
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0071 - Eugenia B. Thomas Elementary School

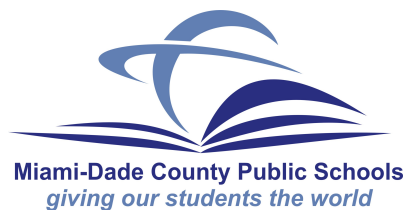
FeederPattern: Ronald W. Reagan/Doral Senior High School

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Mayra Falcon

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Eugenia B. Thomas Elementary School

Eugenia B. Thomas Elementary School, located at 5950 NW 114 Avenue, Miami, Florida, 33178, was established in 2001, in the multi-ethnic, multicultural City of Doral. The school's population is over 1,800 students. The students attend pre-kindergarten through grade five. There are four self-contained gifted classes in grades one through five. The Exceptional Student Education (ESE) students in grades kindergarten through five are serviced through inclusion. The school provides two-half day exceptional student education Pre-K programs for three and four year olds. In addition, the school offers the Extended Foreign Language Program (EFL) beginning in kindergarten to fifth grade, Kids and the Power of Work (KAPOW) for the second grade students, Academic Excellence Program (AEP), Teaching Enrichment Activities to Minorities (TEAM) Program in second grade, Art Club, Chorus Club, Strings Ensemble, Recorder Club, Band and In-House, Early Bird and After School intensive tutoring programs. The Early Bird and After-School tutoring programs are available for kindergarten through fifth grade students requiring additional assistance in mastering reading and mathematics skills.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 4.0 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given school wide emphasis on increasing registered volunteers a 10 percent increase will be demonstrated as evidenced by comparing the 2005 - 2006 Registered Volunteer Log to the 2006-2007 Registered Volunteer Log.

Given school wide emphasis on improving student attendance, student attendance will increase from 95.6 percent in 2005-2006 to 97.1 percent in 2006-2007.

Given the results of the data from the EBT Technology Skills Needs Assessment, teachers will improve their technology skills as evidenced by a 10 percent increase as compared to the pre and post EBT

Technology Skills Needs Assessments.

Given instruction based on the FITNESSGRAM standards, students in grades four and five will increase by five percent in the number of students reaching high standards on the 2007 FITNESSGRAM Test as compared to the 2006 FITNESSGRAM Test.

Given school wide attention on increasing the number of students in advanced academic programs a 10 percent increase will be demonstrated in the 2006-2007 school year in advance academic as compared to the enrollment to the 2005-2006 school year.

Eugenia B. Thomas Elementary School will maintain its ranking on the State of Florida Return on Investment (ROI) index publication at 97th percentile on the next publication of the index.

After comparing the category average scores from the Organizational Performance Improvement Snapshot survey it was evident that Strategic Planning and Process Management are the two areas of deficiency. In order to strengthen the area of Strategic Planning, the administration will meet weekly with all grade-level and department teachers to review the school's goals and determine the active role staff members will play in order to achieve that goal. The administration will also meet with the Grade Level Chairs/Department monthly to seek the advice of staff members, share and encourage the decision making role. The second area of deficiency was Process Management. In order to improve in this area the administration will provide continuous feedback to staff with regards to their professional responsibility. Monthly meetings to all new staff will be held and mentors will be assigned to assist new staff individually as needed.

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.

Eugenia B. Thomas Elementary School

VISION

The vision of Eugenia B. Thomas Elementary School is to promote success in giving our students the world as we support each other as a family by embracing team work through respect, integrity and honesty.

MISSION

The mission of Eugenia B. Thomas Elementary School is to provide our students the opportunity for quality education by implementing comprehensive and innovative programs delivered by competent and committed staff in a state-of-the-art facility. We will establish a partnership with our community that will instill global awareness and social consciousness in our students as we prepare them to become world leaders.

CORE VALUES

Eugenia B. Thomas Elementary School strives to instill respect, integrity and honesty in our students by making a conscientious effort to model the exemplary values that we would like our students to exhibit. All students are reminded daily through the morning announcements of the importance of maintaining high morals and ensuring that their behavior reflects the principles the school deems significant.

School Demographics

Eugenia B. Thomas Elementary School, located at 5950 NW 114 Avenue, Miami, Florida, 33178, was established in 2001, in the multi-ethnic, multicultural City of Doral. The school's population is over 1,800 students, consisting of 82 percent Hispanics, 16 percent White Non-Hispanic, one percent Black, and three percent Asian/Indian/Multiracial. The school is composed of over 107 full-time certified teachers, consisting of 79 percent Hispanics, nine percent Black Non-Hispanic, and ten percent White Non-Hispanic. Over 26 percent hold a Master's Degree, ten percent hold a Specialist's Degree and one percent holds a National Board Certification. Furthermore, an additional six percent of the teachers are seeking their Masters Degree, one percent is seeking their Specialist Degree, five percent are seeking their Doctorate, and another three percent are applying for National Board Certification.

