
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5361 - Springview Elementary School

FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Tonya Dillard

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Springview Elementary School

Springview Elementary School is located on 7.49 acres in central Miami-Dade County at 1122 Bluebird Avenue, Miami Springs, Florida. The main building was completed in 1956 and includes nineteen classrooms, one computer lab, one media center, the main office and a cafetorium. Several years ago a new addition was constructed to expand the school to include six classrooms, three resource rooms, and one art lab. Five relocatables house the fourth grade classes and the pre-kindergarten class. Springview Elementary is one of only six Bilingual School Organization (BISO) sites in Miami-Dade County Public Schools. The BISO program provides the framework to provide extensive dual language instruction (Spanish and English) to all students in kindergarten through grade five. Our student population of approximately 653 students, pre-kindergarten through grade five, is comprised of 84% Hispanic, 12% White Non-Hispanic, 2.5% Black Non-Hispanic, and 1.5% Other. The school demographics also include the following: 26% Limited English Proficient, 4% Exceptional Student Education, 9% Gifted, and 59% Free/Reduced Lunch. The students at Springview Elementary Schools are given opportunities to participate in various programs provided during the school day, after school, and during the summer. Some of these programs are: Academic Excellence Program (AEP), Future Educators of America (FEA), Third Grade Reading Camp, during and after school tutoring, the Literacy Tutorial Program, University of Miami tutoring for Limited English Proficient (LEP) students, the Science Engineering Communications Mathematics Enhancement (SECME) club, the Reading First grant, and enrichment in the After School Care program. The AEP meets three days a week for an hour to serve students in grades three through five with stanines of six and above who are not in the gifted program. FEA is geared toward high achieving fifth grade students interested in pursuing careers in education. The Third Grade Reading Camp operates during the summer to tutor students with deficiencies in reading. On Tuesdays and Thursdays, teachers conduct The Literacy Tutorial Program for one hour after school to prepare Level 1 and 2 students for the FCAT. The SECME Club meets twice weekly for an hour to serve fifth grade students interested in expanding their knowledge of Science, Engineering, and Mathematics. Lastly, enrichment in all academic areas is provided five days a week to all students in the After School Care program.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a five percent (5%) increase in the percentage of students achieving Level 3 and above on the 2006 administration of the FCAT Reading as compared to the 2005 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their math skills as evidenced by a five percent (5%) increase in the percentage of students achieving Level 3 and above on the 2006 administration of the FCAT Mathematics as compared to the 2005 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 96% of students achieving high standards on the 2006 administration of the FCAT Writing.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a five point increase in the mean scale score on the 2006 administration of the

FCAT Science as compared to the 2005 administration of the FCAT Science.

Given the correlation between parental involvement and student achievement, parental involvement will increase as evidenced by a five percent (5%) increase in the percentage of parents involved in school activities as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Given the correlation between school attendance and student achievement, the student attendance rate will improve as evidenced by a 0.08 point increase in the attendance rate during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all teachers will improve their technology skills as evidenced by a 10% increase in the percentage of teachers using technology on a regular basis to perform administrative tasks and deliver lessons when comparing the results of the STAR survey administered during the 2004-2005 and 2005-2006 school years.

Given the correlation between good health and nutrition and student achievement, the percentage of students participating in the School Breakfast Program will increase from 27% in 2004-2005 to 32% in 2005-2006.

Given emphasis on the benefits of participating in an enrichment program, the number of students enrolled in enrichment classes will increase by 5% during the 2005-2006 school year as compared to the 2004-2005 school year.

Springview Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 69th percentile in 2003 to the 74th percentile on the next publication of the index.

In 2005, teachers and staff completed the Organizational Performance Self Assessment Survey. Over 75% of the teaching, clerical, custodial, food service, and support staff responded to the survey. The possible scores on each category of the survey ranges from one to five with five meaning Always and one meaning Never. The results of the Organizational Performance Self Assessment Survey indicate a need for improvement in the categories of Strategic Planning and Process Management. The average scores on the other categories of the survey were 4.3 or above out of a possible five points; however the results for the Strategic Planning category showed an average score of 4.2 and the Process Management category had an average score of 4.1. Given that these are the lowest ranking categories, the school has targeted these areas for improvement. Springview will strive to improve these two areas as well as maintain positive scores on all other areas of the survey during the 2005-2006 school year. In the Strategic Planning category, the school will continue to involve the staff in the development of the school's goals and objectives by allowing curriculum team leaders and team members ample time to meet and delineate objectives, and strategies for improvement utilizing the Plan-Do-Study-Act (PDSA). An effort will continue to be made to include non-instructional, clerical, and custodial staff in the decision-making process. In an effort to improve the rate of positive responses on the Process Management category, a needs assessment will be conducted to identify the resources which are available, as well as what resources are needed at the school. Using the leadership team, the questions in the Process Management category will be further analyzed to delineate more specific areas for improvement.

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.

Springview Elementary School

VISION

Springview Elementary is committed to developing lifelong learners in a climate of excellence through the school, family and community.

