
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0661 - Caribbean Elementary School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Peter Cabrera

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Caribbean Elementary School

Caribbean Elementary School is a STELLAR and Reading First school consisting of approximately 849 multicultural, multiethnic students in grades pre-kindergarten through five, 97% of whom participate in the free or reduced priced meal program. We have a mobility rate of 37 percent.

The school student population consists of 44 percent African-American, 48 percent Hispanic, two percent White (Non-Hispanic), and two percent other (Asian/Indian and Multiracial). The school provides a variety of programs that include basic education, Special Education (SPED) including Inclusion classes, and English as a Second Language (ESOL). In addition, we are an Extended Foreign Language (EFL) school where students in Kindergarten through grade four receive instruction in English for 60 percent of the day and in Spanish for 40 percent of the day.

As a Reading First school, we have a focused effort to enable all students to become successful early readers. We will select, implement, and provide professional development for teachers using researched based reading programs, and ensure accountability through ongoing, valid and reliable screening, diagnostic and classroom-based assessment. To ensure effective reading instruction in grades Kindergarten through five, data is collected and analyzed from required assessments. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used as the screening and progress monitoring assessment. Diagnostic Assessments of Reading (DAR) and the previous year's FCAT, SAT, and NRT scores are used to specifically identify proficiencies and deficiencies in the five components of reading. The school will also be utilizing as a pre, mid, and post assessment for Reading and Mathematics to gather data. Data yielded by DIBELS, Achieve, and DAR is used to group students according to their individual needs. Various interventions will be used to provide intensive, explicit instruction to struggling readers. These include: Early Success, Soar to Success, and Voyager.

In addition, the school has adopted the Houghton Mifflin Reading Program, a research based program incorporating Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency and the components of the Comprehensive K-12 Research Based Reading Program (CRRP) where students are instructed in five main areas: teacher directed instruction, differentiated instruction, working with words, and writing. They receive remediation during their guided reading time which is at their instructional level.

The school will be utilizing the Student Teacher Support Team (ST2) process where students will be provided with interventions and assistance in areas of need, based on testing and progress monitoring. Through collaboration with teachers efficiently and effectively, this process uses progress monitoring and diagnostic testing as a means to drive instruction. It provides ongoing support to students and teachers for the implementation of Reading First and CRRP. It utilizes progress monitoring in addition to diagnostic assessment to support teachers' development of instruction.

After analyzing and evaluating pertinent data such as the Demographic and Academic Profiles, Stanford Achievement Test Results, Florida Comprehensive Assessment Test Results, School Report Card, FCAT Writing Assessment Test Results, the School Climate Survey Results, the School Improvement Plan from the 2005-2006 school year, and the Florida Report Card, and the Organizational Performance Improvement Snapshot Assessment; the Educational Excellence School Advisory Council (EESAC) has identified the following objectives as school-wide priorities for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, 51 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of the students scoring in the lowest 25 percent will make annual learning gains as evidenced by the 2007 FCAT Reading subtest.

Given instruction using the Sunshine State Standards, 51 percent of our African American students in grades three through five will score at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Economically Disadvantaged students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Limited English Proficient students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Students With Disabilities in grades three through five will score at Level 3 or higher on the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Hispanic students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 56 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our African American students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our Economically Disadvantaged students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our English Language Learner (ELL) students in grades three through five will improve their mathematic skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, 56 percent our Special Education (SPED) in grades three through five will score Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our Hispanic students in grades three

through five will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 91 percent of the students in grade four will score 3.5 or higher on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a Level 3 or higher on the 2007 FCAT Science Assessment.

Parental attendance at parent meetings will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year as evidenced by the Title I Parental Involvement Monthly School Report.

Given the implementation of the School-Wide Discipline Plan, Caribbean Elementary will decrease the number of Outdoor Suspensions by five percent as documented by the COGNOS Report from 197 in 2005-2006 to 187 in 2006-2007.

Given the integration of technology in the curriculum, students and teachers will increase their technological literacy by achieving a 2.6 on the Teacher Technology Standards category of the 2006 System for Technology Accountability and Rigor (STaR), an increase of 1.6 from the 2005 survey.

Given instruction in physical fitness using the FITNESSGRAM, 50 percent of students in grades two through five will receive a gold or silver award on the 2006-2007 FITNESSGRAM.

Given instruction using the Sunshine State Standards, student enrollment and participation in extra-curricular activities such as a holiday and spring program, an Art Club, the Academic Excellence Program(AEP), a Science Club, SECME, Journalism and a Chess Club, will increase by five percent from 67 students in May 2006 to 80 students in May, 2007.

