 2006 FCAT Mathematics Assessment in third through fifth grades will be reviewed.

Administration of site developed quarterly assessments will provide necessary data.

GOAL 3: WRITING

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

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

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GOAL 3 STATEMENT:

Students will improve their writing skills.

Needs Assessment

Based on the 2005 Administration of the FCAT Writing Test, 100 percent of students in fourth grade scored a 3.5 or above, with 67 percent scoring between a 4 or 4.5. Nineteen percent of students scored a 5 or above. Additionally, 91 percent of students in the LEP subgroup and 100 percent of students in the ESE subgroup scored a 3.5 or above. There is a slight distinction on student performance of expository vs. narrative prompts, with 7 percent of grade 4 students in writing to the expository prompt scoring below a 3.5.

NCLB SUBGROUP TARGET

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Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain mastery level on the 2006 Administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Four Square Writing Frame across the content areas to strengthen the writing process for all grades.	Principal, Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Administer monthly writing prompts to students in grades K-5 to reinforce the writing process.	Principal, Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Implement Writer's Craft Lessons from Houghton Mifflin Series.	Principal, Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Provide small group instruction to LEP and ESE students in the foundations of the writing process.	Principal, Assistant Principal, Reading Coach, Teachers, Paraprofessionals	8/8/2005	5/24/2006
Provide a variety of opportunities for students to enter writing contests, such as Young Authors, Hispanic Heritage, and Poetry Anthology.	Principal, Assistant Principal, Reading Coach, Teachers	8/8/2005	5/24/2006
Implement thematic instruction utilizing museums magnet school curriculum mapping.	Principal, Assistant Principal, Lead Teacher, Reading Coach, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Four Square Writing
Houghton Mifflin
Understanding By Design
Project Based Instruction

Evaluation

Results of the 2006 FCAT Writing Test will be reviewed.

Administration of the monthly writing prompts will provide necessary data.

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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GOAL 4 STATEMENT:

Students will improve their science skills.

Needs Assessment

Based on the 2005 Administration of the FCAT Science Assessment, students in grade five scored a mean scale score of 269, 16 points below the state mean scale score. When analyzing the data, it is evident that the area of weakness is earth and space. Additionally, 69 percent of LEP students and 100 percent of the ESE students in grade five scored below the state mean scale score.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the mean scale score on the 2006 Administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize ongoing cross curricula utilization of the scientific method.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Plan and implement an exhibition night with a focus on conducting science experiments and displaying projects relating to museums magnet themes.	Principal, Assistant Principal, Classroom Teachers	4/3/2006	4/28/2006
Utilize hands-on investigative activities that integrate mathematics and science Sunshine State Standards.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Utilize hourly science teacher to implement hands-on activities in fifth grade.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Implement the use of Full Option Science Systems (FOSS) for hands-on exploration and inquiry in all grades.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Implement thematic instruction utilizing museums magnet school curriculum mapping.	Principal, Assistant Principal, Lead Teacher, Reading Coach, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Science Program-Scott Foresman Science
Supplemental Programs- FOSS Kits

Professional Development

Understanding By Design
Project Based Instruction
Best Practice Strategies in Science

Evaluation

Results of the 2006 FCAT Science Test in grade 5 will be reviewed.

GOAL 5: PARENTAL INVOLVEMENT

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

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GOAL 5 STATEMENT:

Increase Parental Involvement.

Needs Assessment

Southside Elementary has become a Museums Magnet School for the 2005-2006 school year. Since there is no baseline data for museum exhibit nights to be held in 2005-2006, attendance to open house for the 2004-2005 will be used. Based on the 2004-2005 open house attendance rosters, forty percent of students had at least one family member present. This indicates a need for increased parental involvement.

Measurable Objective

Parental involvement in museums magnet school exhibition nights will demonstrate an increase of 5 percent as compared to open house documented attendance of the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and implement a Resource Fair.	Principal, Assistant Principal, Lead Teacher	9/1/2005	9/14/2005
Plan and implement exhibition nights.	Principal, Assistant Principal, Lead Teacher	10/3/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Attendance will be tallied after each exhibit night, through the utilization of sign-in sheets.

GOAL 6: DISCIPLINE & SAFETY

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

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

GOAL 6 STATEMENT:

Promote and maintain a safe learning environment.

Needs Assessment

The administration will reduce suspension rate for the 2005-2006 school year.

Measurable Objective

Suspension rates will decrease by 2 percent for the 2006 school year as compared to 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement an indoor and outdoor suspension plan.	Principal, Assistant Principal	9/5/2005	5/24/2006
Develop and implement alternative strategies to outdoor suspension.	Principal, Assistant Principal	9/5/2005	5/24/2006
Monitor suspensions.	Principal, Assistant Principal	9/5/2005	5/24/2006
Implement and monitor an incentive program to encourage good behavior in the cafeteria.	Principal, Assistant Principal, Counselor	8/8/2005	5/24/2006
Provide adequate supervision throughout the school, as needed.	Principal, Assistant Principal, Security Monitors	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Data analysis of number of suspensions for 2005-2006 school year will be completed.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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GOAL 7 STATEMENT:

Provide a technology rich learning environment.