MISSION

The principal, school leadership, teachers, staff and community of Springview Elementary School are committed to the belief that all children should be encouraged to grow, learn and become productive through involvement in a continuous progression of meaningful learning experiences. As the instructional leader of Springview Elementary School, the principal will model best practices and ensure that our school is at the forefront of educational progress. We believe that our school's purpose is to challenge all students to apply high levels of critical and creative thinking in achieving academic and social skills. The staff and parents accept and share the responsibility for personal, academic and social growth, as well as, for positive participation in the learning process of their students. At Springview Elementary, students will receive quality instruction from highly qualified teachers and staff. Our students will be immersed in an educational environment where they will become excited about their learning experiences and accomplishments.

CORE VALUES

Pursuit of Excellence

Springview Elementary strives to challenge students to apply high levels of critical and creative thinking.

Responsibility

Springview Elementary accepts and shares the responsibility for positive participation in the learning process of its students.

Equity

Springview Elementary employs all its resources to serve every student and eliminate any learning barriers.

School Demographics

Springview Elementary is located in an active, involved and close-knit community just minutes from Miami International Airport. Our student population of approximately 653 students, pre-kindergarten through grade five, is comprised of 84% Hispanic, 12% White Non-Hispanic, 3% Black Non-Hispanic, and 1% Other. The school demographics also include the following: 26% Limited English Proficient, 4% Exceptional Student Education, 9% Gifted, and 59% Free/Reduced Lunch. The school leadership team consists of one principal, an assistant principal, a reading coach, a Bilingual School Organization (BISO) coach, grade level leaders and curriculum leaders. There are 42 certified classroom teachers, two ESE teachers, one elementary guidance counselor, one speech therapist, a media specialist, eight special area teachers, three paraprofessionals, a parent liaison, one part-time media paraprofessional, six full-time office employees, two part-time office employees, four food service employees, and four full-time custodians employed at the school. The demographic makeup of the staff is as follows: 20% White, 11% Black, 68% Hispanic, 5% Male, and 95% Female. In addition, 45% have master's degrees and 2% have specialist degrees or above. The average years of teaching experience is ten years and 7% of the staff are beginning teachers.

The Florida Department of Education has designated Springview Elementary School as an "A" school five of the last six years (2000, 2002, 2003, 2004, and 2005). In 2003, 2004, and 2005 Springview Elementary was also one of nine schools in Miami-Dade County Public Schools to receive the Five Star designation from the state of Florida for outstanding community involvement. During the 2003-2004 and 2004-2005 school years, Springview met Adequately Yearly Progress (AYP), and received the State of Florida Golden School Award for parent volunteerism for the last 17 years.

Springview has been awarded a Reading First grant, an ESOL grant which funds the research-based Waterford Learning program, and the All Students all Schools Inclusion Grant which funds an hourly certified ESE teacher to promote inclusive practices. In addition, Springview has been awarded the Enhancing Education Through Technology Grant (EETT) which selects a cohort of 12 teachers from all areas in the school to participate in a technology training program and serve as a support team to faculty members in their area. Springview also has a partnership with the University of Miami's Language Arts department and Bilingual department which is involved in a longitudinal study and funds tutoring for participating students.

In 2004-2005, Springview surpassed the state level of mastery in FCAT Reading, Math, and Writing, as well as exceeded the district's level of achievement in all three areas. All subgroups identified in the No Child Left Behind Act (NCLB) exceeded the state level of mastery and the district's performance. Springview also exceeded the district's and state's mean scale score in Science. A further analysis of FCAT performance results has indicated the following opportunities for improvement in increasing student achievement: The school will focus on increasing the percentage of third grade students achieving high standards in Reading, improvement in Number Sense school wide, and specific content strands in FCAT Reading and Math across grade levels. Further, Springview will maintain or increase levels of achievement on the 2006 FCAT Writing (4.0 and above) and reduce the percentage of students scoring in the lowest 25% on the 2006 FCAT Reading and Math.

School Foundation

Leadership:

The results of the 2005 administration of the Organizational Performance Self Assessment Survey show that the average score was 4.5 on the Leadership category which asks questions relating to how the leadership team is performing at Springview Elementary. Overall, the staff at Springview believes that the leadership sets direction for the school, shares the mission and vision of the school with the staff, creates a positive working environment and involves its employees in the day to day operation of the school. The above average scores indicate the staff's satisfaction with the leadership team at Springview Elementary.

District Strategic Planning Alignment:

The results of the 2005 administration of the Organizational Performance Self Assessment Survey show that the average score was 4.2 on the Strategic Planning category which asks questions relating to the staff's involvement in the development of goals and objectives for the school. Overall, the staff members who responded to the survey feel that their input in the development of the school's goals for improvement is valued and sought. The administration at Springview will continue to seek input from its employees in the development of the School Improvement Plan and school related goals.

Stakeholder Engagement:

The results of the 2005 administration of the Organizational Performance Self Assessment Survey show that the average score was 4.3 on the Customer and Market Focus category which asks questions relating to the level of satisfaction of Springview's customers. On average, Springview's staff believes that there is effective communication with its customers regarding their satisfaction or dissatisfaction with its customers. Also, the organization believes that its customers express their needs and wants; and their problems are effectively addressed.

