
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5431 - Sweetwater Elementary School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Delio Diaz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Sweetwater Elementary School

Sweetwater Elementary is located at 10655 S.W. 4th Street in the low socioeconomic urban community of Sweetwater within the Coral Park Feeder Pattern in Regional Center III. The student population currently consists of 1000 children enrolled in Pre-Kindergarten through grade five. The ethnicity of the student population is 98 percent Hispanic, one percent White, .03 percent Black, .07 percent Asian, and .04 percent multiracial. In addition, Sweetwater has a Title I program with 88 percent of the students qualifying for free or reduced lunch. The percentage of students who are Limited English Proficient totals 74 percent of the school's population, while 9 percent of the students receive services from the Exceptional Student Education Program.

The school offers a variety of programs to meet the needs of both the students and their parents. The diverse needs of the students are met through the various programs offered at the school including Title I, English for Speakers of Other Language (ESOL), Exceptional Student Education (ESE), Academic Excellence (AEP) and Teaching Enrichment Activities to Minorities (TEAM). A before and after school extended learning day program is also offered, along with a Before and After-School Care Program. The Student Services department is instrumental in identifying needy students and families and provides both direct assistance and referrals to appropriate service agencies. The parents' needs are also met through monthly workshops covering a wide range of relevant topics as well as English classes that are offered at the school site. Parents also have the opportunity to participate in the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading.

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

Given instruction based on the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by a one percent increase in the number of students scoring at 3.5 or higher on the administration of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students tested in grade five will improve their science skills as evidenced by an increase of 8 points in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation rosters for the 2004-2005 and 2005-2006 school years.

Given emphasis to student achievement and a positive attitude toward school, student tardiness will decline as evidenced by a 10 percent decrease in the number of students tardy to school 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 use the electronic gradebook during the 2005-2006 school year as evidenced by each child in the school receiving a report card generated by the electronic gradebook.

Given instruction based on the Miami-Dade County Public Schools Physical FITNESSGRAM standards, students in fourth and fifth grades will show an increase in the number of award recipients as evidenced by a five percent increase when comparing the 2004-2005 FITNESSGRAM results with the 2005-2006 FITNESSGRAM results.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Sweetwater Elementary School will improve its ranking on the State of Florida ROI index publication from the 41st percentile in 2003 to the 46th percentile on the next publication of the index.

To achieve our goals, a positive learning environment will be established throughout the school and community. This environment will promote excellence by setting high expectations and performance standards for all students and staff members. The objectives and strategies embedded in the School Improvement Plan will enable us to fulfill our mission and assist us in preparing students for future challenges and experiences. In addition to the School Improvement Plan, the results of the 2005 Organizational Performance Improvement Snapshot (OPIS) are used to identify the categories in need of improvement. The two categories that were deemed to be in need of improvement are "strategic planning" and "customer and market focus". These two areas ranked the lowest among the seven surveyed categories. To improve these areas, the administration will address these categories at faculty meetings. Resources from the region and district will be made available to faculty and staff members in an effort to provide further assistance in better understanding the areas of need.

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.

Sweetwater Elementary School

VISION

The vision at Sweetwater Elementary is that meeting the academic, physical, emotional, and social needs of all students within a safe and positive environment is paramount to ensuring an excellent educational climate. A stimulating and appropriate educational experience is necessary for every child and that establishing a partnership among home, school, and the community will be beneficial for all.

MISSION

Sweetwater Elementary's mission is to develop the maximum potential of each student. Students are actively involved with investigating curricular topics, applying critical thinking, and using technology to practice developmental skills, access information, and create products that will demonstrate their learning. A staff of caring professionals will join efforts with parents and community members to provide a stimulating and appropriate educational experience for every child in our school, encouraging each to become a self-directed, independent learner.

CORE VALUES

In line with the District's Core Values and with a high regard to the standards of our profession, we commit ourselves to a curriculum that is based on those ideals and principles that forge motivated, virtuous and enlightened citizens who consciously and actively participate in a pluralistic society. Through a well thought out academic program, we will instill excellence, equity, integrity and a sense of obligation and responsibility to the values of a democratic nation.

School Demographics

Sweetwater Elementary School is located at 10655 S.W. 4th Street in the low socioeconomic urban community of Sweetwater within the Coral Park Feeder Pattern in Regional Center III. The two story facility on 13 acres includes nine buildings which house 44 classrooms, a main office, a library media center and 11 relocatables. The building is under a renovation project which includes updating the cooling system along with the painting of the school. The administration has coordinated efforts with the District to ensure the completion of this project. This 20 year old school has been retro-fitted to provide internet access to all the classrooms in the building and two computer labs. Four of the eleven relocatables are currently wired for internet access.

The surrounding area consists of small residential homes, apartments, mobile homes, and a variety of businesses. The western boundary of the school is adjacent to a fire rescue station that sits on the corner of 107th avenue which is a four lane congested road. Along 107th avenue, there are numerous strip malls which include grocery stores, drug stores, religious establishments, restaurants, dollar stores and gas stations. A McDonalds restaurant is located at the northeast corner of the physical education field. Located across the street are a park and a senior citizen activity center, where during special times of the year, the students participate in intergenerational activities.