Eugenia B. Thomas Elementary School has earned the Golden School Award for providing over 5,500 hours of volunteer time to the school, as well as, the National PTA Parent Involvement Certification of Excellence. The school was recognized by the Florida Department of Education for earning an "A" on the school grade. The Salvation Army presented the school with an award for supporting their can food drive. In addition, the school received a grant from Waterford and Imagine Learning to help meet the educational challenges of ESOL students in kindergarten through second grade. Also, the Miami Dolphins awarded the school with the "Dol-Fin" grant that provides funding for a project that the students in fifth grade will work on throughout the school year. The project involves the fifth grade students to recycle paper on a daily basis. The grant will be used for purchasing bins and equipment that will be utilized to take the recycle paper and create crafts and greeting cards. The grant money will also be used to pay for the buses used by Student Council to visit a nursing home. Students will submit the artwork created by the fifth graders using the recycled paper.

We are fortunate to be in a community where families believe that education is a top priority for their child's success. Parents from the school not only are very involved in our school activities and volunteer, but they also are willing and able to do whatever is needed outside of the school to ensure their child's academic success.

The teachers at Eugenia B. Thomas Elementary School are extremely dedicated and loyal to the success of the school. There is a sense of unity within the staff members and high morale.

Since Eugenia B. Thomas has a high LEP population, the challenge is to help these children acquire the language skills that will ensure their educational success. Teachers must also provide parents with the necessary tools to assist in the acquisition of language skills. Another challenge is meeting the needs of the SWD students. SWD students will receive computer assisted instruction utilizing the Brainchild and Riverdeep, as well as, tutoring assistance provided by the teacher and a trained paraprofessional.

In addition, the school will provide counseling services to all students. Counselors will work with the retainees in third grade once a week, and provide lessons on academic, personal, social and career topics. They will also work with parents to help them understand their child's needs and to remediate the academic and behavioral deficits that will impact student achievement via the school support team process.

Grade level/department chairs will act as liaisons between grade level/departments and administrators. They provide leadership and create a cooperative ambiance in their departments. They work collaboratively with teachers and administrators and must be able to deal with others in a productive, yet sensitive manner.

School Foundation

Leadership:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Elementary School received the score of 4.2 on the Leadership category. Eugenia B. Thomas Elementary School prides itself on our vision and commitment to our school's mission. Our administrators involve all stakeholders in the decision-making process, to ensure that every team member is involved in the latest information regarding our school. Our leaders create a work environment that fosters collaboration between peers and opportunities to work together to complete set goals.

District Strategic Planning Alignment:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Elementary School received the score of 4.1 on the Strategic Planning category. Eugenia B. Thomas Elementary School focuses on the efficient management practices set forth by our district. We engage family and community members to become our partners in raising and maintaining high expectations for our students. We ensure that our staff members are high-performing and up to date with the latest teaching trends.

Stakeholder Engagement:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Elementary School received the score of 4.4 on the Stakeholder Engagement Category. At Eugenia B. Thomas Elementary School we value our customers and their needs. We make certain to listen to their concerns and address them in a timely manner. Our staff members are empowered to make decisions to solve problems or to seek help when necessary. We thrive on communication, which is the key ingredient in our school's success.

Faculty & Staff:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Elementary School received the score of 4.2 on the Strategic Planning category. The school's foundation is built on teamwork. Every grade level/department has designated collaborative planning time, in which the team gathers to share information regarding the latest educational resources and to create lesson plans for the upcoming weeks/quarter. Our school provides mentors to beginning teachers and to teachers new to the school. All beginning teachers are part of a committee, which the Assistant Principal leads to ensure that they receive the support needed to succeed.

Data/Information/Knowledge Management:

Our school's staff members are well informed of their responsibilities and are given continuous feedback on their progress to ensure that each team member maintains high expectations.

Education Design:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Elementary School received the score of 4.2 on the Process Management which indicates that the school has cultivated an environment where learning communities collaborate and process data in an effective manner. We are committed to ensuring that all staff members have the necessary resources and are aware of all the processes needed to complete their work.

Performance Results:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Elementary School received an average score of 4.2 overall. Eugenia B. Thomas Elementary School has created an environment that encourages students to become actively involved in their education and it has resulted in an average daily attendance of 95 percent. We are committed to maintaining our high academic standards and offer only the highest quality programs to our students, parents and community members.

GOAL 1: READING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 1 STATEMENT:

Students in third through fifth grade will improve comparisons and reading comprehension skills.