Faculty & Staff:

As indicated by the 4.3 average score on the Human Resources Focus category of the Organizational Performance Self Assessment Survey, the staff at Springview Elementary cooperates and works as a team to achieve the school's mission and adequately set goals and objectives. Springview continues to strive to ensure that all teachers work cooperatively through collaborative planning and curriculum team meetings. Further efforts to ensure staff cooperation are the Teacher Mentoring Program and Professional Growth Teams.

Teacher Mentoring Programs

The Teacher Mentoring Program at Springview Elementary School consists of curriculum, grade level and department leaders who serve as mentors to new teachers. The primary role of mentors is to provide teachers with classroom resources, data analysis, classroom demonstration lessons, and on-site professional development. All teachers receive ongoing support utilizing strategies outlined in the Professional Assessment Comprehensive Evaluation System (PACES). To further provide mentoring and assistance, a PACES Professional Growth Team works specifically with beginning teachers throughout the school year. Teachers have been trained in the Professional Growth Team model. Demonstration lessons and site visits are provided by curriculum and grade level leaders in order to assist teachers in the instructional process. The Language Arts Department assists teachers with the implementation of the Comprehensive Research-based Reading Plan (CRRP) and the new reading assessments.

Mentoring sessions occur the second week of each month after school.

Data/Information/Knowledge Management:

The results of the 2005 administration of the Organizational Performance Self Assessment Survey show that the average score was 4.5 on the Measurement, Analysis, and Knowledge Management category which asks questions relating to the staff's knowledge and ability to utilize data to monitor progress. On average, the respondents feel that they are familiar with how to measure and analyze the quality of their work to make necessary changes. The staff believes they receive information needed to impact their job function and to be aware of the organization's progress toward achieving its goals. The staff is trained on data analysis and how it pertains to student achievement.

Education Design:

Springview Elementary is committed to raising student achievement. A number of instructional programs and enrichment opportunities are available to students.

Extended Learning Opportunities

The students at Springview Elementary Schools are given opportunities to participate in various programs provided during the school day, after school, and during the summer. Some of these programs are: Academic Excellence Program (AEP), Future Educators of America (FEA), Third Grade Reading Camp, University of Miami tutoring for Limited English Proficient (LEP) students, SECME, the Literacy Tutorial Program and enrichment in the After School Care program. The AEP meets three days a week for an hour to serve students in grades three through five with stanines of six and above who are not in the gifted program. FEA is geared toward high achieving fifth grade students interested in pursuing careers in education. The Third Grade Reading Camp operates during the summer to tutor students with deficiencies in reading. The Literacy Tutorial Program is a tutoring program to prepare Level 1 and 2 students for the FCAT. The SECME Club meets twice weekly for an hour to serve fifth grade students interested in expanding their knowledge of Science, Engineering, and Mathematics. Springview is partnered with the University of Miami (UM) to complete a cognate study that targets LEP students and provides strategies for improvement. This research-based partnership, funded by UM, provides tutoring one hour after school, four days per week. Lastly, enrichment in all academic areas is provided five days a week to all students in the After School Care program.

School wide Improvement Model

A Plan-Do-Study-Act (PDSA) process is used to ensure quality data analysis and modify instructional practices to further improve student achievement. The PDSA is a four step analysis approach for continuous improvement. The EESAC, and each grade level/departments conduct initial planning by completing a needs assessment, collecting data, and establishing timelines. Quarterly assessment results are reviewed and analyzed at monthly EESAC meetings. Curriculum leaders attend this meeting and facilitate the review process. Weekly and monthly benchmark results are reviewed with teachers during their weekly grade level meetings with the assistant principal and instruction is targeted accordingly. This model continues to benefit our school as shown by the improvement in the percent of students achieving learning gains in reading and math and by the school achieving Adequate Yearly Progress. Curriculum leaders play an integral role in the PDSA cycle by conducting data analysis and providing staff development. Springview Elementary School will examine disaggregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching for identified benchmarks in all appropriate content areas. Students will participate in quarterly assessments, tutorials and enrichment activities to ensure the school meets adequate progress. Springview Elementary will implement the Character Education Program in kindergarten through fifth grade during the 2005-2006 school year.

Each of the nine core curriculum values will be addressed throughout the year. To monitor the implementation of the Character Education Program, teachers will provide student work samples on a monthly basis.

Performance Results:

The suspension rate at Springview Elementary in 2003-2004 was 0% for indoor suspensions and 0.4% for out-of-school suspensions. Teachers and staff at Springview Elementary work diligently to ensure that students maintain a high standard of discipline and comply with the school's established discipline policy. The school counselor and teachers monitor students who may be at-risk and provide interventions to reduce the future drop out rate. Springview will continue to utilize the schoolwide assertive discipline plan to ensure consistent acceptable behavior norms within the school.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Springview Elementary will show improved performance in reading for all students.