Caribbean Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 41st percentile in 2006 to the 46th percentile on the next publication of the index.

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.

Caribbean Elementary School

VISION

All students will achieve at grade level or higher.

MISSION

We will set high expectations for our students to achieve academic excellence with support and respect from all the members of our school.

CORE VALUES

High Expectations

We encompass the highest standards for achievement in academics.

Respect

We encourage an environment that fosters unity, confidence, self-worth, and independence which shapes the relationship of our students, parents, faculty, staff, and community members.

Knowledge

We promote an environment where knowledge is the foundation of our students academic success.

Citizenship

We respect the diversity of our community by collaborating as a team to ensure the educational success of all of our students. We recognize our responsibilities to our community and increasing the school/community relationship.

School Demographics

Caribbean Elementary School is located on nine acres in South Miami-Dade County at 11990 SW 200 Street. The two story, 48 classroom building is augmented with a cafetorium, a media center, and teacher planning rooms adjacent to the classrooms. In addition, a new 13 classroom modular building has been added. The entire facility has Internet and Intranet access and a state of the art closed circuit television system. The school has a 31 station computer lab, and all classrooms are equipped with at least five individual computer workstations.

Caribbean Elementary School is a Reading First School consisting of approximately 875 students in grades pre-kindergarten through five, 97 percent of whom participate in the free or reduced priced meal program. The school student population consists of 44 percent African-American, 48 percent Hispanic, two percent White (Non-Hispanic), and two percent other (Asian/Indian and Multiracial). The school provides a variety of programs that include basic education, Special Education (SPED) including Inclusion classes, and English as a Second Language (ESOL). In addition, we are an Extended Foreign Language (EFL) school where students in Kindergarten through grade three receive instruction in English for 60 percent of the day and in Spanish for 40 percent of the day. We have a mobility rate of 37 percent.

Caribbean Elementary has two highly qualified administrators, our Principal and one Assistant Principal. The kindergarten consists of seven teachers. The first grade consists of eight teachers. The second grade consists of eight teachers. The third grade consists of nine teachers. The fourth grade consists of six teachers that are departmentalized and one that is self-contained. Among the six teachers, two instruct EFL, two instruct reading/language arts, one instructs science, and one instructs mathematics. The fifth grade consists of six teachers that are departmentalized. Among four of the teachers two instruct reading/language arts, one instructs science, and one instructs mathematics. The remaining two teachers are departmentalized within themselves: one teaches science and mathematics and one teaches reading/language arts and social studies.

There are 66 instructional staff members at Caribbean Elementary School. Thirteen percent are beginning teachers and twelve are new to our school. The ethnic make up of instructional staff at our school is as follows: 23 percent are African American, 62 percent are Hispanic, and 13 percent are White. Fifty percent of our instructional staff members hold Master's degrees. Fifty percent of our instructional staff members hold Bachelor's degrees. Eight percent of our instructional staff members are Nationally Board Certified. Caribbean Elementary currently has four paraprofessionals.

School Foundation

Leadership:

The leadership team at Caribbean Elementary School helps to set goals for all of its employees and staff through biweekly leadership team meetings. These meetings address issues that deal with safety, attendance, discipline and achievement of all students. The leadership team strives to promote and create a positive work environment by recognizing the endeavors and efforts that help meet the goals of the school set forth through the School Improvement Plan.

According to the Leadership Category on the Organizational Performance Improvement Survey, the average score was 4.7. The staff expressed a high degree of assurance with the satisfaction of their customers with their work. Therefore, in order to continue with this trend of satisfaction, the leadership team will continue to regularly review assessment data gathered from various assessment tools utilized at the school to make decisions on how to best fulfill the academic as well as social needs of the customers, our students.

District Strategic Planning Alignment:

The faculty and staff of Caribbean Elementary School understand the goals and objectives of the school set forth by the School Improvement Plan and are involved in creating the goals and objectives based on assessment data that is analyzed and the academic needs of students. However, the average score on the strategic planning category was 4.5. Eleven percent of faculty and staff members that completed the Strategic Planning Category on the Organizational Performance Improvement Survey expressed a need to become more involved on the planning for the future of the organization. In order to address this need, the Leadership Team will promote attendance at Educational Excellence School Advisory Council meetings and PTA general meetings via closed-circuit television, email and flyers. This will be done on a monthly basis. The staff and faculty will also continue to have an opportunity to participate in the decision-making process by having discussions on the goals and objectives of the school during faculty and staff meetings, data analysis meetings, and Grade Level/Department Chair meetings.