Needs Assessment

FCAT Reading results indicate that 20 percent of the students in grades three through five have scored below FCAT Proficiency Level 3. Scores on the 2006 FCAT Reading Test also indicate that 70 percent of students in third through fifth grade made a year's worth of progress in reading and 62 percent of the lowest quartile in reading made a year's worth of learning gains. Students scored at or above FCAT Proficiency Level 3 in each AYP (NCLB) subgroup as follows; 80 percent of our White students, 73 percent of our Hispanic students, 63 percent of our students eligible for free and reduced lunch, 68 percent of our Limited English Proficient students and 44 percent of our students with disabilities. This demonstrates that our school met the criteria in all subgroups identified in the NCLB requirements.

After reviewing and comparing the FCAT Reading data, students in third grade demonstrated an increase in all content clusters with the exception of Comparisons where their scores decreased from 75% during the 2005 FCAT Reading Tests results to 67% during the 2006 FCAT Reading Test results. Fourth grade students' FCAT Reading scores demonstrated a decrease during the 2006 FCAT Reading Test when compared to the 2005 FCAT Reading Test from 71% to 67% in Words/Phrases, in Main Idea their scores decreased from 78% to 68% and in Comparisons students' scores decreased from 74% to 65%. After comparing the 2006 FCAT Reading Test scores to the 2005 FCAT Reading Test, fifth grade students demonstrated a decrease in the Comparisons scores from 77 % to 73% and in Research/Reference their scores from 75% to 67% which indicates an area of weakness.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase Quick Reads kits to utilize with students scoring below Achievement Level 3 on the 2006 FCAT Reading, students in the lowest 25 percentile in the SAT-10 and students who scored Strategic in the first quarter of DIBELS.	Administration, Reading Coach, Data Analyst	9/14/2006	5/10/2007	District-wide literacy plan	\$6049.00
Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Reading Coach, Data Analyst	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Purchase Voyager to be utilized with students in kindergarten through fifth grade that scored Intensive in the DIBELS. The students will be provided intensive in-house tutorial utilizing Voyager.	Administration, Reading Coach, Data Analyst,	8/14/2006	5/10/2007	District-wide literacy plan	\$29000.00
The Reading Coach will model in-class strategic reading lessons and provide Professional Development to staff by grade levels and departments according to students' needs and provide intensive small group instruction.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Purchase classroom libraries to include content based books to be utilized during the implementation of a school wide reading program - Drop Everything and Read (DEAR) once per week for 15 minutes of uninterrupted independent reading.	Administration, Reading Coach, Grade Level/Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$12000.00
The Data Analyst teacher will collect, analyze, and disseminate data to target students' needs in reading and provide intensive small group instruction.	Administration, Reading Coach, Data Analyst	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor the development of an Instructional Focus Calendar to be utilized school wide which will encompass all tested benchmarks and review weekly benchmarks during common grade level/department planning	Administration, Grade Level/Department Chairperson, Data Analyst,	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

sessions as directed in our school's long range plans to ensure student proficiency in reading.					
Purchase Early Success and Soar to Success materials to be utilized with students in kindergarten through fifth grade that scored Intensive in DIBELS.	Administration, Reading Coach, Data Analyst	8/14/2006	5/10/2007	District-wide literacy plan	\$44340.00
The Reading Coach will implement the Comprehensive Research-Based Reading Plan strategies (i.e. independent reading, guided reading) to ensure growth in reading comprehension for all students in grades kindergarten through five, as well as provide small group intensive instruction for students identified as not meeting grade level and state standards.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Hire hourly teachers to provide Early Bird intensive tutoring utilizing Early Success and Soar to Success for intervention and maintenance of skills.	Administration, Hourly Teachers	8/14/2006	5/10/2007	District-wide literacy plan	\$9000.00
Hire hourly teachers to provide After School intensive tutoring utilizing Quick Reads for intervention and maintenance of skills.	Administration, Hourly Teachers	9/4/2006	5/10/2007	District-wide literacy plan	\$4500.00
Substitute funds will be utilized to provide training for teachers who will provide Early Bird intensive tutoring utilizing Early Success and Soar to Success, in-house intensive tutoring utilizing Voyager and After School intensive tutoring utilizing Quick Reads.	Administration, Reading Coach, Data Analyst	8/14/2006	9/29/2006	District-wide literacy plan	\$1500.00

Research-Based Programs

- 1.Houghton Mifflin for kindergarten through fifth grade
- 2.Soar To Success for third through fifth grade
- 3.Early Success for kindergarten through second grade
- 4.Voyager for kindergarten through fifth grade
- 5.Quick Reads for second through fifth grade
- 6.Creating Independence through Student-Owned Strategies (CRISS)
- 7.Waterford for kindergarten through second grade
- 8.Imagine Learning for kindergarten