Needs Assessment

An analysis of the data reveals that on the 2005 FCAT Reading, 73% of students met high standards, 74% made learning gains and 61% of students scoring in the lowest 25 percent made learning gains. At the current level of performance the school is faced with the challenge of increasing the percent of students achieving high standards by 27% and increasing the percent of students making learning by 26%. Additionally, 39% of the students in the lowest 25 percent need to make learning gains. In addition, 66% of all students tested achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report, while 49% of Limited English Proficient (LEP) students attained Level 3 or above on the 2005 FCAT Reading. An analysis of the data across grade levels indicates that in third grade, 55% of students attained a Level 3 or above on the FCAT Reading, in fourth grade 76% of students attained a Level 3 or above, and in fifth grade 66% of students attained a Level 3 or above. When comparing the three grade levels, it is evident that third grade needs to increase the percentage of students achieving high standards. Further analysis of the data indicates that all three grade levels must increase the average score on the Words/Phrases content strand. The average score on the Words/Phrases content strand was 50% for all students tested in third grade, 57% for all students tested in fourth grade, and 63% for all students tested in fifth grade in 2005 compared to 75% in 2004. An analysis of the third grade test scores indicates that third grade students would benefit from increased instruction on the Main Idea/Purpose content strand, given that the average score was 58% for all students tested. An analysis of the fourth grade test scores indicates that fourth grade students would also benefit from increased instruction in the Reference/Research content strand, given that the average score was 50% for all students

tested. Increased instructional efforts in these areas should result in higher levels of student achievement. Professional development in the aforementioned areas will need to be provided and monitored. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Springview Elementary.

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 a five percent (5%) increase in the percentage of students achieving Level 3 and above on the 2006 administration of the FCAT Reading as compared to the 2005 administration of the FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal Assistant Principal BISO Coach	08/08/2005	05/26/2006
2. Utilize computer assisted programs in Reading including Accelerated Reader (AR and S.T.A.R. in grades kindergarten through five and FCAT Explorer, Riverdeep in grades three through five to improve reading comprehension and promote independent reading.	Reading Coach Media Specialist	08/08/2005	05/26/2006
3. Administer district assessments, such as DIBELS to students in kindergarten through three, and students in grades four through five scoring at Level 1 and 2 on the FCAT, to assess students' readability levels.	Reading Coach	08/08/2005	05/26/2006
4. Involve all students in grades kindergarten through five in school wide FCAT Word activities including Principal's Word of the Week and FCAT Word of the Week using closed-circuit presentations to strengthen vocabulary development.	Reading Coach Media Specialist	08/08/2005	05/26/2006
5. Conduct student-teacher, administrator-teacher, and administrator-student conferences to analyze FCAT and quarterly assessment results of students in grades three through five.	Principal Assistant Principal	10/11/2005	05/26/2006
6. Provide incentives to individual students who achieve predetermined goals in the Accelerated Reader program in grades one through five to promote independent reading.	Media Specialist Reading Coach	10/11/2005	05/26/2006
7. Involve all students in grades kindergarten through five in school wide reading activities including Reading Under the Stars, Reading on the Green Picnic, and Scholastic Book Fair, to foster a	Media Specialist Reading Coach	08/08/2005	05/26/2006

life-long interest in reading and improve reading achievement.			
8. Provide training to teachers, paraprofessionals, parents, and volunteers as indicated by the needs assessment process to ensure higher levels of student achievement.	Principal Assistant Principal	08/08/2005	05/26/2006

Research-Based Programs

Houghton Mifflin Reading for Florida
Voyager

Professional Development

Data Driven Analysis Inservice (WSPI – Student Performance Indicators), CRISS training, Comprehensive Reading Plan Inservice, S.T.A.R. and Accelerated Reader training, Riverdeep and FCAT Explorer training, training in the content areas of the Sunshine State Standards specifically Words Phrases, Main Idea and Reference Research

Evaluation

Scores from the 2006 FCAT Reading will be used to evaluate this objective. Reading interim assessments will be administered as a progress monitoring tool. Monthly assessments will be administered to monitor the Literacy Tutorial Program. A School Improvement Plan (SIP) mid-year review and benchmark testing will also provide additional formative assessment.

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

GOAL 2 STATEMENT:

Springview Elementary will show improved performance in mathematics for all students.

Needs Assessment

An analysis of the data reveals that on the 2005 FCAT Math, 82% of students met high standards and 86% made learning gains. At the current level of performance the school is faced with the challenge of increasing the percent of students achieving high standards by 18% and increasing the percent of students making learning gains by 14%. Additionally, 75% of all students tested achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report, while 55% of Limited English Proficient (LEP) students attained Level 3 or above on the 2005 FCAT Math. An analysis of the data across grade levels indicates that in third grade, 69% of students attained a Level 3 or above on the FCAT Math, in fourth grade, 78% attained a Level 3 or above, and in fifth grade, 74 % of students attained a Level 3 or higher. A further comparative analysis of the data across grade levels shows evidence that all grades will need to increase student skills in the Number Sense content clusters of the FCAT since third and fifth grade's average score on the Number Sense content strand was below 60%, and fourth grade's score has remained at 64% for the last three years. Additionally, fourth grade would benefit from increased instruction in the Measurement content cluster given that the average score was 63% for all fourth grade students. In the Data Analysis content strand, fifth grade's average score was 58% for all students tested, therefore this content strand also needs to be earmarked for improvement. In third grade, another area for improvement is the Geometry content cluster due to the fact that the average score was 57% for all students tested. Increased instructional efforts in these areas should result in higher levels of student achievement. Professional development in the aforementioned areas will need to be provided and monitored. The administrative team will be responsible for monitoring and supporting

professional development opportunities offered to teachers at Springview Elementary.