Sweetwater Elementary provides outstanding educational services to students in Pre-Kindergarten through fifth grade. The diverse needs of the students are met through the various programs offered at the school including Title I, English for Speakers of Other Language (ESOL), Exceptional Student Education (ESE), Academic Excellence (AEP) and Teaching Enrichment Activities to Minorities (TEAM). An extended day learning program is also offered, along with a Before and After-School Care Program. The Student Services department is instrumental in identifying needy students and families and provides both direct assistance and referrals to appropriate service agencies such as the Miami Behavioral Center, Psych Solutions and the University of Miami Pediatric Mobile Clinic. A Leadership Team comprised of the Grade Level Chairpersons from kindergarten through fifth grade, representatives from the special areas such as ESE and ESOL, the Reading Coach, the Library-Media Specialist, Assistant Principal and the Principal collaborate on a monthly basis to work with staff by reviewing data and making the appropriate adjustments to the instructional program.

The school employs a total of 86 full-time staff members. Of the full-time staff, two are administrators, 60 are classroom teachers, two are guidance counselors, nine are paraprofessionals, five are clerical employees, seven are custodial service workers, and one is a library-media specialist. The ethnic breakdown of the full time staff is as follows: seven percent are White Non-Hispanic, 13 percent are Black Non-Hispanic, and 67 percent Hispanic. Of these, 14 percent are males and 86 percent are females. The ethnic breakdown of the part-time staff is eight percent White Non-Hispanic, and 92 percent are Hispanic. Due to minimal teacher turnover, only eight percent of the teachers are new to the school. The average length of years teaching in Florida is 13 with 38 teachers having advanced degrees. The percent of instructional staff attendance is 95.8.

Sweetwater has received many distinctions such as the "Golden School Award" for its outstanding volunteer program, and the Sunshine State School Public Relations Association's (SUNSPRA) statewide first place award for the publication of the school's bilingual newsletter and website. Sweetwater also met all the requirements for the Five Star School Award in 2001-2002 due to its community involvement. The school was also the recipient of the Platinum School Award for the 2000-2001 school year. During the 2003-2004 and 2004-2005 school years, Sweetwater received the "All Students All Schools" grant to increase the percent of students with disabilities that spend 80 percent or more of the school day in the general education classroom. The school also received the Barbara Bush Literacy Grant and the Engaging Latino Communities for Education (ENLACE) Miami! Children's Trust Fund grants for the 2005-2006 school year.

Sweetwater Elementary serves approximately 1000 students in Pre-Kindergarten through fifth grade. The students who live in the surrounding area either walk to school, are dropped off by their parents or are transported to school by private buses. Additionally, the school has a mobility index rate of 18. The student population is composed of 98 percent Hispanic, one percent White, and one percent Asian. Eighty-one percent of our students participate in the free and/or reduced lunch program, qualifying to be a Title I school. Due to the high percentage of students on free and/or reduced lunch, the students are in need of additional support that will enable them to be productive citizens.

Sweetwater has close ties with several nearby schools. The staff at Sweetwater articulates closely with Ruben Dario Middle School

to ensure a smooth transition for the majority of the fifth grade students that will attend that school. Once completing Ruben Dario Middle School, the students attend Coral Park Senior High School which is part of the school's feeder pattern.

Sweetwater Elementary has strong parental involvement as evidenced by the yearly increases in the percent of parents that attend school functions. Some of the factors that contribute to this success are the number of workshops offered to parents in both English and Spanish, the availability of attending the workshops at different times of the day, and opportunities to learn English as a second language while providing child care at the school site. After studying the school data, the faculty members and the Educational Excellence School Advisory Council (EESAC) have identified a specific challenge. This challenge is the high number of students who arrived late to school during the 2004-2005 school year. This area has been addressed and is included as an objective in the 2005-2006 School Improvement Plan.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, Sweetwater Elementary ranked 4.9 under the leadership category. This indicates that the leadership sets a strong and positive direction for the school and fosters an environment of collaboration among all stakeholders. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

Through the OPIS survey, the employees have indicated a high level (4.6) of involvement in the development of the school's goals and objectives. The strategic planning tool used is the Plan-Do-Study-Act Instructional Cycle which is an analysis approach for continuous school improvement. All staff members are given the opportunity to be involved in all aspects of the school's plan through faculty, grade level, leadership team, and EESAC meetings.

Stakeholder Engagement:

In order to effectively maintain a high level of satisfaction of its customers, the faculty and staff agreed that a positive relationship must be established and maintained. Based on the results of the survey, the faculty and staff indicated that by using effective communication the customers' concerns and needs are addressed resulting in customer satisfaction.

Faculty & Staff:

This category was among the highest ranked at Sweetwater Elementary with a score of 4.8. The faculty and staff indicated that they are encouraged to develop their professional skills leading to career advancement opportunities. They also indicated that they work together as a team to improve the overall operation of the school.