Needs Assessment

As indicated in STaR School Profile Subcategory: Educators and Technology, there is a need evident in Teacher Access to Technology as well as Professional Development.

Measurable Objective

Given additional professional development opportunities, Teacher Access to Technology will show an increase above 2.5 on the STaR School Profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development for teachers such as: electronic gradebook, telecommunications, and web-design	Principal, Assistant Principal, Technology Coordinator	8/8/2005	5/24/2006
Provide staff development in the use of technology for internal communication in the school environment.	Principal, Assistant Principal, Technology Coordinator	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Atomic Learning
E-mail
Excelsior Gradebook
Telecommunications
Web Design

Evaluation

Results of 2005 STaR School Profile will provide necessary comparison data.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

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District Strategic Plan

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

GOAL 8 STATEMENT:

Students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Results of the 2004-2005 Physical Fitness Test Summary (FITNESSGRAM) indicate that 96 percent of students were tested and 46 percent received an award. This data indicates that 54 percent of students need improvement.

Measurable Objective

Given instruction in daily physical fitness, there will be an increase of 3 percent in the number of award winner recipients.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer FITNESSGRAM pre and post test.	Principal, Assistant Principal, Physical Education Teacher	8/8/2005	5/24/2006
Implement physical fitness activities with an emphasis on cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Teacher	8/8/2005	5/24/2006
Develop action plan and timeline to ensure that goals are met.	Principal, Assistant Principal, Physical Education Teacher	8/8/2005	5/24/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal, Assistant Principal, Physical Education Teacher	8/8/2005	5/24/2006
Ensure that nutrition, hygiene, and health activities are encompassed in the instructional program.	Principal, Assistant Principal, Physical Education Teacher	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Results of the 2005 FITNESSGRAM compared to 2004 results will indicate the amount of the increase of award winners.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Students will develop an appreciation of interdisciplinary thematic learning experiences.

Needs Assessment

Given the current Museums Magnet thematic based curriculum implemented at the school, there is a need for increased collaboration between special areas teachers and classroom teachers.

Measurable Objective

Collaboration will increase by 5 percent as evidenced by attendance of special area teachers at grade level meetings as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate the use of the Museums Magnet Curriculum in special area classes.	Principal, Assistant Principal, Lead Teacher, Special Area Teachers, Classroom Teachers	8/8/2005	5/24/2006
Enhance the exhibitions through a focus on the components added through special area classes.	Principal, Assistant Principal, Lead Teacher, Special Area Teachers, Classroom Teachers	8/8/2005	5/24/2006
Secure the services of guest artists, musicians, and speakers.	Principal, Assistant Principal, Lead Teacher, Special Area Teachers, Classroom Teachers	8/8/2005	5/24/2006
Plan interdisciplinary units that include museum learning expeditions.	Principal, Assistant Principal, Lead Teacher, Special Area Teachers, Classroom Teachers	8/8/2005	5/24/2006
Participate in the Miami Dade County Fair and Exposition art competitions.	Principal, Assistant Principal, Lead Teacher, Special Area Teachers, Classroom Teachers	1/2/2006	3/31/2006

Research-Based Programs

Not Applicable

Professional Development

Understanding By Design
Project Based Instruction

Evaluation

Grade Level Sign-In sheets for 2005-2006 will be compared to 2004-2005.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Southside Elementary School will show an increase in its rank in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Southside Elementary School ranked at the 11th percentile on the State of Florida ROI index.

Measurable Objective

Southside Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 12th 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.	Principal, Assistant Principal	7/5/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal, Assistant Principal	7/5/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	7/5/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal	7/5/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Southside Elementary School will show progress toward reaching the goal.

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 will review the budget for the 2005-2006 school year and will be making recommendations and adjustments for expenditures.

Training:

The EESAC provided input and will review the implementation of the School Improvement Plan and the trainings identified.

Instructional Materials:

The EESAC will assist the school stakeholders in the selection of instructional and supplemental materials.

Technology:

The EESAC has provided input regarding purchases for hardware and software at the school site

Staffing:

The EESAC met and discussed using Title 1 monies to support classroom instruction through utilizing paraprofessional and hourly teachers.

Student Support Services:

The EESAC met and discussed strategies to provide support services as indicated in the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC will be reviewing additional budgeted monies and making recommendations.

Benchmarking:

The EESAC will be discussing methods of assessing student progress throughout the school year.

School Safety & Discipline:

The EESAC has reviewed strategies to provide and maintain a safe learning environment as outlined in the School Improvement Plan.

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