Stakeholder Engagement:

Eighty-five percent of the staff that completed the Customer and Market Focus Category on the Organizational Performance Improvement Survey strongly feel that they have an open communication with their customers. The average score for this section of the survey was 4.5. The staff and faculty of Caribbean Elementary School strives to establish and maintain good rapport and communication with the parents and guardians of the students. Continuous opportunities to continue this partnership with families and community will be provided through a Reading, Mathematics, and Science/Technology Night, as well as a "Night of the Arts" to not only showcase student achievements, but also address the needs of the school to home connection. Parent communication will continue to be encouraged through parent/teacher conferences as needed, voice mail, and phone conversations.

Faculty & Staff:

According to the results of the Human Resource Focus Category of the Organizational Performance Improvement Survey, ninety-five percent of the faculty and staff felt that they could make changes that would improve their work. The average score for this category was 4.6. In order to facilitate this change, the administration has scheduled

monthly grade level meetings to discuss assessment data, curriculum issues, strategies to improve student achievement and other pertinent issues that affect the school in a positive manner.

Data/Information/Knowledge Management:

Caribbean Elementary School acknowledges the value of data-driven decisions and constantly reviews various data elements to monitor student progress, staff, parent needs, and school functions.

Various assessment tools are utilized to help in the instructional process. DIBELS, Achieve, FCAT Explorer, Riverdeep, Accelerated Reader, and District assessments enable teachers to review the data and make appropriate instructional decisions. As a result of this data analysis, the school is able to identify students that will benefit from in-school tutoring and/or referrals for consideration in Special Education or Gifted.

According to the results of the Measurement, Analysis, and Knowledge Management Category of the Organizational Performance Survey, 94 percent of staff and vaculty members that completed the survey felt that they received all the important information they needed to do their work. The average score on this section of the survey was 4.6. In an effort to continue to improve in this area, the Leadership will provide the staff and faculty with student assessment information as soon as it is available.

Education Design:

Caribbean Elementary School will continue to offer tutorial services to students identified as not attaining high standards on the FCAT and subgroups not meeting Adequate Yearly Progress. These students will be afforded opportunities to work in small groups with trained tutors on a regularly scheduled basis. These students will utilize Soar To Success and Voyager Passport during these sessions. In addition, the Academic Excellence Program (AEP) will be offered after school. This program will focus on chess and journalism to help foster critical thinking skills. In addition, the Gifted program will also continue to be offered as a resource program to focus on higher order critical thinking skills across the areas of Reading/Language Arts and Science.

The school will continue to offer a variety of additional learning opportunities for students.

Performance Results:

Caribbean Elementary School has encountered the need to address the suspension rate at the school. Data indicates that there were 197 suspensions during the 2005-2006 school year. It has led to the implementation of the School Wide Discipline plan at the school in order to curb undesirable behaviors from students. Students were apprised of rewards and consequences for their behaviors at an assembly during the first week of school that addressed each and every grade level individually at the school.

In an effort to improve student attendance and student achievement on state assessments, the faculty and staff at Caribbean Elementary School will continue to provide support and measures to improve the suspension rate at the school.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

All teachers at Caribbean Elementary are teaching in field. All homeroom teachers are certified to teach in Reading, Mathematics, Science, and Social Studies. All Special Education teachers are certified to teach Varying Exceptionality students. All Bilingual and Special Area Teachers are certified in their field. All homeroom teachers at our school have been trained in the Houghton Mifflin Reading Program. Training is being provided on an ongoing basis throughout the year as needed, on the onset and adoption of the program. In addition, District personnel visit the school on a weekly basis providing support and guidance to all teachers.

Our school has one Reading Leader and one Reading Coach who assist teachers with the implementation of the Houghton Mifflin Program and provide support: professional development, demonstration lessons, and testing students.

Marie Smithline, #081661, one of our Reading Coaches, has a Master's of Science degree in Elementary Education. She is also certified in Early Childhood, Elementary Education grades K-5 and in English grades 6-12. She also holds her ESOL endorsement. She has been extensively trained in the K-12 Comprehensive Research-Based Reading Plan (CRRP).

Michelle Carter, #210620, our Reading First Reading Coach, has a Bachelor of Art's in Developmental Psychology and Elementary Education. She is certified in Elementary Education, grades 1-6 and holds her ESOL endorsement. Additionally, she has been extensively trained in the Comprehensive K-12 Research-Based Reading Plan (CRRP). She is also currently working on completing her National Board Certification.

