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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name: 5441 - Sylvania Heights Elementary School*

*FeederPattern: South Miami Senior*

*Region: Regional Center V*

*District: 13 - Miami-Dade*

*Principal: Dr. Milagros Hernandez*

*Superintendent: Rudolph F. Crew, Ed.D.*



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Sylvania Heights Elementary School*

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Sylvania Heights Elementary School, in conjunction with the Educational Excellence School Advisory Council, is committed to increase student performance and student learning gains. Sylvania Heights Elementary School is located in the City of West Miami and serves a predominantly Hispanic population. Of the 618 students attending the school during the 2004-2005 school year, 91 percent were Hispanic; eight percent were Anglo and one percent were Black. In addition, 30 percent were identified as being of limited English proficiency and 51 percent received free or reduced lunch. The school facility houses a Pre Kindergarten Exceptional Student Education Program, a resource Advanced Academics Program, an Exceptional Student Education Program, an Extended Foreign Language Program and a standard curriculum program for neighboring children in the City of West Miami area. The following objectives will serve as the focus of our school wide priorities for the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five meeting high standards in reading will increase their reading skills by 1 percent on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 74% achieving a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of the students achieving a 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

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

Given an emphasis on the importance of parental and community involvement attendance at academic and education workshop opportunities for parents will increase by 20% as evidenced by comparing the parent workshop attendance rosters for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 1% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the 2006 Student Case Management System Executive Summary report.

Given an emphasis on the use of technology in education, all students will augment their usage of technology during the 2005-2006 school year by attaining a stage 3 advanced level as evidenced on the 2004-2005 STaR School Profile Report.

Given instruction based on M-DCPS mandated FITNESSGRAM standards, the percentage of students achieving an optimal level of fitness will increase as evidenced by 77% of the students meeting high standards on the 2005-2006 FITNESSGRAM School Statistics Report.

Given emphasis on the benefits of participating in cross curricular enrichment programs, all students in grade 4 will participate in the Artist in Residence Program during the 2005-2006 school year, as documented by class rosters.

Sylvania Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 48th percentile in 2003 to the 50th percentile on the next publication of the ROI index.

Sylvania Heights Elementary will address Category 1: Leadership focus by addressing and emphasizing the school's mission statements and seeking grade level teams' feedback at leadership team meetings. Strategies coordinated by the leadership team will be discussed and reviewed at small learning communities meetings. In Category 5: Human Resource Focus, planned strategies involve the development of grade level academic teams and participation of grade levels in team building training sessions to increase their ability to share information and cooperatively plan as teams.

## **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.

## **Sylvania Heights Elementary School**

### **VISION**

We believe that in order to achieve the mission of Sylvania Heights Elementary, our goal will be to function as a professional learning community.

## MISSION

In order to fulfill the vision of our school, our mission will consist of achieving the following goals:

Work together for a common goal,

Explore and implement best practices to maximize student achievement,

Monitor students' academic growth,

Demonstrate a personal commitment to our students' educational successes,

Prepare students and families so they can compete in a multicultural and global economy,

Protect students' personal health and safety,

Train students to practice our four R core values; Respect, Responsibility, Rules and Rights to become successful learners,

Connect with the homes and community to increase parental involvement and narrow the achievement gap and;

Increase the individual learning gains of all of our students.

### School Pledge

We, the Sylvania Heights students pledge to respect ourselves and others, be responsible for our learning, follow rules and have the rights to express our ideas to become successful learners,

When we fulfill our pledge, together, "WE WILL SUCCEED!"

## CORE VALUES

### Excellence

We emphasize high academic achievement standards.

### Integrity

We build positive relationships through the school's four R's; Respect, Responsibilities, Rules and Rights which enhance the self-esteem, safety and well-being of our professional learning community.

### Equity

We foster an environment that supports all students and families and strive to narrow the achievement gap.

### Citizenship

We educate our multicultural community by engaging in character education cooperative team building to recognize our students' civic accomplishments through the implementation of our four R's.

## *School Demographics*

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Sylvania Heights Elementary School is located in the City of West Miami and serves a predominantly Hispanic population. Of the 618 students attending the school during the 2004-2005 school year, 91 percent were Hispanic; eight percent Anglo and one percent Black. In addition, 30 percent were identified as being of limited English proficiency and 51 percent received free or reduced lunch. The school facility houses a Pre Kindergarten Exceptional Student Education Program, a resource Advanced Academics Program, an Exceptional Student Education Program, an Extended Foreign Language Program and a standard curriculum program.