Professional Development

1. Comprehensive Research-Based Reading Program training will be provided in-house to teachers in kindergarten through fifth grade.
2. Reciprocal Teaching training will be provided in-house to all instructional staff.
3. Houghton Mifflin training will be provided in-house to teachers in kindergarten through fifth grade.
4. Diagnostic Assessment for Reading (DAR) training will be provided in-house to teachers in kindergarten through fifth grade.
5. Voyager training will be provided in-house to selected staff.
6. FCAT Task Cards training will be provided in-house to all instructional staff.
7. Guided Reading training will be provided in-house to teachers in kindergarten through fifth grade.
8. Creating Independence through Student-Owned Strategies (CRISS) training will be provided in-house to all instructional staff.
9. Imagine Learning training will be provided by the district to teachers in kindergarten.
10. Early Success training will be provided in-house to selected staff.
11. Soar to Success training will be provided in-house to selected staff.
12. Quick Reads training will be provided in-house to selected staff.
13. Continuous Improvement Model (CIM) training will be provided in-house to all instructional staff.
14. Instructional Focus Calendar training will be provided in-house to all instructional staff.
15. DIBELS training will be provided in-house to teachers in kindergarten through fifth grade.
16. Electronic Grade book training will be provided in-house to all instructional staff.
17. Data analysis training.

Evaluation

1. 2007 FCAT Reading Test for third through fifth grade.
2. District Interim Reading Assessments.
3. Monthly assessments of benchmarks will be administered to students in grades three through five utilizing Edusoft to analyze strengths and weakness.
4. DIBELS will be administered to all students in kindergarten through third grade.
5. DIBELS will be administered to fourth and fifth grade students that received a Level 1 and 2 in the FCAT Reading Test.
6. DAR will be administered to students identified as low risk during the second DIBELS assessment.
7. Edusoft will be used to monitor the progress of the Interim Assessments for Reading.
8. Edusoft will be used to monitor the progress of the tutorial program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in third through fifth grade will improve their mathematics achievement.

Needs Assessment

FCAT Mathematics results indicate that 17 percent of the students in grades three through five have scored below FCAT Proficiency Level 3. Scores indicate that 69 percent of students made a year's worth of progress in mathematics. Students scored at or above FCAT Proficiency Level 3 in each AYP (NCLB) subgroups as follows; 84 percent of our White students, 73 percent of our Hispanic students, 65 percent of our students eligible for free and reduced lunch, 70 percent of our Limited English Proficient students and 34 percent of our students with disabilities. This demonstrates that our school met the criteria in all subgroups identified in the NCLB requirements.

After reviewing and comparing the data from the 2006 FCAT Mathematics Test results to our 2005 FCAT Mathematics Test results, students in third grade showed that no change was evident in geometry, data analysis and measurement, there was an increase in the content cluster of number sense where their scores increased from 67 percent to 75 percent and algebraic thinking from 67 percent to 83 percent. Fourth grade students' scores demonstrated no change in measurement and geometry and decreased in the areas of number sense from 73 percent to 70 percent, algebraic thinking from 71 percent to 57 percent and data analysis from 71 percent to 57 percent. Fifth grade students demonstrated no change in the areas of algebraic thinking, measurement, and data analysis, there was an increase in number sense from 46 percent to 54 percent and geometry 54 percent to 62 percent.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collect, analyze, and disseminate data to target students' needs in mathematics. Model in-class strategic mathematic lessons and provide Professional Development to staff by grade levels according to students' needs.	Administration, Math/Science Coach, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize manipulatives to emphasize problem solving techniques and higher-order thinking skills in the exploration of mathematics concepts.	Administration, Math/Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Data Analyst	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Purchase McGraw Hill Mathematics Intervention Edition to utilize with small group intensive instruction for students not meeting benchmark standards in order to enhance their mathematics application skills in first through fifth grade.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Data Analyst	8/14/2006	5/10/2007	District Strategic Plan	\$3000.00
Apply comprehensive mathematics vocabulary, problem of the day and other sources to reinforce instruction when responding to short and extended questions.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide in-house small group intensive instruction for students not meeting benchmark standards in order to enhance their mathematics application skills in first through fifth grade utilizing the McGraw Hill Mathematics Intervention Edition.	Administration, Math/Science Coach, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide in-house training for teachers in kindergarten through fifth grade to apply research-based programs such as Brainchild and Riverdeep for intensive interventions.	Administration, Math/Science Coach, Data Analyst	8/14/2006	9/4/2006	District Strategic Plan	\$0.00
Hire hourly teachers to provide After School	Administration, Grade	8/14/2006	5/10/2007	District Strategic	\$4500.00