Linda Walker, #226378, our Mathematics Leader, has a Bachelor of Science in Elementary Education and a Master of Science in Mathematics Education. She is certified in Early Childhood Education and ESOL endorsed. She has received extensive training in various mathematic applications and strategies.

Our instructors are:

Cheryl Doyle, #119336, BA in Elementary Education, Gifted endorsement, Area of Certification K-3, ESOL endorsed, National Board Certified Teacher in Early Childhood Generalist.

Kimberly Montero, #205405, BS in Elementary Education, MS in Early Childhood Education, Specialist degree in Media, Area of Certification: Elementary Education, Primary Education, Media, ESOL endorsed and National Board Certified Teacher.

Wilma Bell, #153184, BS in Elementary Education, Area of Certification: Elementary Education, Foreign Language Spanish, ESOL endorsed.

Sandra Castillo, #237583, BS in Elementary Education, MS in Spanish Language, Area of Certification: Elementary K-6, and Spanish language.

Yanick Molina, #183491, Specialist in Computer, MS and BS in Early Childhood Education. Area of Certification: Early Childhood, ESOL endorsed.

Marilyn Moreno, #161340, BS in Elementary Education. Area of Certification: Early Childhood K-3, ESOL endorsed.

Grace Zelaya, #272592, BS in Elementary Education. Area of Certification: Elementary Education, ESOL endorsed.

Liliana Ordenez, #267890, BS in Elementary Education. Area of Certification: Elementary Education 1-6, ESOL endorsed.

Carolyn Conwell, #275863, BS in Early Education. Area of Certification: K-3.

Maria Barbon, #170293, BS in Elementary Education, Areas of Certification: Elementary grades 1-6, ESOL endorsed.

Lucille Herndon, #076807, BS in Elementary Education, Area of certification: Elementary Education.

Yvette Perez, #177618, BS in Elementary Education, MA in Educational Leadership, Area of Certification: Elementary

Education, Educational Leadership, ESOL.

Michelle Baldriche, #249736, BS in Elementary Education. Area of Certification: Elementary Education, ESOL endorsed.

Yolanda Handy, #207711, BS in Professional Admistration. Area if Certification: Elementary Education.

Yudelkis Gitman, #261623, BA in Psychology, Area of Certification: Elementary K-6.

Victoria Love, #153717, BA and MS and Specialist in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Navia Gomez, #237245, BS and MS in Elementary Education, Area of Certification: Elementary Education and Reading K-12.

Maryclare Morgan, #057086, BS and MS in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Argelia Monserrat, #106938, BS in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Kealoutie Budhram, #230993, BS and MS in Elementary Education. Area of Certification: Elementary 1-6, ESOL endorsed.

Rosana Urbano, #212916, BS in Elementary Education, MS in Educational Media PK-12. Area of Certification: Early Childhood Pre-K-3, Elementary 1-6, ESOL endorsed.

Lydia Avila, #188856, BA and MS in Elementary Education. Area of Certification: Elementary 1-6, ESOL endorsed.

Maria Linder, #239730, BS in Elementary Education, MS in Urban Education. Area of Certification: Elementary 1-6, in process of becoming ESOL endorsed.

Teresa Nunez, #152485, BS in Elementary Education, Area of Certification: Elementary Education and ESOL endorsed.

Mary Powell, #179892, BS and MS in Elementary Education, Area of Certification: Elementary Education and ESOL endorsed.

Delores Gibbs, #239245, BS and MS in Elementary Education, Area of Certification, Elementary Education, ESOL endorsed.

Lenora Kole, #038177, BS, MS, and Specialist equivalent in Elementary Education, Area of certification: Elementary Education, ESOL endorsed.

Hannibal Rosa, #189621, BS in Elementary Education, Area of Certification: Elementary Education.

Sandy Mair, #222773, BS in Elementary Education, Case Manager experience, Area of certification: Elementary Education

Joan Hardy, #076109, MA in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Martiza Denis-Parlade, #198193, BA in Elementary Education, Area of certification: Elementary Education, ESOL endorsed.

Tracy Arnold, #150574, BS and MS in Elementary Education, Area of Certification: Elementary, ESE, and ESOL endorsed.

Silvia Cervera, #119489, BS in Elementary Education, Area of Certification: Early Childhood, Elementary Education, ESOL endorsed.

Laurieann Matthews, #124487, BS in Physical Education, MS in Elementary Education, Area of Certification: PE and Elementary Education.