Teacher Mentoring Programs:

New and annual contract teachers are evaluated through the Professional Assessment and Comprehensive Evaluation System (PACES). PACES provides a built in support system through the Professional Growth Team which collaborates, observes, and consults with new teachers in order for them to become more effective in their classroom instruction. New teachers also attend a district orientation prior to the beginning of the school year. In addition, these teachers receive support from the reading coach, grade level chair, teacher mentors, administrators and district personnel in areas such as professional development, lesson planning, reading strategies and modeling lessons. Grade level meetings are held on a monthly basis. During this time, teachers are given an opportunity to build on the strength of others while planning, monitoring and acting upon their plan of action. They are also provided with bimonthly opportunities to observe other teachers. The administration also facilitates in-service training in order to promote the professional growth of all staff members. The school administrators conduct formal and informal observations on a daily basis. Administrators meet with teachers to provide feedback in order to support the academic program.

Data/Information/Knowledge Management:

Results of the survey indicate that the school employees analyze available data including test results, accountability information, and the school climate survey in order to monitor the progress of the employees, students and school functions. The faculty also reviews these analyses for decision making, professional development opportunities and the preparation of Professional Development Plans (PDP).

Education Design:

Extended Learning Opportunities:

Sweetwater Elementary affords varied extended learning opportunities for its students. All students in third through fifth grades scoring at Florida Comprehensive Achievement Levels one and two in reading and/or mathematics are given the opportunity to attend a before or after school tutorial program. The program, which incorporates the use of Accelerated Reader, Quick Reads and other research based materials, takes place at the school site three days per week for one hour sessions. The session runs from October to May. Student assessment data is analyzed in order to address deficient skills. The lowest achieving second graders are afforded the same opportunity from March until May. The second grade students are also invited to join a before school buddy reading program sponsored by the Future Educators of America (FEA). First grade students receive tutoring from Florida International University students through the America Reads program and their progress is monitored through the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This program is delivered on an individual basis, three times per week for half hour sessions. In addition, an after school enrichment program is offered to higher achieving students through the Academic Excellence Program (AEP) that develops critical thinking skills through a hands-on science component. Sweetwater, through its After-School Care Program offers supervised home learning, reading, and computer clubs.

Sweetwater also enjoys a collaborative community-wide partnership with Florida International University through the Engaging Latino Communities for Education (ENLACE) Miami! Children's Trust Fund Grant. This grant provides classes that build students' science skills, teach them about non-violence, develops entrepreneurial and technological abilities, helps improve vocabulary, and helps them learn the importance of physical fitness. Through the Families Learning at School and Home (FLASH) program, funded by a Barbara Bush Literacy Grant, parents are provided with literacy skills training while their children receive home learning assistance. This program takes place two times per week for two hour sessions.

An Extended School Year (ESY) model is offered to Exceptional Student Education (ESE) students who demonstrate a need for continuous education during the summer. The lowest achieving 25 percent of second graders and those third grade students who were retained were also eligible to receive summer school services.

School Wide Improvement Model:

The school wide improvement model that Sweetwater Elementary will implement to support student achievement during the 2005-2006 school year is the Plan-Do-Study-Act (PDSA) Instructional Cycle. The PDSA Instructional Cycle is a four-step analysis approach for continuous improvement. The four step process includes the following: (1) Planning - for change aimed at improvement, collecting data, and establishing timelines, (2) Do - implementing the plan, (3) Study - analyzing the data, and (4) Act - modifying instruction based on data. Staff will follow the plan by using Student Performance Indicators (SPI) to identify students' needs. A curriculum timeline based on the Sunshine State Standards will be generated and implemented to make sure that instruction and assessment are focused. Based on aligned assessments, students will be provided with the needed strategies in order to meet their individual needs ranging from those students who have met an identified benchmark (enrichment) to those students who did not meet the benchmark (tutorial). This will be addressed by providing special area teachers professional development in the use of reading strategies. The special area teachers will use these strategies with the enrichment students to ensure maintenance of benchmarks. Furthermore, the paraprofessionals with direction from the classroom teacher, will

provide in class tutorial assistance to students not meeting proficiency in the assessed benchmarks.

Performance Results:

The faculty and staff of Sweetwater Elementary showed favorable results in all seven categories on the OPIS survey. Employees are satisfied with their job and the high standards associated with it. In addition, those surveyed agreed that the work location is involved in working together for the betterment of its community.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

To increase the reading achievement of all students.

Needs Assessment

A comparison of the 2005 FCAT Reading with the 2004 FCAT Reading administration showed an increase in the mean scale score of all tested grade levels. In the third grade, the mean scale score was 301 which showed an increase of 24 points above the District. In the fourth grade, there was an increase of three points; however, further analysis showed that this was below the District and State levels. The mean scale score for the fourth grade was 306. The fifth grade score was 290 showing an increase of 24 points.