intensive tutoring utilizing McGraw-Hill Mathematics Intervention Edition for intervention and maintenance of skills.	Level/Department Chairperson, Math/Science Coach, Data Analyst			Plan	
Hire hourly teachers to provide Early Bird intensive tutoring utilizing McGraw-Hill Mathematics Intervention Edition for intervention and maintenance of skills.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Data Analyst	8/14/2006	5/10/2007	District Strategic Plan	\$9000.00
Provide in-house training for teachers who are providing Early Bird and After School intensive tutoring utilizing McGraw Hill Mathematics Intervention Edition.	Administration, Math/Science Coach, Data Analyst	8/14/2006	9/4/2006	District Strategic Plan	\$0.00
Monitor the implementation of the District's mathematics long range plans which comply with the requirements of the Sunshine State Standards and the Competency-Based Curriculum.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- 1.Harcourt Mathematics Florida Edition kindergarten through fifth grade.
- 2.Brainchild for second through fifth grade.
- 3.Riverdeep for second through fifth grade.
- 4.McGraw Hill Mathematics Intervention Edition.

Professional Development

1. Math Task Cards training will be provided in-house to teachers in kindergarten through fifth grade.
2. Riverdeep training will be provided in-house to teachers in kindergarten through fifth grade.
3. FCAT Explorer training will be provided in-house to teachers in third through fifth grade.
4. Continuous Improvement Model training will be provided in-house to all instructional staff.
5. Instructional Focus Calendar training will be provided in-house to all instructional staff.
6. Utilization of skills (i.e., Higher Order Thinking Skills, mathematics vocabulary, problem solving, Problem of the Day) training will be provided in-house to teachers in kindergarten through fifth grade.
7. McGraw Hill Mathematics Florida Edition in-house training will be provided to teachers in kindergarten through fifth grade.
8. Data analysis training.

Evaluation

1. 2007 FCAT Mathematics Test
2. Monthly assessments of benchmarks will be administered to students in grades three through five
3. Basal Unit Assessment
4. Edusoft will be used to monitor the progress of the District Interim Assessments for Mathematics
5. Edusoft will be used to monitor the progress of the tutorial program and the weekly Stop, Drop and Test Program

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in fourth grade will improve their writing skills.

Needs Assessment

The 2006 FCAT Writing Test results indicate that five percent of our fourth grade students did not meet the current expository writing state mastery standards and eight percent of fourth grade students did not meet the current narrative writing state mastery standards. Fourth grade students received a combined mean score of 4.3 which indicates an increase from the 2005 FCAT Writing Test results of 4.0. Fourth grade students received a mean score of 4.1 in Expository and 3.7 in Narrative. After reviewing our data from the 2006 FCAT Writing Test, we need to increase the mean points earned in the area of conventions. The 2006 FCAT Writing Test results demonstrated that 96 percentage of our students scored a level 3 or above.

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 skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 4.0 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide in-house tutoring to increase exposure to the writing process for targeted students who require assistance in mastering deficient writing skills.	Administration, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Purchase graphic organizers for teachers in grades kindergarten through five to enhance pre-writing skills.	Administration, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Data Analyst	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Engage students in responding to bi-weekly prompts using expository and narrative formats.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Collaborate with teachers during common grade-level planning to discuss strategies to improve students' writing.	Administration, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Apply "Best Practices" strategies in the teaching of writing to promote students' achievement by the Reading Leader modeling in-class writing key elements: focus, organization and support.	Administration, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in Daily Oral Language practice to improve grammar skills in kindergarten through fifth grade.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide in-house in-services for teachers in kindergarten through fifth grade on how to apply graphic organizers to enhance pre-writing skills.	Administration, Reading Coach	8/14/2006	9/4/2006	District-wide literacy plan	\$0.00
Provide in-service during planning for teachers in kindergarten through fifth grade on how to utilize the holistic scoring, analyze, and disseminate data to target students' needs	Administration, Reading Coach, Data Analyst	8/14/2006	9/4/2006	Continuous Improvement Model	\$0.00

in writing.	
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Research-Based Programs

- 1.Houghton Mifflin English Series for second through fifth grade
- 2.Houghton Mifflin Florida Edition Reading Series for kindergarten through fifth grade
- 3.Brainchild for second through fifth grade

Professional Development

- 1.Four-Square Writing training will be provided in-house to teachers in kindergarten through fifth grade.
- 2.FCAT Writing training will be provided to the fourth grade teachers once workshops become available by the district.
- 3.Holistic Scoring training will be provided in-house to teachers in third through fifth grade.
- 4.Continuous Improvement Model training will be provided in-house to all instructional teachers.
- 5.Daily Oral Language training will be provided in-house to teachers in kindergarten through fifth grade.
- 6.Graphic Organizer training will be provided in-house to teachers in kindergarten through fifth grade.

Evaluation

- 1.2007 FCAT Writing Test
- 2.FCAT Writing pre-test and post-test provided by the district for first through fifth grade
- 3.Bi-weekly writing samples in narrative and expository writing in fourth grade

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in fifth grade will improve science skills that enable them to master the Sunshine State Standards in science.