Elizabeth Velazquez, #211147, BS in Psychology, Area of Certification: Elementary Education 1-6, ESOL endorsed.

Barbara Justice, #140169, BS in Special Education and Hearing Impaired (K-12) and Speech Pathology, BS in Elementary Education grades 2-6, Area of Certification: Hearing Impaired, Elementary Education grades 2-6.

Virginia Pardo, #160942, BS and MS in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Julie Fink, #198518, BS and MS in Special Education, Area of Certification: Learning Disabilities and Emotionally Handicapped, ESOL endorsed; National Board Certified in Clinical Supervision

Barbara Cockfield-Hill, #256336, BS in Business, pending MS in ESE, Areas of Certification: Special Education.

Annette Oswald, #210174, BS in Special Education. Area of Certification: Varying Exceptionalities K-12, ESOL endorsed.

Mercedes Ehrman, #142077, BS and MS in Physical Education, MS in TESOL, Area of Certification: PE, ESOL, Spanish; National Board Certified Teacher of English as a New Language

Gail Williams, #037793, BS and MS in Elementary Education, Area of Certification: Elementary Education K-6, ESOL endorsed.

Ines Marcial-Perez, #249200, BS in Elementary Education, MS in Administration Supervision of Schools, Areas of certification: Elementary Education K-6, ESOL endorsed.

Tracey-Ann MacDonald, #191988, BS in Elementary Education, MS in ESE and Reading, Areas of certification: Elementary K-6, ESE K-12, Reading K-12.

Michelle Baez, #278656, BS in Pre-K Primary, Areas of Certification: Early Childhood Pre-K -3, ESOL endorsed.

Beatriz Bello, #163533, BS in Early Childhood Education (k-3), Areas of Certification: K-3, ESOL endorsed

Lumarie Perez, #249372, BS in Elementary Education, MS in Reading, Areas of Certification: Elementary Education 1-6, ESOL

endorsed.

Adalis C. Garcia-Strollo, #257371, BS in Exceptional Student Education, Areas of Certification: ESE K-12, ESOL endorsed.

Karilyn Bacallao, #268812, BS in Exceptional Student Education, Areas of Certification: ESE K-12, ESOL endorsed.

Delicia Cordova, #246103, BS in ???, MS in Varying Exceptionalities, Areas of Certification: Foreign Language-Spanish K-12, Exceptional Student Education K-12.

Maria Pacheco, #226301, BA in Elementary Education, Areas of Certification: Elementary Education 1-6, ESOL Endorsement.

Karen Anderson, #256598, BA in Marketing, Areas of Certification: Elementary Education 1-6.

One hundred percent of our Reading instructors are certified in Reading.

Each instructor is certified in Elementary Education and provides Reading Instruction. They each have been trained in the Houghton Mifflin Reading Program.

Eight percent of our teachers are National Board Certified.

Our school will continue to provide opportunities for our faculty and staff to participate in professional development.

• Highly Qualified, Certified Administrators:

Mr. Peter H. Cabrera, has his certificate in Educational Leadership from NOVA University, a Master of Science degree in Technology Application from Barry University, and a Bachelor of Science degree in Elementary Education from NOVA University. He has also completed all the courses required to become META certified. Prior to entering education, Mr. Cabrera was in the business world where he gained experience in communication and had the opportunity to broaden his interpersonal skills enabling him to successfully deal with people of diverse backgrounds and nationalities. This training is the foundation for him in his interactions with parents, teachers, and most important, students. Mr. Cabrera then entered the education world and became an Elementary teacher for third and fourth grade at Kensington Park Elementary School. He also taught Curriculum Content in the Home Language (CCHL) and Spanish to Kindergarten students. He served as Grade Level Chairperson and was Rookie Teacher of the Year.

Mr. Cabrera was a participant in a program with the University of Miami and the National Science Foundation that was designed to study how cultural congruence would promote learning in the classroom. This project grew into the promotion of science learning in combination with literacy and proficiency in English for students from diverse languages and cultures.