An analysis of the percentage of items answered correctly on the 2005 FCAT Reading by content clusters revealed that the third grade scored at or above the District and State on all content clusters. The fourth and fifth grade students scored at or above the District on Words/Phrases and at or above the District and the State on Main Idea/Purpose. However, the percentage of items answered correctly by both the fourth and the fifth grade, showed that they did not do as well on Comparisons when compared with the District and the State. The percent correct for the fourth grade was 58 as compared to 63 for both the District and the State. The percent correct for the fifth grade was 69 as compared to 77 for both the District and the State. This indicates that emphasis should be placed on Comparisons.

The 2004-2005 School Performance Accountability Report showed that 70 percent of the eligible students tested are meeting high standards and 73 percent are making learning gains as compared to 62 percent meeting high standards and 67 percent making learning gains during the 2003-2004 school year. Consequently, Sweetwater Elementary

needs to continue to strive for an increase in the percent of students meeting high standards and making learning gains.

The Adequate Yearly Progress (AYP) Report revealed that the school surpassed the 37 percentage requirement that demonstrates AYP. The percent of Limited English Proficient scoring at or above grade level was 52 percent, the Economically Disadvantaged 60 percent, and the Hispanic 62 percent. Therefore, Sweetwater Elementary will continue to strive for an increase in all subgroups attaining Adequate Yearly Progress with an emphasis on the Students with Disabilities who scored under the 44 percent required to meet AYP.

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the reading skills of all students.	Principal, Assistant Principal	8/8/2005	5/24/2006
Provide and monitor an after school research-based tutorial program using Accelerated Reader, READ 180 and Quick Reads in order to improve the reading achievement of students scoring at Achievement Levels 1 and 2 on the FCAT Reading.	Principal, Assistant Principal Mrs. Gloria Armand, Reading Coach	8/22/2005	5/24/2006
Utilize special area teachers to provide small group enrichment tutoring to students meeting targeted benchmarks in reading areas such as phonemic awareness, phonics, vocabulary, fluency and comprehension in order to reinforce instruction.	Principal, Assistant Principal Mrs. Gloria Armand, Reading Coach	10/31/2005	5/17/2006
Implement the Comprehensive Research-based Reading Plan and monitor student progress through the use of various assessments to improve the reading achievement of all students.	Principal, Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Increase the percentage of Students with Disabilities involved in the inclusion model, to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	8/8/2005	5/24/2006
Provide Tier II students with instruction using research-based programs for intervention such as Passport Voyager and Early Success in order for students to attain grade level expectations.	Principal, Assistant Principal, Reading Coach	8/15/2005	5/24/2006

Research-Based Programs

The research-based program used for reading is the Comprehensive Research-based Reading Plan (CRRP). The core reading program is Houghton Mifflin Miami-Dade Edition, 2006 Edition. Voyager Passport will be used for Tier II and Tier III first and third grade students. Early Success will be used for first and second grade Tier II students, and Soar to Success for Tier II fourth and fifth grade students. READ 180 will be used for identified students in grades three through five and Quick Reads for third through fifth grade students.

Professional Development

Professional development opportunities will be provided to teachers in kindergarten through fifth grade by the District's Office of Professional Development by offering training such as:

Phonological Awareness

Phonics

Fluency

Comprehension

CRISS strategies

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading. Each strategy will be monitored and evaluated through the following:

1. Leadership Team and Grade Level meeting sign in rosters and PACES observations.
2. The following tools will be used to diagnose/ monitor student progress: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten through third grade and FCAT Levels 1 and 2 in fourth and fifth grades, Diagnostic Assessment of Reading (DAR) to selected students, and basal tests in kindergarten through fifth grade.
3. Attendance rosters, and Accelerated Reader student reports for first through fifth grade, and DIBELS for third through fifth grade.
4. Individual Educational Plan, and Full Time Equivalency Report (FTE) 2005-2006.
5. Student rosters, and special area teachers' tutoring schedules for small group instruction.
6. Student rosters and DIBELS for Tier II students.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

To increase the mathematics achievement of all students.

Needs Assessment

A comparison of the 2005 FCAT Mathematics with the 2004 FCAT Mathematics administration showed an increase in the mean scale score of all tested grade levels. The third grade mean scale score of 330 was above the District's and the State's score. Further analysis of the mean scale scores from the 2005 FCAT Mathematics shows that the fourth and fifth graders tested scored below the State and District levels. The mean scale score for the fourth grade was 308. The mean scale score for the fifth grade was 322.

An analysis of the percentage of items answered correctly on the 2005 FCAT Mathematics by content clusters revealed that the third and fifth grade students scored at or above the District and State on all of the content clusters. The fourth grade students scored at or above the District and State on all of the content clusters except Number Sense. This indicates that emphasis will be placed on Number Sense at the fourth grade level.

The 2004-2005 School Performance Accountability Report showed that 70 percent of the eligible students tested are meeting high standards and 76 percent are making learning gains as compared to 59 percent meeting high standards and 67 percent making learning gains during the 2003-2004 school year. Consequently, Sweetwater Elementary needs to continue to strive for an increase in the percent of students meeting high standards and making learning gains.