Needs Assessment

After reviewing and comparing the FCAT Science test scores, students in fifth grade demonstrated a decrease in all content clusters with the exception of Scientific Thinking where their scores remained the same. Fifth grade students decreased in the Physical and Chemical content cluster from 62 percent during the 2005 FCAT Science Test to 58 percent during the 2006 FCAT Science Test, in Earth and Space a decrease from 54 percent to 50 percent was evident, and in Life and Environmental Science a decrease from 62 percent to 54 percent. The percentage of students scoring a Level 3 or higher was 43 percent and the mean score was 314 in the 2006 FCAT Science Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct biweekly science experiments by incorporating inquiry-based learning and the Scientific Process in kindergarten through fifth grade, to assist students in making real world connections to scientific concepts.	Administration, Grade Level Chairperson, Math/Science Coach, Data Analyst, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate written short and extended responses to ensure mastery of science concepts in grades three through five.	Administration, Data Analyst, Math/Science Coach, Grade Level/Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Purchase Time for Kids for students in grades three through five to apply appropriate reading comprehension strategies aligned with benchmarks using science informational text.	Administration, Data Analyst, Math/Science Coach, Grade Level/Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00
Substitute funds will be utilized to provide training for fourth and fifth grade teachers to apply the FOSS kits in the science curriculum in order to offer students hands-on approach to learning science process skills.	Administration, Data Analyst, Math/Science Coach, Grade Level/Department Chairperson	8/14/2006	9/4/2006	District Strategic Plan	\$6300.00
Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Data Analyst, Math/Science Coach, Grade Level Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Purchase FOSS Kits to implement in the science curriculum in order to provide students in fourth and fifth grade with a hands-on/minds-on approach to learning science process skills.	Administration, Data Analyst, Math/Science Coach, Grade Level/Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$6500.00
Purchase Science Thesaurus for students in grades four through five to provide a comprehensive review and easy explanation of the science curriculum.	Administration, Math/Science Coach, Data Analyst, Grade Level Chairperson	08/14/06	05/30/07	District Strategic Plan	\$6000.00

Research-Based Programs

Harcourt Science, 2000 Edition for kindergarten through fifth grade

FOSS Science Kits

Professional Development

- 1.Integrating writing skills in content areas training will be provided to teachers in fourth and fifth grade.
- 2.Scope and Sequence in Science training will be provided to teachers in kindergarten through fifth grade.
- 3.Science Test Item Specification training will be provided to teachers in kindergarten through fifth grade.
- 4.Hands-on Inquiry-Based workshops on activities in science will be provided to teachers in kindergarten through fifth grade.
- 5.FOSS Kit experiment training will be provided to teachers in kindergarten through fifth grade.
- 7.Continuous Improvement Model (CIM) training will be provided in-house to all instructional staff.

Evaluation

1. 2007 FCAT Science Test for fifth grade
2. Weekly performance-based assessments created by teachers in kindergarten through fifth grade
3. Monthly science assessments of benchmarks will be administered to students in fifth grade by utilizing the Edusoft program

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Our goal is to increase the number of registered volunteers at Eugenia B. Thomas Elementary School.

Needs Assessment

Volunteers play an important role in the academic lives of our students. Volunteers are always needed to assist students by working with them in small groups and offering academic reinforcement. During the 2005-2006 school year Eugenia B. Thomas Elementary School had 502 registered volunteers.

Measurable Objective

Given school wide emphasis on increasing registered volunteers a 10 percent increase will be demonstrated as evidenced by comparing the 2005 - 2006 Registered Volunteer Log to the 2006-2007 Registered Volunteer Log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct Bilingual Seminars to inform volunteers of different issues and strategies that can be utilized to assist students.	Administration	10/4/2006	5/30/2007	Community Partnerships	\$0.00
Conduct orientation for volunteers interested in becoming involved in the "Listener/Oyente" Program.	Administration	9/1/2006	5/30/2007	District Strategic Plan	\$0.00
Offer on-going workshops to provide volunteers with information and strategies to help students improve academic skills.	Administration, Counselors	10/31/2006	5/30/2007	District Strategic Plan	\$0.00
Expand the Parent Volunteer Program and provide orientation sessions to improve parent and teacher collaboration.	Administration	10/31/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Offer various Volunteer Orientations to discuss the roles and responsibilities of volunteers along with the process of becoming effective and successful volunteers.
2. Promote and assist in registering volunteers for district workshops.
3. Train volunteers on how to become a "Listner/Oyente."

Evaluation

Registered Volunteer Log

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 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 type="checkbox"/>

GOAL 6 STATEMENT:

Our goal is to improve student attendance and reduce participation in the Truancy Intervention Program (TIP).