Mr. Cabrera was then promoted to assistant principal for Curriculum at Carver Middle School, a High Academic Foreign Language Magnet School, where he served for five years. During his tenure at Carver Middle School, the school's grade improved from a "C" to an "A". Mr. Cabrera had many responsibilities and duties, such as, creating the master schedule, coordinating professional development, and Vertical Team planning. He then served as assistant principal at Centennial Middle School for one year, where he was in charge of the Exceptional Student Education (ESE) program. Mr. Cabrera believes that in a school setting a good teacher is the most valuable resource and as a principal he will create an atmosphere that would enable each one to attain their own objective which is the education of our students. Mr. Cabrera aims to create a working environment that is productive, demanding, and successful in an atmosphere that is pleasant and non-threatening. Mr. Cabrera's leadership style allows him to adapt to the different situations which he encounters on a daily basis. He can be decisive and firm when the situation demands it, but he believes in enabling the stakeholders to take an active role in the decision-making process.

Ms. Monica Maza, our current assistant principal, has served in that capacity since July, 2005, but came to our school in January, 2006. She obtained a certificate in Educational Leadership, a Masters Degree in Reading Education and a Bachelor of Science in Elementary Education all from Florida International University. In addition, she has completed all necessary course work to

become ESOL endorsed. As a teacher she held responsibilities such as EESAC Chairperson, grade level/department chairperson, Reading Leader, UTD Steward and PTA teacher liaison. Ms. Maza has taught first through third grade. She was also an ESOL resource teacher and taught Curriculum Content in the Home Language (CCHL) as well. She had the opportunity to also teach the parents of many of her students both English as a second language and parenting skills to help their children at home with homework and adapting to a new country and culture. This gave her opportunity to reach her students in ways that made positive changes in her class. Her teaching experience as a resource teacher also gave her opportunity to communicate with and plan with teachers across grade levels in order to meet the needs of her ESOL students.

One of the many accomplishments Ms. Maza is proud of is that she was chosen as one of thirty teachers to be a part of a cohort that received a scholarship for educational leadership courses through Florida International University. She was also a participant in the beginning efforts of the South Florida Consortium of Educators that was organized for educational reform in the tri county area (Broward, Miami-Dade and Monroe).

Ms. Maza's responsibilities as an assistant principal include Test Chairperson, serving as a curriculum leader at the school, overseeing the implementation of all District and State required programs, providing teachers professional development opportunities, assisting teachers with student needs and parental concerns, monitoring student attendance, and providing support for the school-wide discipline plan being implemented. In addition, she encourages communication among all faculty and staff in order for solutions to problems to take place. She considers herself proactive in finding solutions to problems and strives to instill in others the need to be proactive educational leaders to better serve the needs of the children at Caribbean Elementary School.

• Teacher Mentoring:

At Caribbean Elementary, beginning teachers are paired with a colleague teacher at their grade level and provided a Professional Growth Team (PGT). As a team, they create long and short range goals and lesson plans that will be implemented in the classroom. The colleague teachers provide support and assist the beginning teachers with other areas of concern or inquiry.

Teachers who are Annual Contract, Professional Service Contract or Continuing Contract and require or request mentoring will be provided a Professional Growth Team (PGT) to provide support and assist with areas of need.

In addition, professional development, demonstration lessons and additional support will be provided to all homeroom teachers by the Reading Coaches, and Mathematics Leader on an as needed basis.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) assisted in the preparation of the School Improvement Plan relative to the following areas: Budget, Training, Instructional Materials, Technology, Staffing, Student Support Services, and Benchmarking. The EESAC meets on a regular basis to address concerns of the school.

• Extended Learning Opportunities

Students will be targeted based on available data into various groups: retained third grade students, students scoring a Level 1 in Reading and Mathematics, and students who were in need of supplemental instruction. Third Grade Retainees are provided with half an hour tutoring on a daily basis utilizing the Voyager Passport Research Based Program. Students who scored a Level 1 on the FCAT Reading Assessment in grades three and four are provided with tutorial instruction during their special area time (suspended curriculum) for two one hour sessions weekly.

• School Wide Improvement Model

Caribbean Elementary school will incorporate the Plan, Do, Study, Act (PDSA) Cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan-for changes to bring about improvement, Do-changes on a small scale first to try them, Study-to see if changes are working, and Act to get the greatest benefit from changes.

As a Reading First school, we have a focused effort to enable all students to become successful early readers. We will select, implement, and provide professional development for teachers using researched based reading programs, and ensure accountability through ongoing, valid and reliable screening, diagnostic and classroom-based assessment. To ensure effective reading instruction in grades K-3, data is collected and analyzed from required assessments. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used as the screening and progress monitoring assessment. Diagnostic Assessments of Reading (DAR) is used to specifically identify proficiencies and deficiencies in the five components of reading. Achieve Pre/Mid/Post data is also used to acquire data for reading and mathematics. Data yielded by DIBELS and DAR is used to group students according to their individual needs. Various interventions will be used to provide intensive, explicit instruction to struggling readers, these include: Early Success, Soar to Success, and Voyager.