The Adequate Yearly Progress (AYP) Report showed that all of the school's subgroups exceeded the 44 percentage requirement that demonstrates AYP in mathematics. The percent of Students with Disabilities scoring at or above

grade level was 46 percent, the Limited English Proficient 59 percent, the Economically Disadvantaged 63 percent, and the Hispanic 65 percent. Therefore, Sweetwater Elementary will continue to strive for an increase in all subgroups attaining Adequate Yearly Progress with an emphasis on Students With Disabilities.

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 increase by five percent their mathematics skills 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
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the mathematics skills of all students.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide and monitor research-based tutorial assistance after school through the use of Harcourt Math to students scoring at Achievement Levels 1 and 2 on the FCAT Mathematics with emphasis on number sense.	Principal, Assistant Principal	10/31/2005	5/17/2006
Schedule an uninterrupted daily 60 minute block in mathematics for all grades in order to improve student achievement.	Principal, Assistant Principal	8/8/2005	5/24/2006
Implement a student savings program in conjunction with Washington Mutual Bank in order to provide students with real life experiences.	Principal, Assistant Principal	9/9/2005	4/28/2006
Increase the percentage of Students with Disabilities involved in the inclusion model to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	8/8/2005	5/24/2006
Utilize technology resources for students in grades three through five such as FCAT Explorer to improve math skills.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

The research-based program used for mathematics is Harcourt Math, 2004 Edition.

Professional Development

Professional development opportunities will be provided by the District's Office of Professional Development to ensure that kindergarten through fifth grade teachers receive training in areas such as:

Number sense

Geometry

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Mathematics. Each strategy will be monitored and evaluated through the following:

1. Leadership Team, Grade Level meeting sign-in rosters, and PACES observations.
2. Attendance rosters and textbook tests for students in fourth and fifth grade.
3. Textbook tests for students in kindergarten through fifth grades.
4. Flyers, school calendar and deposit records for students participating in program.
5. Individual Educational Plan and the Full Time Equivalency Report (FTE) for 2005-2006.
6. FCAT Explorer student reports for fifth grade students.

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

GOAL 3 STATEMENT:

To increase the writing achievement of fourth grade students.

Needs Assessment

A comparison of data from the 2005 fourth grade FCAT Writing with the 2004 FCAT Writing administration indicates that 75 percent of the students scored a 3.5 or higher, a five percent increase. The Adequate Yearly Progress report indicates that 85 percent of the students are meeting state standards in writing. Results from the 2005 fourth grade FCAT Writing Test shows that the mean scale score was higher on Narrative than Expository. The students scored a 3.8 on Narrative compared to a 3.5 on Expository. The school will continue to monitor student writing with emphasis on Expository writing in order to increase writing achievement.

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, fourth grade students will improve their writing skills as evidenced by a one percent increase in the number of students scoring at 3.5 or higher on the administration of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the writing skills of all students.	Principal, Assistant Principal	8/8/2005	5/24/2006
Monitor the implementation of the Sunshine State Standards in all grades to strengthen skills in the writing process.	Principal, Assistant Principal	8/8/2005	5/24/2006
Facilitate opportunities for students in fourth grade to use software, word processing programs and the internet to expand and improve the quality of writing.	Principal, Assistant Principal Library Media Specialist	8/8/2005	5/24/2006
Display student writing in order to motivate students to write.	Principal, Assistant Principal	8/15/2005	5/24/2006
Ensure that students in grades two through five have frequent exposure to narrative and expository writing in order to increase writing proficiency.	Principal, Assistant Principal	8/8/2005	5/24/2006
Increase the percentage of Students with Disabilities involved in the inclusion model to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	8/8/2005	5/24/2006

Research-Based Programs

The research-based program used for reading is Houghton Mifflin Miami-Dade Edition, 2006 Edition.

Professional Development

Professional development opportunities will be provided to teachers in kindergarten through fifth grade by the District's Office of Professional Development by offering training such as:

Writing Across the Curriculum and
Using a rubric to score writing samples

Evaluation

This objective will be evaluated by the scores on the 2006 FCAT Writing Test. Each strategy will be monitored and evaluated through the following:

1. Leadership Team and Grade Level meetings sign-in rosters and PACES observations.
2. Monthly writing prompts in grades two through five and monthly writing samples in kindergarten and first grade.
3. Library Media Center schedule and collaborative lesson plans.
4. Student recognition log for students in first through fifth grades.
5. District pre and post expository writing assessment to students in first through fifth grades and monthly expository or narrative writing samples to students in second through fifth grades.
6. Individual Educational Plan, Full Time Equivalency Report (FTE) 2005-2006.

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

GOAL 4 STATEMENT:

To increase the science achievement of fifth grade students.

Needs Assessment

A comparison of the 2005 FCAT Science with the 2004 FCAT Science administration showed an increase of 24 points on the mean scale score. Even though there was an increase, the fifth graders tested scored below the State and District levels.