The staff is composed of 68% Hispanic, 18% Black, and 15% White. Forty seven percent of the staff holds a Master's Degree and 16% holds a specialist degree. Two teachers are National Board certified. The school has received for ten consecutive years the Golden School Award for maintaining a successful volunteer program. In addition, successful grant writing has provided financial resources to the school to enhance instruction for students and staff in the fine arts, scientific process skills and technology. Scientific process skills and technology are areas in need of improvement. Therefore, additional financial resources in the form of grants will enable the school to move in a positive direction.

# *School Foundation*

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## ***Leadership:***

The administrative team sets direction and high expectations for the staff by encouraging teacher engagement in the instructional planning process and implementation of programs to improve student achievement. The Sylvania Heights Elementary School administrative team conducts monthly faculty and leadership team meetings to successfully plan and execute the school improvement process and the continuous improvement model. The leadership team motivates the fulfillment of accomplished practices by mentoring and supporting beginning teachers and teacher participation in the National Board certification process. The school leaders also create a positive learning environment and strongly encourage the sharing of Best Practices among all grade levels and special areas staff.

## ***District Strategic Planning Alignment:***

Sylvania Heights Elementary's strategic approach involves the joint coordination of all leadership team groups in the planning process. The administrative team and leadership teams meet and discuss the annual objectives and strategies. Grade level teams meet and decide how they can implement strategies through the incorporation of curriculum mapping, implementation of CRISS strategies, CBC, Sunshine State Standards and the sharing of Best Practices to increase student learning gains in all objectives. The planning process is coordinated by grade level chairpersons. Their plans are shared and implemented across grade levels to align the district goals to the school site plan.

## ***Stakeholder Engagement:***

Sylvania Heights Elementary is a professional learning community that involves the engagement of students, teachers, families, businesses and local agencies. The school strives to link the community to the school in several ways. The climate survey responses indicate that the community expresses satisfaction and believes that the school is a safe place to learn. Business partnerships are recruited and engaged to extend curriculum activities and offer real life experiences. Business partners and community representatives express a desire to participate in the school improvement process. The school engages the City of West Miami Police Department and City Hall to provide services to families. The Sylvania Heights Elementary School After School Care Program also engages parents after school hours in the implementation of non academic activities and the participation of local Girl Scout groups. Students' level of satisfaction is high since students play important roles as Villa Managers and Safety Patrols in the school's daily operations.

## ***Faculty & Staff:***

The school's infrastructure consists of an administrative and leadership team. These two framework entities include the department chairpersons, the administrative team and the grade level chairpersons. There are nineteen staff committees which meet and make recommendations to the leadership teams as to how to carry out the school improvement strategies and overcome barriers to achieve student success. The Teacher Mentoring Program includes a support team for beginning teachers and administrative support for teachers working towards accomplishing National Board certification. The team approach is also evident in the implementation of Best Practices at the first, second and fourth grade levels. The third grade team has also been highly successful in emphasizing literacy and achieving the highest student learning gains in both reading and mathematics. The impact of the team approach has

resulted in the school's success in maintaining an "A" for the past four years.

### ***Data/Information/Knowledge Management:***

In implementing the Continuous Improvement Model, a data analysis team reviews, analyzes and formulates plans and strategies based on the data gathered. The administrative team is continuously providing staff with data on the use of the Accelerated Reader, book levels, reading assessments and standardized testing. The data is disseminated and discussed at grade level meetings and staff meetings. Teachers have access to technology and continuously plan to individualize instruction in reading and mathematics based on the analyzed data.

### ***Education Design:***

Extended Learning Opportunities have provided students with other avenues in which they can strive for self improvement. Tutorial classes, inclusion program staff assigned to specific classrooms, individual and group counseling services, academic excellence before and after school activities, Hadassah volunteer tutors and America Reads tutors have motivated and provided assistance to below, at grade level and above grade level students. The School-wide Improvement Model has emphasized and delineated specific interventions to retainees and below grade level achievers as soon as students are identified by their individual teachers. This system of early detection has been extremely successful in early prevention. In addition to intervention strategies, high achievers are also identified and nurtured through their participation in school site and district competitions.