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 math skills as evidenced by a five percent (5%) increase in the percentage of students achieving Level 3 and above on the 2006 administration of the FCAT Mathematics as compared to the 2005 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal Assistant Principal BISO Coach	08/08/2005	05/26/2006
2. Identify students in grades three through five, in all subgroups scoring at Level 1 and Level 2 of the FCAT Math, implement a small group differentiated instructional program using research-based instructional materials such as FCAT Explorer and Riverdeep to improve student achievement.	Assistant Principal	08/08/2005	05/26/2006
3. Implement School Savings Program sponsored by Washington Mutual Bank for grades two through five in order to engage students in Mathematics activities that involve problem solving related to real-life situations that exposes them to various careers in the banking and finance industry.	Parent Liaison	08/08/2005	05/26/2006
4. Provide opportunity for students in grades kindergarten through five to work cooperatively using manipulatives and problem solving techniques in order to develop higher-order cognitive skills.	Math Curriculum Leader	08/08/2005	05/26/2006
5. Conduct student-teacher, administrator-teacher, and administrator-student conferences to analyze FCAT and quarterly assessment results of students in grades three through five.	Principal Assistant Principal Classroom Teachers	10/11/05	05/26/2006
6. Provide training to teachers, paraprofessionals, parents, and volunteers as indicated by the needs assessment process to ensure higher levels of student achievement.	Principal Assistant Principal	08/08/2005	05/26/2006
7. Implement Math Family Night at Milam's	Math Curriculum Leader	03/20/2005	04/07/2006

Market for students in grades kindergarten through five in order to expose students to real-world mathematics problem solving while involving families in the learning process.	Math Curriculum Team	
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Research-Based Programs

Scott Foresman Mathematics for Florida

Professional Development

Data Driven Analysis Inservice (WSPI – Student Performance Indicators), Riverdeep, training in the content areas of the Mathematics Sunshine State Standards specifically grade three Geometry, grades kindergarten through five Number Sense and Measurement

Evaluation

Scores from the 2006 FCAT Mathematics will be used to evaluate this objective. Math interim assessments will be administered as a progress monitoring tool. Monthly assessments will be administered to monitor the Literacy Tutorial Program. A School Improvement Plan (SIP) mid-year review and benchmark testing will also provide additional formative assessment.

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

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 3 STATEMENT:

Springview Elementary will show improved performance in writing for all students.

Needs Assessment

An analysis of the data reveals that on the 2005 FCAT Writing percent 96% of students scored 3.5 or above and 83% scored 4.0 or above. In addition, 97% of students achieved proficiency as per The No Child Left Behind (NCLB) Adequate Yearly Progress report. 98% of students in Grade 4 scored 3.0 or above on the Narrative prompt and 97% of students scored 3.0 or above on the Expository prompt. In addition, 87% of students scored 4.0 on the expository, while 72% of students tested scored 4.0 or higher on the narrative prompt. While 96% of students scored 3.0 or above, only 34% of students scored 4.5 or higher in the narrative prompt, and 30% of students scored 4.5 or higher on the expository prompt. Though our data indicate that students showed strength in both expository and narrative writing, continuous instruction is required to further raise student achievement levels. The data indicate that the greatest area of need is to improve narrative and expository writing at the higher levels (4.5 and above). Increased instructional efforts in this area should result in higher levels of student achievement. Professional development in the area of expository writing will need to be provided and monitored. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Springview Elementary.

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 maintain their writing skills as evidenced by 96% of students achieving high standards on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal Assistant Principal BISO Coach	08/08/2005	05/26/2006
2. Implement and monitor a school developed instructional focus calendar for all students, using the six point rubric to evaluate student writing throughout the year.	Assistant Principal	08/08/2005	05/26/2006
3. Utilize effective writing strategies, such as the five paragraph model, Magnified Moments, sentence expansion, vivid verbs, and journal writing in grades kindergarten through five to improve narrative writing and strengthen expository writing.	Reading Coach	08/08/2005	05/26/2006
4. Develop and administer school wide monthly prompts in grades kindergarten through five (narrative and expository) to ensure that students are provided opportunities to demonstrate mastery in writing skills.	Assistant Principal	08/08/2005	05/26/2006
5. Implement the Author's Chair program for students in grades three through five by sharing quality writing on a monthly basis and showcasing effective writing.	Reading Coach Language Arts Curriculum Team	10/11/2005	05/26/2006
6. Provide training and model lessons to third and fourth grade teachers during common planning time as indicated by the needs assessment process to ensure higher levels of students achievement. When feasible, allow teachers to visit model classrooms within the school, feeder pattern and Regional Center.	Principal Assistant Principal	08/08/2005	05/26/2006