A comparison of the school's 2005 FCAT Science with the 2004 administration showed increases in the percent of questions answered correctly in three of the four content clusters and stayed the same on the Earth/Space Science cluster. The three content clusters where improvement was shown in the average number of questions answered correctly were: Physical/Chemical Science with an increase of eight percent, Earth/Space Science with a one percent increase and Scientific Thinking with an eight percent increase. The average number of questions answered correctly in each of the content clusters revealed that students require additional assistance on all areas tested to meet the State's goal of 75 percent or better level of proficiency.

Measurable Objective

Given instruction based on the Sunshine State Standards, students tested in grade five will improve their science skills as evidenced by an increase of 8 points in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the science skills of all students.	Principal Assistant Principal	8/8/2005	5/24/2006
Implement the district-designed science scope and sequence, aligned to the Sunshine State Standards/CBC to provide consistency and purpose within the delivery of content in grades three through five.	Principal, Assistant Principal	8/8/2005	5/24/2006
Coordinate student activities with outside community organizations and/or agencies such as Florida International University in order to improve student achievement.	Principal Assistant Principal	8/8/2005	5/24/2006
Expand students' opportunities in exploring science curricula by offering after school science classes in conjunction with the ENLACE Miami! Children's Trust Fund Grant to students in grades three through five.	Principal, Assistant Principal	9/19/2005	5/24/2006
Provide a dedicated space and resources for a school based science lab in which second through fifth grade students will participate in hands-on inquiry based investigations highlighting the use of science process skills in order to increase science content knowledge.	Principal, Assistant Principal	9/1/2005	5/24/2006
Utilize technology resources to reinforce science process skills in second through fifth grade.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

The research-based program used for science is McGraw-Hill Science, 2000 Edition.

Professional Development

Professional development opportunities aligned with State academic content and student achievement standards will be afforded to kindergarten through fifth grade teachers by the District's Office of Professional Development in areas such as:

Earth/Space Science

Physical/Chemical Science

Scientific Thinking

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Science. Each strategy will be monitored and evaluated through the following:

1. Leadership Team and Grade Level meeting sign-in rosters, and PACES observations.
2. Instructional focus calendar for first through fifth grades.
3. Participation rosters for students in kindergarten through fifth grades.
4. Student rosters and attendance logs for third through fifth grade students enrolled in the After-School Care Program.
5. Lab schedule for second through fifth grade.
6. Log of technology resources used.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

To increase parental involvement in school related activities in order to increase student achievement.

Needs Assessment

After analyzing sign-in rosters, records indicated that Sweetwater Elementary experienced a six percent increase in parent participation at school activities for the 2005-2006 school year when compared to 2004-2005. Data from the Title I End of the Year Report showed that 3,044 parents attended workshops and activities during the 2004-2005 school year. However, further analysis of the types of workshops offered to parents, as well as an examination of student FCAT scores, reveals a need for additional parent workshops in the areas of student assessment and self-improvement in order to increase student achievement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation rosters for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Direct the Student Services Department in conjunction with the Community Involvement Specialist to contact parents of students scoring FCAT Achievement Levels 1 and 2, to encourage participation in school activities.	Principal, Assistant Principal	8/8/2005	5/24/2006
Provide workshops and seminars in English and Spanish to assist parents with the educational, social, and emotional development of their children in order to promote an effective relationship between home and school.	Principal, Assistant Principal	8/8/2005	5/24/2006
Facilitate the utilization of the Parent Resource Center which provides parents with resources to assist their children at home in order to increase student achievement.	Principal, Assistant Principal	8/8/2005	5/24/2006
Promote school involvement by disseminating information about the school's activities via the school calendar, newsletter, website, and home visits by the Community Involvement Specialist in order to increase parental participation.	Principal, Assistant Principal	8/8/2005	5/24/2006
Coordinate with the Bilingual Parent Outreach Program to provide Limited English Proficient (LEP) and/or immigrant families with information about education, community services, and civil responsibilities to facilitate the adaptation process and increase parental involvement.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Limited English Proficient (LEP) and/or immigrant families will be provided with information about education, community services, and civil responsibilities through the Bilingual Parent Outreach Program. Provide parenting seminars sponsored by the student services department which deal with the emotional and social development of the students. Provide parent workshops conducted by the Reading Coach, teachers or invited District and/or Regional Center III personnel in the following areas: FCAT (Reading, Mathematics, Writing, Science), District, State, Title I requirements, and others. Notify parents of District Advisory Council (DAC) meetings.

Evaluation

This objective will be evaluated by means of sign-in rosters. Monthly counts from the sign-in rosters will be tabulated in order to monitor parent attendance at school activities, and ensure that participation is increasing. Additionally, the Title I Monthly School Report will be continuously monitored to assess that the workshops being offered to parents are aligned with the outlined strategies, thus helping to increase parental involvement as well as student achievement. In addition, each strategy will be monitored and evaluated through the following:

1. Parent communication log.
2. Flyers, monthly calendar, and sign-in rosters of caretakers attending school activities.
3. Parent Resource Center caretaker material check out log.
4. Community Involvement Specialist home visit log and monthly calendar.
5. Bilingual Outreach Program workshop schedule, flyers, monthly calendar, and sign-in rosters of caretakers attending workshops.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Decrease the number of students tardy to school.