Our school utilizes the Houghton Mifflin Reading Program. This program implements the Comprehensive K-12 Research Based Reading Plan where students receive teacher directed instruction, guided instruction based on their reading level, writing instruction, and instruction on working with words. In their guided reading groups, the students are then placed in a smaller reading group and provided forty-five minutes daily of intense reading at their instructional level.

The school provides basic education, Special Education (SPED), and English as a Second Language (ESOL). We also have the Extended Foreign Language program currently in grades K-4.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 45 percent of the students did not make learning gains and 59 percent of students did not achieve high standards in reading. The scores reflect a one percentage point decrease in students achieving high standards in reading.

An analysis of data across grade level indicates that 71 percent of African American scored below the state required mastery level on the 2006 FCAT Reading Assessment. Fifty three percent of our Economically Disadvantaged students scored below the state required mastery level on the 2006 FCAT Reading Assessment. Sixty percent of our Limited English Proficient (LEP) students scored below the state required mastery level on the 2006 FCAT Reading Assessment. Ninety one percent of Students with Disabilities (SWD) scored below the state required mastery level on the 2006 FCAT Reading Assessment. Forty seven percent of third grade students tested did not meet the state required mastery level in reading. Sixty six percent of fourth grade students tested did not meet the state required mastery level in reading. Sixty two percent of fifth grade students tested did not meet the state required mastery level in reading. After examining data across grade levels it is evident that the third and fourth grade students will need to improve student skills in the Reference and Research cluster. In addition, third grade will have to improve in the area of Comprehension. The Main Idea and Purpose content clusters are indicated as the areas of greatest need in grade five. This year's instructional effort in these areas should result in increased student achievement.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 51 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of the students scoring in the lowest 25 percent will make annual learning gains as evidenced by the 2007 FCAT Reading subtest.

Given instruction using the Sunshine State Standards, 51 percent of our African American students in grades three through five will score at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Economically Disadvantaged students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Limited English Proficient students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Students With Disabilities in grades three through five will score at Level 3 or higher on the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51 percent of our Hispanic students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze and interpret DIBELS results to assist homeroom teachers in identifying guided reading groups and guiding instruction.	Administration, Reading Coaches, Teachers	9/25/2006	5/25/2007	Continuous Improvement Model	\$0.00
Assist teachers in interpreting and analyzing the 2006 FCAT Assessment data to identify strengths and weaknesses in student performance.	Administration, Psychologist, Reading Coaches	8/10/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize Student Teacher Support Team (ST2) process to assess students and provide in-house remediation.	Administration, Psychologist, Teachers	8/14/2006	4/27/2007	Continuous Improvement Model	\$0.00
Implement Achieve assessment as a pre, mid, and post test to determine student progress in reading.	Administration, Reading Leader, Reading Coach, Teachers	9/18/2006	5/25/2007	Continuous Improvement Model	\$0.00

Identify Level 1 students in grades three, four, and five who did not demonstrate acceptable learning gains and provide small group tutoring.	Administration, Reading Coaches	9/5/2006	2/2/2007	Continuous Improvement Model	\$0.00
Coordinate in-house, Regional Center, and District Personnel to provide professional development activities and resources for faculty and staff through mentoring, modeling of lessons, and training on instructional strategies in reading, assessment, analysis of data, and differentiated instruction for all students.	Administration, Reading Leader, Reading Coach	8/14/2006	5/25/2007	Continuous Improvement Model	\$4000.00
Identify students meeting high standards on the 2006 FCAT Reading Assessment and provide them with support materials and resources that challenge them such as Challenge Handbook.	Administration, Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Identify students in grades three through five scoring in the lowest 25th percentile on the 2006 FCAT Assessment and provide in school tutoring.	Administration, Reading Coaches	9/5/2006	2/2/2007	Continuous Improvement Model	\$25000.00
Provide instructional staff with professional development on the implementation of differentiated instruction.	Administration, Reading Leader, Reading Coach	8/14/2006	5/25/2007	Continuous Improvement Model	\$4000.00
Conduct monthly professional learning teams to analyze data and review teaching strategies.	Administration, Reading Leader, Reading Coach	9/18/2006	5/25/2007	Continuous Improvement Model	\$4000.00
Identify students in all AYP subgroups not meeting high standards and provide them with interventions that address their specific needs: Comprehension cluster for 3rd Grade, Reference and Research cluster for 3rd and 4th grade, and Main Idea and Purpose clusters for 5th Grade.	Administration, Reading Leader, Reading Coach, Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Utilize grade level common planning time to plan, analyze, and review data and instruction.	Administration	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Reading coach and reading leader will model reading lessons and conduct professional development workshops on a bi-weekly basis incorporating CRRP strategies for teachers and staff members according to data results.	Administration, Reading Leader, Reading Coach	8/14/2006	6/1/2007	Continuous Improvement Model	\$2000.00