Research-Based Programs

Houghton Mifflin Reading for Florida

Professional Development

Data Driven Analysis Inservice (WSPI – Student Performance Indicators), Narrative writing instructional techniques, classroom demonstrations (school-site, feeder pattern, Regional Center)

Evaluation

Scores from the 2006 FCAT Writing will be used to evaluate this objective. Pre and Post tests, and monthly writing samples, will be used to monitor progress toward accomplishing this objective. A School Improvement Plan (SIP) mid-year review and benchmark testing will provide additional formative assessment.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Springview Elementary will show improved performance in science for all students.

Needs Assessment

An analysis of the data reveals that on the 2005 FCAT Science students in grade five attained a mean scale score of 298 compared to a mean scale score of 286 for grade five students in the district and 296 for grade five students throughout the state of Florida. The scores indicate that we are performing above the district's average and the state's average. Students in grade five scored at or above 54% on all content clusters and maintained or showed improvement on all the content clusters of the 2005 FCAT Science. Further analysis indicates that the average score on the Earth/Space content cluster was 54% and in the Scientific Thinking content cluster the average score was 58% on the 2005 FCAT Science. After reviewing student performance on the Science FCAT, teachers and members of EESAC identified Earth and Space Science and Scientific Thinking as the greatest areas of need. Increased instructional efforts in these areas should result in higher levels of student achievement. Professional development in the aforementioned areas will need to be provided and monitored. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Springview Elementary.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a five point increase in the mean scale score on the 2006 administration of the FCAT Science as compared to the 2005 administration of the FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal Assistant Principal BISO Coach	08/08/2005	05/26/2006
2. Provide students with the opportunity to participate in a school wide Science Fair to promote achievement in Scientific Thinking. Students in grade three through five will complete individual or group projects and students in grades pre-kindergarten through two will complete a class project utilizing the Scientific Method.	Science Curriculum Leader Science Curriculum Team	03/20/2005	04/07/2006
3. Convene with a fifth grade student Science Club (SECME) to promote student achievement and reinforce the Scientific Method.	Science Curriculum Leader	08/08/2005	05/26/2006
4. Provide students in kindergarten through fifth grade with the opportunity to attend presentations and field trips that focus on careers in Science to reinforce all Science content clusters.	Science Curriculum Leader	08/08/2005	05/26/2006
5. Provide training to teachers, paraprofessionals, parents, and volunteers as indicated by the needs assessment process to ensure higher levels of student achievement.	Principal Assistant Principal	08/08/2005	05/26/2006
6. Provide supplemental materials to classroom teachers to aid with science instruction.	Principal	08/08/2005	05/26/2006
7. Provide opportunities for kindergarten through fifth grade teachers to analyze FCAT Science questions and annually assessed benchmarks to help target instruction.	Principal Assistant Principal Science Curriculum Leader	08/08/2005	05/26/2006
8. Provide opportunities for kindergarten through fifth grade teachers to visit other teachers to observe integration of science objectives within the Reading and Language Arts block.	Principal Assistant Principal	08/08/2005	05/26/2006
9. Use technology such as brainpop.com and	Science Curriculum Leader	08/08/2005	05/26/2006

United Streaming in the classroom to enhance science lessons.	
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Research-Based Programs

McGraw-Hill Science for Florida

Professional Development

Data Driven Analysis Inservice (WSPI - Student Performance Indicators), training in the content areas of the Science Sunshine State Standards specifically Earth and Space Science and Scientific Thinking, Teacher visiting teachers to observe interdisciplinary lessons, opportunities for teachers to attend Science workshops provided by the district such as CRISSMILE and FOSS

Evaluation

Scores from the 2006 FCAT Science will be used to evaluate this objective. Interim assessments will be administered to provide formative assessment. A School Improvement Plan (SIP) mid-year review and benchmark testing will also provide additional formative assessment.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Springview Elementary will increase the level of parental involvement.

Needs Assessment

An analysis of the data reveals the following: data collected for the 2004-2005 Five Star Award Application indicates that 78% of parents were involved in the school in a positive way more than once during the school year. In addition, as evidenced by the school's Golden School Award, parent volunteerism during the 2004-2005 school year exceeded 2,989 hours. Parent participation in student achievement workshops was less than 20% however participation at Open House and holiday programs exceeded 50%.