Needs Assessment

Records showed that the total number of students tardy for the 2004-2005 school year was 5111. A breakdown by marking periods indicated the following number of times students arrived late for school:

First marking period – 952

Second marking period – 1474

Third marking period – 1183

Fourth marking period – 1502

Research indicates that there is a strong correlation between attendance and academic achievement. Good attendance is essential to success in school, as is arriving to class on time and being prepared to start the day. The high number of documented students arriving tardy at Sweetwater Elementary indicates a need to address this issue.

Measurable Objective

Given emphasis to student achievement and a positive attitude toward school, student tardiness will decline as evidenced by a 10 percent decrease in the number of students tardy to school 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
Maintain accurate record keeping via an Attendance Clerk to record the tardiness of each student.	Principal Assistant Principal	8/8/2005	5/24/2006
Utilize data analysis for tracking individual student tardiness to refer for appropriate services.	Principal, Assistant Principal	8/8/2005	5/24/2006
Promote participation in the School Breakfast Program to encourage early arrival at school.	Principal, Assistant Principal	8/8/2005	5/24/2006
Institute a before school tutoring program in order to raise student achievement and prevent student tardiness.	Principal, Assistant Principal	10/31/2005	5/17/2006
Coordinate with the Student Services Department to offer a parent workshop on time management strategies in order to stress the importance of punctuality.	Principal, Assistant Principal	8/8/2005	5/24/2006
Provide Before School Day Care to facilitate early arrival through a safe supervised program.	Principal, Assistant Principal, After School Care Managers	8/8/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Provide a parent seminar sponsored by the student services department that addresses time management strategies. Professional development will be offered on this objective during Parent Teacher Association meetings throughout the school year.

Evaluation

This objective will be evaluated by means of daily counts of tardy students and comparing the total for the 2005-2006 school year with the total tardy count for 2004-2005. In addition, each strategy will be monitored through the following:

1. Daily tardy rosters.
2. Data analysis of number of times each student has been tardy.
3. School calendar, flyers, and automated phone messages.
4. Class rosters and attendance rosters of students in third through fifth grades.
5. Sign in sheets of caretakers attending workshop and flyer advertising workshop.
6. Enrollment roster of students attending the Before School Care Program.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

All teachers will be able to use the Electronic Gradebook.

Needs Assessment

Teachers need to find a way to manage their time more efficiently. The use of the electronic gradebook will help the teachers save time on menial tasks and spend more time teaching, thus having a greater impact on their students.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will use the electronic gradebook during the 2005-2006 school year as evidenced by each child in the school receiving a report card generated by the electronic gradebook.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that all teachers have access to the Electronic Gradebook in order monitor student performance.	Principal, Assistant Principal	11/1/2005	5/24/2006
Survey teachers to determine level of technology proficiency in order to assess teacher needs.	Principal, Assistant Principal	10/24/2005	5/24/2006
Provide training in the use of the electronic gradebook in order for teachers to record grades with accuracy.	Principal, Assistant Principal, Teacher Trainer, Gradebook Manager	11/1/2005	1/31/2006
Provide on-going support for all teachers to ensure success.	Principal, Assistant Principal, Teacher Trainer, Gradebook Manager	11/1/2005	5/24/2006
Monitor the use of the electronic grade book to assure accuracy in record keeping.	Principal, Assistant Principal, Gradebook Manager	11/1/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development in this area will be afforded to all teachers of kindergarten through fifth grade students by school site personnel who have been trained by the District. Continuous mentoring and on-going support will be provided.

Evaluation

This objective will be evaluated by each child receiving a report card that was generated by using the electronic gradebook.

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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

The physical fitness test summary shows a combined mean average of 82 percent of students in grades four and five achieving high standards. Eighteen percent of the fourth and fifth graders need to achieve high standards. The results of the Miami-Dade County Public Schools FITNESSGRAM Test administered in 2004-2005 to students in grades four and five showed that 100 percent of the students were tested.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools Physical FITNESSGRAM standards, students in fourth and fifth grades will show an increase in the number of award recipients as evidenced by a five percent increase when comparing the 2004-2005 FITNESSGRAM results with the 2005-2006 FITNESSGRAM results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage students to meet the standards of physical fitness set by the Fitness Gram by scheduling motivational activities such as field day.	Principal Assistant Principal	8/8/2005	5/24/2006
Monitor student progress through the use of a fitness log.	Principal, Assistant Principal	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items which would enhance specificity of training.	Principal, Assistant Principal	8/8/2005	5/24/2006
Administer a pre-test to all fourth and fifth graders to determine baseline measures.	Principal, Assistant Principal	8/8/2005	5/24/2006
Expand students' opportunities to participate in physical activities by offering after school physical education classes in conjunction with the ENLACE Children's Trust Prep Program to students in grades three through five.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development opportunities will be afforded to the physical education instructors by the District's Office of Professional Development in the areas of nutrition and physical fitness.