Needs Assessment

The 2005-2006 Annual Attendance Report indicates that the average attendance was 95 percent. After reviewing the five percent of students that have been identified by TIP, the common characteristics is that all of these students are struggling with academics. Many of the TIP participants are students that leave the country to renew their visas and do not follow proper school attendance policy or procedures.

Measurable Objective

Given school wide emphasis on improving student attendance, student attendance will increase from 95.6 percent in 2005-2006 to 97.1 percent in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitors students that are identified through the Truancy Intervention Program (TIPS).	Administration, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Connect-Ed to notify parents of absences and/or tardiness to emphasize the importance of bringing their children to school regularly.	Administration, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement quarterly incentive programs to encourage students to attend school regularly.	Administration, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review students' attendance and tardiness utilizing the Daily Attendance Bulletin and monitor students with five or more tardiness/absences.	Administration, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a Perfect Attendance Award Program every semester to promote perfect attendance.	Administration, Honor Roll Committee, Data Analyst	8/14/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

2006-2007 Attendance 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Teachers will use technology to enhance their productivity and professional practices.

Needs Assessment

Given an emphasis on the use of technology in education, the EBT Technology Skills Needs Assessment demonstrated that 49 percent of the staff are interested in gaining knowledge on creating and updating websites for their students, 38 percent are interested in learning how to use spreadsheet software, 32 percent demonstrated an interest in learning basic computer skills such as word processing, e-mail, use of folders, and 63 percent indicated that they need more training in E-Gradebook. An overwhelming 92 percent of staff members indicated that the use of a Palm Pilot would help them maintain their E-Gradebook up-to-date and assist special area teachers in keeping accurate academic grades and attendance records.

Measurable Objective

Given the results of the data from the EBT Technology Skills Needs Assessment, teachers will improve their technology skills as evidenced by a 10 percent increase as compared to the pre and post EBT Technology Skills Needs Assessments.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide in-services to the staff during collaborative grade level planning on how to use district E-mail to communicate with staff and parents.	Administration, Data Analyst, Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide in-services during collaborative grade level planning to follow district initiatives to promote best practices and utilize software programs to enhance instruction.	Administration, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide in-house training on procedures and policies of the E-Gradebook and the use of Palm Pilots. Monitor the use of the E-Gradebook and troubleshoot as needed.	Administration, Data Analyst, Computer Specialist, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use technology, as reflected in lesson plans, to deliver an interactive interdisciplinary curriculum using the internet.	Administration, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide in-house Professional Development to staff on how to access appropriate tutorial programs (i.e. Reading Plus, Brainchild, Riverdeep, FCAT Explorer and Accelerated Reader) and enhance technology skills (i.e. MS Office, website, MS Word, Excel, PowerPoint, Publisher, email, etc).	Administration, Data Analyst, Computer Specialist, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize PalmPilots in order to record their grades and attendance and sync to their E-Gradebook.	Administration, Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create and maintain a data base program to continuously provide parents with emails containing schoolwide information, events, monthly newsletters and calendars to increase communication and parent involvement.	Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Provide in-house training in Microsoft Office (MS Word, Excel, PowerPoint, Publisher, Email, website, etc.) to all instructional staff.
2. Training and on-going support for all instructional staff in the effective utilization of the Electronic Gradebook.
3. Provide in-house training to teachers in kindergarten through fifth grade to utilize the Brainchild, Edusoft, Riverdeep, FCAT Explorer and Accelerated Reader.
4. Provide in-house training to all instructional staff to utilize the internet to facilitate planning and learning.
5. Provide in-house training to all instructional staff to utilize the PalmPilot.
6. Provide in-house training on Reading Plus.

Evaluation

Pre and Post EBT Technology Skills Needs Assessment.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

To improve the physical fitness level of all students by providing a challenging and comprehensive physical education program that integrates fitness, health and nutrition.

Needs Assessment

Data from the FITNESSGRAM Test Summary indicates that 456 students were tested in 2005-2006 school year. Thirty-three percent of students in grades four and five did not obtain a gold award.

An analysis of the Physical Fitness Testing Report demonstrates that 81 percent of students in grades four to five received a FITNESSGRAM award in 2006.