Measurable Objective

Given the correlation between parental involvement and student achievement, parental involvement will increase as evidenced by a five percent (5%) increase in the percentage of parents involved in school activities as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze Parental Involvement Rosters upon the completion of each school activity in order to monitor progress and/or make necessary adjustments.	School Climate and Safety Curriculum Leader Parent Liaison	08/08/2005	05/26/2006
2. Provide parents with results of interim assessments in order to enable them to monitor their child's progress.	Principal Assistant Principal	10/11/2005	05/26/2006
3. Provide a monthly parent calendar to inform parents of upcoming events and activities.	Principal Elementary School Assistant	08/08/2005	05/26/2006
4. Provide bilingual parent workshops on topics that correspond to specific content areas identified through a needs assessment process (results of the 2005 FCAT and assessments)and/or parent survey.	Assistant Principal BISO Coach	08/08/2005	05/26/2006
5. Implement family nights on campus and at community sites in order to provide parents with an informal setting to participate in their child's education.	Principal Parent Liaison	08/08/2005	05/26/2006
6. Implement a program to recognize volunteers' contributions through avenues such as school newsletter, school website and Volunteer Recognition Ceremony.	Parent Liaison	08/08/2005	05/26/2006
7. Maintain Parent Resource Center with updated information on matters pertinent to parents and monitor to ensure proper utilization.	Parent Liaison	08/08/2005	05/26/2006

Research-Based Programs

Not applicable

Professional Development

MDCPS Volunteer Coordinator training, Oyentes volunteer training

Evaluation

This objective will be evaluated by the percent of parents/guardians who are involved in school activities as documented by Parental Involvement Rosters. Hours documented on volunteer logs will also be used to provide formative assessment on a quarterly basis.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 6 STATEMENT:

Springview Elementary will increase the rate of attendance.

Needs Assessment

An analysis of the Miami-Dade County Public Schools Percentage-of-Attendance Report indicates that Springview's attendance rate for 2004-2005 was 94.54% compared to 94.91% in 2003-2004.

Measurable Objective

Given the correlation between school attendance and student achievement, the student attendance rate will improve as evidenced by a 0.08 point increase in the attendance rate during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze weekly and monthly attendance charts in order to monitor school attendance rates.	Assistant Principal	08/08/2005	05/26/2006
2. Implement the Attendance Race and Glad You're Here programs to motivate students to attend school daily.	Assistant Principal School Counselor	08/08/2005	05/26/2006
3. Recognize student attendance on closed circuit television with the 100% Treat Day program to encourage perfect attendance.	Principal	08/08/2005	05/26/2006
4. Reduce the number of students in truancy program by monitoring the number of tardies and absences; and intervening once the student has had five unexcused tardies or absences.	Assistant Principal Elementary School Assistant	08/08/2005	05/26/2006
5. Maintain communication with parents regarding student absences and tardies to curtail the number of absences and/or tardies.	Assistant Principal Elementary School Assistant	08/08/2005	05/26/2006

Research-Based Programs

Not applicable

Professional Development

Provide inservice to teachers emphasizing the correlation between attendance and student achievement, training on attendance procedures and guidelines, training on TIPS program

Evaluation

This objective will be evaluated by the end of the year attendance rate and district ranking. Weekly and monthly attendance charts will be used to provide formative assessment.

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

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

GOAL 7 STATEMENT:

Springview Elementary will increase the usage of technology by teachers.

Needs Assessment

An analysis of the data of the results of the 2004-2005 STAR Survey indicates that on average only 24% of teachers are using technology on a regular basis to perform administrative tasks, deliver lessons, email other school or district staff, email parents, and create presentations.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will improve their technology skills as evidenced by a 10% increase in the percentage of teachers using technology on a regular basis to perform administrative tasks and deliver lessons when comparing the results of the STAR survey administered during the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of data to guide professional development needs.	Principal Assistant Principal BISO Coach	08/08/2005	05/26/2006
2. Provide incentives to teachers for increased utilization of technology in their classrooms and fulfillment of professional responsibilities.	Principal Technology Curriculum Leader Media Specialist	08/08/2005	05/26/2006
3. Provide professional development and showcase best practices aligned with the results of the needs assessment.	Technology Curriculum Leader Media Specialist	08/08/2005	05/26/2006
4. Identify a Technology Cohort to participate in a technology training program and serve as a support team to other teachers.	Media Specialist	10/11/2005	05/26/2006
5. Utilize computer assisted program in the classroom including Riverdeep, UnitedStreaming, FCAT Explorer, Atomic Learning, Microsoft Office, and the electronic gradebook to increase technology usage by teachers.	Technology Curriculum Leader Media Specialist	08/08/2005	05/26/2006
6. Identify a Grant Writing Team to seek additional funds to supplement technology needs.	Assistant Principal	08/08/2005	05/26/2006
7. Participate in DELL sweepstakes to attempt to acquire additional technology.	Assistant Principal	10/11/2005	11/15/2005

Research-Based Programs

Not applicable

Professional Development

Provide training in Riverdeep, FCAT Explorer, United Streaming, Atomic Learning, Microsoft Office and the electronic gradebook, as well as other inservices provided by Office of Instructional Technology (OIT).

Evaluation

This objective will be evaluated by the 2005-2006 STAR Survey results. A School Improvement Plan (SIP) mid-year review will provide additional formative assessment.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Springview Elementary will increase the percentage of students participating in the Breakfast Program.