### ***Performance Results:***

The school's performance results have positively impacted the number of students eligible for magnet programs at the middle school level. The implementation of artists in residence sessions and strings instruction have made a positive impact on students choosing music and fine arts at the middle school level. An area demonstrating minimal impact is the number of suspensions being administered on an annual basis. New emphasis is being placed on designing a school wide approach towards reducing the number of suspensions to increase the number of instructional hours that students receive at the school site. This design is formulated to improve the mediation and conflict resolution process and train students how to demonstrate appropriate behavior. This, in turn, will lead to better informed and more responsible students.



## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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:**

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge skills and competencies needed to master state standards in the area of reading.

**Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 24% of students did not meet high standards in reading and 34% did not make learning gains. Fifty percent of students scoring in the lowest quartile did not make learning gains.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five meeting high standards in reading will increase their reading skills by 1 percent on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Accelerated Reader program on a daily basis.	Classroom Teacher	08/08/2005	05/24/2006
Maintain a Language Arts portfolio for second through fifth grade students.	Classroom Teacher	08/08/2005	05/24/2006
Participate in staff development related to reading strategies, vocabulary building, and test-taking preparation.	Classroom Teacher	08/08/2005	05/24/2006
Purchase Accelerated Reader books for the Independent Reading Centers.	Principal	08/08/2005	05/24/2006
Provide Hadassah Read, Write Now! tutoring program to targeted students in first through third grade students.	Reading Coach	10/01/2005	05/24/2006
Maintain a language portfolio in the Extended Foreign Language Program classes	Extended Foreign Language Teachers	08/08/2005	05/24/2006
Provide teachers access to SPI in order to use data to complete the AIP Plans.	Principal	08/08/2005	05/24/2006
Ask teachers to analyze data in order to differentiate instruction according to the Continuous Improvement Model.	Principal	08/08/2005	05/24/2006

## Research-Based Programs

Houghton Mifflin Reading Series  
Voyager Passport

## Professional Development

CRISS Training  
Houghton Mifflin Series Training  
Diagnostic Assessment of Reading

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Reading Test. Percentage of students reading above the minimum district requirement of five books per marking period will be used to monitor progress toward the objective.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of mathematics.

**Needs Assessment**

Results of the 2005 FCAT Mathematics Test indicate that 27% of students did not meet high standards in mathematics and 34% did not make learning gains.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 74% achieving a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students scoring in the lowest 25 percent on the FCAT Math Reading Test and implement a tutorial program to assist these students.	Assistant Principal	11/1/2005	2/27/2006
Implement lessons that require students in grade five to perform algebraic thinking and data analysis skills using "Hands-on-Equation" program.	Classroom Teacher	12/01/2005	05/24/2006
Ask teacher to analyze data in order to differentiate instruction according to the Continuous Improvement Model.	Principal	08/08/2005	05/24/2006
Provide teachers access to SPI in order to use data to complete the AIP Plans.	Principal	08/05/2005	05/24/2006
Students in grades K-5 will participate in mathematics drills in grades K-5.	Classroom Teacher	08/08/2005	05/24/2006
Participate in staff development in Hands-On-Equation.	Fifth grade teachers	08/08/2005	05/24/2006

## Research-Based Programs

Houghton Mifflin Mathematics Series  
Hands-On-Equation

## Professional Development

Comprehensive Mathematics Plan  
S.M.I.L.E.  
Data Analysis & Probability Training

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of writing.

**Needs Assessment**

Results of the 2005 FCAT Writing Test indicate that 34% of students did not score 4 or above in writing.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of the students achieving a 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a writing pre and post test.	Reading Coach	08/08/2005	05/24/2006
Offer school site staff development opportunities for teachers according to Best Practices and individual needs.	Assistant Principal	08/08/2005	05/24/2006
Reward students who demonstrate improvement and excellence in writing.	Principal	01/23/2006	02/03/2006
Implement narrative and expository writing prompts every nine weeks in grades three, four, and five.	Classroom Teachers in grades 3rd - 5th	08/08/2005	05/24/2006
Ask teacher to analyze data in order to differentiate instruction according to the Continuous Improvement Model.	Principal	08/08/2005	05/24/2006
Provide teachers access to SPI in order to use data to complete the AIP Plans.	Principal	08/08/2005	05/24/2006

### Research-Based Programs

Houghton Mifflin Reading Series

### Professional Development

Best Practices in Teaching Writing

### Evaluation

This objective will be evaluated by scores of the 2006 FCAT Writing Plus Test. The district pre and post tests will provide formative assessments which will be used to monitor progress towards meeting the objective.