Evaluation

This objective will be evaluated by the scores of the 2006 FITNESSGRAM. Each strategy will be monitored and evaluated through the following:

1. Lesson plans and school calendar.
2. Fitness logs for students in fourth and fifth grade.
3. Lesson plans.
4. Pre-test FITNESSGRAM results in fourth and fifth grade.
5. Student rosters and attendance logs for third through fifth grade students enrolled in the After-School Care Program.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Increase participation in the Academic Excellence Program (AEP).

Needs Assessment

A careful look at the results of the 2005 FCAT Science showed that the fifth grade mean scale score has been consistently below that of the District and the State. This has lead us to offer participation in the Academic Excellence Program in the area of Science to more students in order to try to raise student achievement. This year we will offer the program to second, fourth and fifth grade students.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer an after-school Academic Excellence Program in the area of Science to increase academic achievement.	Principal, Assistant Principal	9/12/2005	5/4/2006
Provide a dedicated space and resources for an after-school based science lab in which second, fourth and fifth grade students will participate in hands-on inquiry based investigations highlighting the use of science process skills in order to increase science content knowledge.	Principal, Assistant Principal	9/12/2005	5/4/2006
Conduct experiments and demonstrations that will develop skills such as observing, classifying, communicating, measuring, predicting, and inferring in accordance with the Sunshine State Standards.	Principal, Assistant Principal	9/12/2005	5/4/2006
Provide access to software to enhance science process skills.	Principal, Assistant Principal	9/12/2005	5/4/2006
Maintain a log to keep record of experiments and demonstrations done in class.	Principal, Assistant Principal	9/12/2005	5/4/2006

Research-Based Programs

The research-based program used for science is McGraw-Hill Science, 2000 Edition.

Professional Development

Professional development opportunities will be afforded to Academic Excellence teachers by the District's Office of Professional Development in conjunction with the Division of Advanced Academics such as hands-on science activities.

Evaluation

The evaluation of this objective will be measured by the 2005-2006 Advanced Academic program participation rosters.

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

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

GOAL 10 STATEMENT:

Sweetwater Elementary School will rank at or above 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, Sweetwater Elementary ranked at the 41st percentile on the State of Florida ROI index.

Measurable Objective

Sweetwater Elementary School will improve its ranking on the State of Florida ROI index publication from the 41st percentile in 2003 to the 46th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the District on resource allocation.	Principal Assistant Principal	8/8/2005	5/24/2006
Assess the school's strengths and address opportunities for improvement through data analysis in order to decide which strategies will be most effective in impacting student achievement.	Principal, Assistant Principal	8/8/2005	5/24/2006
Reallocate resources as necessary to increase the number of Students with Disabilities in inclusion class.	Principal, Assistant Principal	8/8/2005	5/24/2006
Reallocate staffing resources to provide intense instruction in Reading to identified low performing students.	Principal, Assistant Principal	8/8/2005	5/24/2006
Consider alternative sources of funding to supplement existing school resources such as the Children's Trust Fund and the Barbara Bush Literacy Grant.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Grade levels will engage in Best Practices discussions at grade level meetings. Staff members will receive information on how to access the North Central Regional Foundation Laboratory's (NCREL) website at www.ncrel.org in order to keep abreast of developing trends in education.

Evaluation

On the next State of Florida ROI index publication, Sweetwater Elementary will show progress toward reaching the 46th percentile.

EESAC Compliance

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

Budget:

The EESAC approved the monies allocated by the state for materials and equipment that will enhance students' academic performance and address the specific needs of the students.

Training:

The EESAC recommended a continuation of parent workshops, which are conducted at the school site. They also recommend school-wide staff development in the areas of Reading, Writing, Mathematics and Science.

Instructional Materials:

The EESAC has had the opportunity to preview books, computer software, and supplies, which will enhance the reading, writing, mathematics and science programs.

Technology:

The EESAC reviewed and considers the use of funds to upgrade and enhance existing technology in order to complement instructional activities across every academic area.

Staffing:

The EESAC recommended for funds to be appropriated for additional staff as needed.

Student Support Services:

The EESAC recommended the continued support of the University of Miami Pediatric Mobile Clinic, Dr. Bruce Heiken Memorial Fund, and the Florida International University's ENLACE grant by disseminating information to the parents and community about the services provided by these partners. Also recommended are the Student Support Teams and the counseling programs provided at the school site. The school counselors along with the psychologist, the speech therapist, the social worker and the community involvement specialist work together to meet student needs.

Other Matters of Resource Allocation:

The EESAC recommended that other matters of resource allocation be addressed as needed.

Benchmarking:

The EESAC recommended that students be monitored on an ongoing basis. Results of recommended actions will be presented to members for discussion at EESAC meetings.

School Safety & Discipline:

The EESAC recommended tardiness as the area to target for the 2005-2006 school year.

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