Needs Assessment

An analysis of the data shows that in 2004-2005 only 27% percent of students participated in the free School Breakfast Program.

Measurable Objective

Given the correlation between good health and nutrition and student achievement, the percentage of students participating in the School Breakfast Program will increase from 27% in 2004-2005 to 32% in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Monitor the number of students participating in the School Breakfast Program, using daily and quarterly reports to adjust the Breakfast Program as needed.	Principal Cafeteria Manager	08/08/2005	05/26/2006
2. Advertise the free School Breakfast Program by posting signs throughout the school and disseminating flyers.	School Climate and Safety Curriculum Leader	08/08/2005	05/26/2006
3. Encourage and motivate individual classes to participate in the School Breakfast Program by rewarding those classes with the highest number of students eating school breakfast consistently.	School Climate and Safety Curriculum Leader	11/1/2005	05/26/2006
4. Disseminate information to parents and staff regarding the correlation between good nutrition and student achievement.	School Climate and Safety Curriculum Leader	08/08/2005	05/26/2006
5. Implement the Breakfast Door Prize program to reward individual students who participate in the School Breakfast Program.	Principal School Climate and Safety Curriculum Leader	12/01/2005	05/26/2006

Research-Based Programs

Not applicable

Professional Development

School Climate and Safety Curriculum Team meetings, dissemination of information regarding correlation between good health and nutrition

Evaluation

This objective will be evaluated by analyzing the 2006 School Breakfast Program logs. Weekly and quarterly reports will be used to provide formative assessment.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Springview Elementary will increase the percentage of students participating in enrichment classes.

Needs Assessment

Enrollment information for January 2005 shows that 58% of students enrolled in the After School Care (ASC) program were enrolled in enrichment classes which include math, reading, computers, dance, sports, cheerleading, and art. The enrollment logs also show that in May 2005 the percentage of students enrolled in the enrichment classes increased from 58% to 76%. However, on average only 25% of the total student population at Springview is enrolled in the enrichment classes offered by the After School Care program.

Measurable Objective

Given emphasis on the benefits of participating in an enrichment program, the number of students enrolled in enrichment classes will increase by 5% during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Monitor the number of students participating in enrichment classes, using daily and quarterly reports, to make necessary modifications to Enrichment Program.	After School Care Coordinator	08/08/2005	05/26/2006
2. Advertise enrichment classes by posting signs throughout the school and disseminating flyers.	After School Care Coordinator Curriculum Leader	08/08/2005	05/26/2006
3. Showcase students participating in enrichment classes such as dance and cheerleading by including them in school wide performances to motivate other students to enroll.	After School Care Coordinator	08/08/2005	05/26/2006
4. Recruit teachers and community members to offer a variety of enrichment classes to expand the program and increase enrollment.	Principal After School Care Coordinator	08/08/2005	05/26/2006
5. Provide supplemental materials to aid and enrich the quality of instruction in enrichment classes.	Principal After School Care Coordinator	08/08/2005	05/26/2006

Research-Based Programs

Not applicable

Professional Development

Participate in After-School Solutions Mini-Conferences

Evaluation

This objective will be evaluated by analyzing the 2006 enrichment classes' enrollment logs. Weekly and quarterly reports will be used to provide formative assessment.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Springview Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2003, Springview Elementary ranked at the 69th percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Springview Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 69th percentile in 2003 to the 74th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal	08/08/2005	05/26/2006
2. Collaborate with the district on resource allocation.	Principal	08/08/2005	05/26/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/08/2005	05/26/2006
4. Consider shared use of facilities, partnering with community agencies.	Principal	08/08/2005	05/26/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Springview will show progress toward reaching the 90th 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 authorized use of EESAC funds to support staff development. Three thousand dollars per year has been allocated to pay for substitutes so that teachers new to the school can observe mentor teachers. In addition, existing teachers can attend workshops, site visits, or demonstration lessons that are not funded by the school district.

Training:

The EESAC supported the Plan-Do-Study-Act (PDSA) model by funding substitutes to participate in full-day data analysis activities with their grade level and/or department. During this annual full-day staff development activity, teachers complete a comprehensive analysis of formative and summative data and then recommend adjustments to the school's improvement plan (SIP).

Instructional Materials:

The EESAC made recommendations regarding instructional materials as needs arise in order to further student achievement.

Technology:

The EESAC recommended the utilization of technology as a strategy to accomplish school goals in the areas of reading, writing, math, and science.

Staffing:

The EESAC participated in the planning process and is advised of staffing issues as they arise in order to raise student achievement.

Student Support Services:

The EESAC considered student support services when making decisions. A representative from the school's guidance department and the School Parent Liaison are members of the EESAC.

Other Matters of Resource Allocation:

The EESAC recommended that all other matters of resource allocation be addressed and monitored as needed on an ongoing basis for the purpose of school performance excellence planning and student achievement.

Benchmarking:

The EESAC recommended benchmarking activities that are tied to the Sunshine State Standards.

School Safety & Discipline:

The EESAC consulted with the School Safety Climate Committee when developing improvement strategies that promote a positive and effective learning climate.

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