## 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 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:**

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

### **Needs Assessment**

Results of the 2005 FCAT Science Test indicate that 49% of students did not score at or above the district mean scale score.

## Measurable Objective

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

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop long range plans to include science lessons/units aligned to district scope and sequence.	Grade level groups	08/08/2005	05/24/2006
Implement a science fair in Grades K-5	Classroom Teachers	1/6/2006	03/31/2006
Provide teachers access to SPI in order to use data to complete the AIP Plans.	Principal	08/08/2005	05/24/2006
Ask teacher to analyze data in order to differentiate instruction according to the Continuous Improvement Model.	Principal	08/08/2005	05/24/2006
Conduct needs assessment to determine grade level needs.	Science Resource Teacher	08/08/2005	05/24/2006
Provide professional development for all grade levels in science.	Principal	08/08/2005	05/24/2006

## Research-Based Programs

Harcourt Science Series  
FOSS Kits

## Professional Development

District Inservice Training

## Evaluation

This objective will be evaluated by the 2006 FCAT Science Test scores.

## 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*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Sylvania Heights Elementary School parents will increase their participation in school events annually to acquire the knowledge needed to contribute to their child's educational experiences.

### ***Needs Assessment***

Parent attendance rosters in 2004-2005 indicate that 37% of parents did not attend any academic or educational workshops.

## Measurable Objective

Given an emphasis on the importance of parental and community involvement attendance at academic and education workshop opportunities for parents will increase by 20% as evidenced by comparing the parent workshop attendance rosters for the 2004-2005 and 2005-2006 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to use the Sylvania Heights Parent newsletter, the school's website and marquee to communicate school events and information to parents and the community.	Principal	8/8/2005	5/19/2006
Continue to expand the Sylvania Heights Parent Resource Center to include more parent resources in both English and Spanish including the district initiated Parent Academy.	Principal	8/8/2005	5/12/2006
Offer FCAT preparation workshops in the areas of reading, writing, and science.	Assistant Principal	08/08/2005	05/24/2006
Offer Accelerated Reader workshops to parents.	Media Specialist	08/08/2005	05/24/2006

## Research-Based Programs

The National PTA's Parent Involvement Schools of Excellence Certification Program.

## Professional Development

Parent Academic Workshops  
 Parent Academy participation  
 Coffee Talk Sessions  
 Bilingual Outreach parent sessions  
 School site developed parent training sessions  
 Small Learning Communities Training Session

## Evaluation

This objective will be evaluated by the 2006 parent workshop attendance rosters.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Sylvania Heights Elementary School's staff and students will work towards improving the overall discipline and safety of all stakeholders to ensure a safe and orderly learning environment.

### ***Needs Assessment***

The 2005 Student Case Management System Executive Summary report indicates a 2.5% increase in the number of outdoor suspensions.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 1% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the 2006 Student Case Management System Executive Summary report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parent/guardian with a Student Code of Conduct agreement that will require their attendance at a parent/guardian conference.	Principal	11/1/2005	5/24/2005
Provide Character Education training for students in grades K-5	Counselor	11/1/2005	5/24/2006
Provide conflict resolution workshops for students in grades K-5.	Counselor	11/1/2005	5/24/2006
Implement a school wide indoor detention program.	Counselor	11/1/2005	5/24/2006
Provide peer mediation training for students in grades K-5.	Counselor	8/08/2005	05/24/2006

## Research-Based Programs

District's Character Education Program  
Ethics Training

## Professional Development

Peer Mediation Training  
Conflict Resolution Training  
Character Education Workshops

## Evaluation

This objective will be evaluated by the 2006 Student Case Management System Executive Summary report.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 7 STATEMENT:***

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge skills and competencies needed to master the goals in the Enhancing Education Through Technology Act.

### ***Needs Assessment***

Based on the 2005 STaR School Profile Report, results indicate that student use of technology is at an Entry Stage 2.5.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of technology during the 2005-2006 school year by attaining a stage 3 advanced level as evidences on the 2004-2005 STaR School Profile Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement technology classroom centers.	Principal	08/08/2005	05/24/2006
Implement technology project in Pre Kindergarten Program.	Pre Kindergarten Teacher	08/08/2005	05/24/2006

## Research-Based Programs

Enhancing Education Through Technology Act

## Professional Development

District Technology Training  
School Site Technology Training

## Evaluation

This objective will be evaluated by the 2006 Student Use of Technology component of the STaR School Profile Report.



## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### ***GOAL 8 STATEMENT:***

Sylvania Heights Elementary School students will attain an optimal level of fitness while participating in a planned program of developmentally age-appropriate physical activities.

### ***Needs Assessment***

According to the 2005 FITNESSGRAM School Statistics Report, 25% of students did not achieve optimal level of fitness.

## Measurable Objective

Given instruction based on M-DCPS mandated FITNESSGRAM standards, the percentage of students achieving an optimal level of fitness will increase as evidenced by 77% of the students meeting high standards on the 2005-2006 FITNESSGRAM School Statistics Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a Jumprope for Heart program for grades 3-5.	Physical Education Teacher	11/13/2005	2/10/2006
Administer pre test to establish student baseline data and determine individual training needs.	Physical Education Teacher	8/8/2005	05/24/2006
Implement cardiovascular training activities.	Physical Education Teacher	8/8/2005	5/24/2006

## Research-Based Programs

FITNESSGRAM

## Professional Development

District Physical Education Training

## Evaluation

This objective will be evaluated by the 2006 FITNESSGRAM School Statistics Report.

## 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*

#### *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 9 STATEMENT:***

Sylvania Heights Elementary students will increase their participation in enrichment activities to acquire the knowledge, skills, and competencies needed to successfully compete in the global economy.

### ***Needs Assessment***

School statistics indicate that 95% of students did not participate in the Artist in Residence Program for the acquisition of cross curricular skills.

## Measurable Objective

Given emphasis on the benefits of participating in cross curricular enrichment programs, all students in grade 4 will participate in the Artist in Residence Program during the 2005-2006 school year, as documented by class rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in Arts 4 Learning grant.	Art Teacher	10/01/2005	05/24/2006
Offer strings instruction to eligible intermediate students.	Music Teacher	10/01/2005	05/24/2006
Offer AEP Art Appreciation classes	Art Teacher	10/01/2005	05/24/2006

## Research-Based Programs

McGraw Hill Arts Connection  
Silver Burdett Music Connections

## Professional Development

Arts 4 Learning Training  
District Training

## Evaluation

The objective will be evaluated by the results of the school statistics on the number of students enrolled in the Artist in Residence Program in 2006 as evidenced by attendance 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"/>

### *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 10 STATEMENT:***

Sylvania Heights Elementary School will rank at or above the 50th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data provided by the FLDOE indicates that in 2003, Sylvania Heights Elementary School ranked in the middle third percentile in the State of Florida ROI index.

## Measurable Objective

Sylvania Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 48th percentile in 2003 to the 50th percentile on the next publication of the ROI index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed of the use of financial resources in relation to school programs.	Principal	08/08/2005	05/24/2006
Collaborate with the district on resource allocation.	Principal	08/08/2005	05/24/2006
Hire additional hourly personnel to assist in the individual tutoring of students to increase individual learning gains to those students in need.	Principal Assistant Principal	10/13/2005	05/20/2006
Consider shared use of facilities, partnering with community agencies.	Principal	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base such as private organizations, foundations, volunteer programs, dade partners and grant funds.	Parent Resource Liaison	08/08/2005	05/24/2006

## Research-Based Programs

Return On Investment Index

## Professional Development

Return On Investment Index EESAC Training

## Evaluation

On the next State of Florida ROI index publication, Sylvania Heights Elementary School's progress will be determined by analyzing the results of the index rating and the increase it has made towards reaching the 50th percentile.

## *EESAC Compliance*

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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 will review and consider for approval the utilization of EESAC funds.

### ***Training:***

The EESAC will participate in budget analysis and informational training sessions.

### ***Instructional Materials:***

The EESAC will review and consider for approval requests for the purchase of instructional materials.

### ***Technology:***

The EESAC will review and consider requests for educational technology.

### ***Staffing:***

The EESAC will consider for approval the hiring of hourly support personnel to assist in remediating students.

### ***Student Support Services:***

The EESAC will assess students needs for the recommendation of Student Support Services.

### ***Other Matters of Resource Allocation:***

The EESAC will pursue additional community and business partners.

### ***Benchmarking:***

The EESAC will review the implementation of the SIP process to assess progress.

***School Safety & Discipline:***

The EESAC will support the implementation of strategies to improve student behavior and decrease the number of outdoor suspensions.



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*