Measurable Objective

Given instruction based on the FITNESSGRAM standards, students in grades four and five will increase by five percent in the number of students reaching high standards on the 2007 FITNESSGRAM Test as compared to the 2006 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that the appropriate instructional time is dedicated to fitness related activities on a daily basis.	Administration, Physical Education Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer the FITNESSGRAM pretest to determine baseline measures in order to target students' weaknesses.	Administration, Physical Education Teachers, Data Analyst	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct parent workshops to promote physical fitness and health awareness.	Administration, Physical Education Staff, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Data Analyst, Physical Education Staff, Lead Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilizing the Instructional Focus Calendar the Physical Education teachers will align the curriculum to meet schoolwide benchmarks in order to collect and analyze student achievement utilizing the Edusoft program.	Administration, Data Analyst, Physical Education Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that Physical Education teachers select activities specifically related to assessment component items.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Effective utilization of data analysis-Continuous Improvement Model (CIM)
2. Effective utilization of Electronic Gradebook
3. Effective utilization of Edusoft computer-based assessments
4. Health awareness workshops for parents provided by the Physical Education Staff
5. Attend training for Jump Rope for Heart
6. Attend in-services provided by the Physical Education Department
7. Attend training for the FITNESSGRAM

Evaluation

The administration of the 2007 FITNESSGRAM Standards Test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

The goal is to increase the number of students participating in advanced academic programs.

Needs Assessment

Research indicates that providing students with opportunities for additional academic challenge and rigor, and offering them an alternative educational setting, may stimulate interest and enhance their motivation in learning. In this type of environment students are afforded instruction that focuses on thorough or new explanations of a concept or skill thus enhancing their problem-solving and critical thinking skills.

We strongly believe that our students exhibit the potential for a more challenging academic program where their creativity and ingenuity can thrive and excel. To do so, we must develop our academic programs to include a TEAM classroom to provide learning opportunities for minority students. We would also like to expand our Extended Foreign Language Program to include fifth grade since it has not been offered previously. The Gifted program has indicated the need to extend the program to include first grade students. Last year we had an overwhelming demand for more AEP classes, we aspire to add a Hands-on Science course to our existing AEP program aside from offering SECME for students in second through fifth grade. We want to ensure that our students achieve and surpass all state science requirements and are engaged in problem solving skills.

Measurable Objective

Given school wide attention on increasing the number of students in advanced academic programs a 10 percent increase will be demonstrated in the 2006-2007 school year in advance academic as compared to the enrollment to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Teaching Enrichment Activities to Minority (TEAM) with students in grade two.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Extend the Extended Foreign Language (EFL) Program through grade five.	Administration	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide awareness training to staff to recognize criterias for students demonstrating potential abilities to be referred for advanced academics programs.	Administration, Data Analyst, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Enhance the Academic Excellence Program (AEP) to enrich students' abilities and natural talents with chess and a hands-on science program.	Administration, Data Analyst, Math/Science Coach	10/3/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor and review eligibility to increase the number of gifted student enrollment in grades one through five.	Administration, Data Analyst, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide for educational programs including field trips for selected students enrolled in SECME.	Administration, Sponsor	10/3/2006	5/10/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Training and ongoing support in providing differentiated instruction for advanced students.

Evaluation

The evaluation component will include student participation rosters for all advanced academic programs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Eugenia B. Thomas Elementary School will rank at, or above, the 90th percentile statewide in the Return of 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, Eugenia B. Thomas Elementary School ranked at the 96th percentile on the State of Florida Return of Investment (ROI) index.

Measurable Objective

Eugenia B. Thomas Elementary School will maintain its ranking on the State of Florida Return on Investment (ROI) index publication at 97th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Keep staff members informed on financial resources in relation to school programs.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation component will include the State of Florida Return on Investment Index (ROI) Report for the 2006-2007 school year.

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 committee distributed funds to enhance instruction in the classroom through purchasing educational materials to assist teachers with science and during our tutorial programs in achieving academic goals for students.

Training:

The EESAC provided funds that facilitated the professional development of teachers through providing technology equipment that will benefit instruction in the classrooms.

Instructional Materials:

The EESAC committee focused on supplying instructional materials that effectively gave teachers the opportunity to improve lessons in the classroom and develop different teaching strategies to have their students reach their academic goals.

Technology:

The EESAC purchased various software and audio-visual equipment, providing our students with the necessary tools to increase their reading levels, in the areas of fluency and comprehension.

Staffing:

The EESAC provided resources for teachers to enhance their professional development and the ability to track their students through educational software that will allow them to pin point the academic areas that need improvement.

Student Support Services:

The EESAC provided funds to purchase materials that allowed Student Support Services the ability to make a greater impact on academic and emotional areas of student development.

Other Matters of Resource Allocation:

The EESAC provided funds in order to acknowledge the academic achievement of the students through the purchase of award materials, to instill a sense of accomplishment.

Benchmarking:

Our school's benchmarks and outlines, set goals and objectives that were implemented throughout the school year. Assessment, evaluation and teaching strategies were aligned with the school's Continuous Improvement Plan in an on-going basis and reviewed throughout the school year.

School Safety & Discipline:

The EESAC provided funds to purchase equipment that allowed the implementation of procedures that ensured the safety of all stakeholders at our school.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$106,389.00
Goal 2: Mathematics	\$16,500.00
Goal 3: Writing	\$2,000.00
Goal 4: Science	\$22,800.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$147,689.00

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