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional Development Activities will be provided for Reading teachers in Kindergarten through Grade Five in the following:

School wide bi-weekly Reading/Language Arts Professional Development

CRISS

BEST Practices,

Riverdeep,

Accelerated Reader (AR),

Assess 2 Learn,

FCAT Explorer,

Reciprocal Teaching

Student Teacher Support Team (ST2)

In addition, the Continuous Improvement Model will be implemented to gather and analyze data from assessments administered by teachers after instruction has taken place.

Evaluation

These objectives will be evaluated by the results of the 2007 FCAT. Students receiving tutorial programs will be evaluated by comparing the results of the 2005-2006 FCAT Assessment to the 2006-2007 FCAT Assessment. Other formative evaluations to be used throughout the year will be DIBELS quarterly assessment, District provided assessments, Achieve Assessments and classroom based assessments.

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

GOAL 2 STATEMENT:

All students will be proficient in mathematics.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 45 percent of the students did not make learning gains and 63 percent of students did not achieve high standards in mathematics. The scores reflect a one percentage point decrease in students achieving high standards in mathematics.

An analysis of data across grade level indicates that 73 percent of African American scored below the state required mastery level on the 2006 FCAT Mathematics Assessment. Sixty three percent of our Economically Disadvantaged students scored below the state required mastery level on the 2006 FCAT Mathematics Assessment. Sixty nine percent of our English Language Learner (ELL) students scored below the state required mastery level on the 2006 FCAT Mathematics Assessment. Eighty three percent of Special Education Students (SPED) scored below the state required mastery level on the 2006 FCAT Mathematics Assessment. Fifty four percent of our Hispanic students scored below the state required mastery level on the 2006 FCAT Mathematics Assessment.

Forty one of third grade students tested did not meet the state required mastery level in mathematics. Sixty two percent of fourth grade students tested did not meet the state required mastery level in mathematics. Eighty three percent of fifth grade students tested did not meet the state required mastery level in mathematics. After examining data across grade levels it is evident that the third through fifth grade students will need to improve student skills in the Algebraic Thinking cluster. In addition, the cluster of Data Analysis and Probability was another weakness for fourth grade. This year's instructional effort in these areas should result in increased student achievement.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 56 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our African American students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our Economically Disadvantaged students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our English Language Learner (ELL) students in grades three through five will improve their mathematic skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, 56 percent our Special Education (SPED) in grades three through five will score Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56 percent of our Hispanic students in grades three through five will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to provide staff development in technology based programs: Riverdeep and FCAT Explorer to reinforce and enhance mathematic skills.	Administration, Mathematics Leader	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Identify students in grade five scoring in the lowest 25th percentile in math and provide small group tutoring during school twice a week.	Administration, Mathematics Leader	9/11/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement Achieve assessment as a pre, mid, and post test to determine student progress in mathematics.	Administration, Mathematics Leader, Teachers	9/18/2006	5/25/2007	Continuous Improvement Model	\$0.00
Identify students in grades three, four, and five, who scored a Level 1 on the 2006 FCAT Assessment and provide in-school tutoring twice a week.	Administration, Mathematics Leader	9/11/2006	6/1/2007	Continuous Improvement Model	\$1000.00

Utilize common grade level planning time to plan, analyze and review elements of instruction.	Administration, Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Examine mathematic bi-weekly assessments to identify strengths and weaknesses in grades one through five and develop a remediation plan to provide small group instruction.	Administration, Mathematics Leader, Grade Level Chairperson	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Model mathematics lessons and conduct professional development workshops targeting Data Analysis and Probability in grade four and Algebraic Thinking in grades three and five incorporating strategies from Scott-Foresman to teachers and staff members.	Administration, Mathematics Leader	8/15/2006	6/1/2007	Continuous Improvement Model	\$0.00
Coordinate in-house, Regional Center, and District Personnel to provide professional development activities and resources for faculty and staff through mentoring, modeling of lessons, and training on instructional strategies in mathematics, assessment, analysis of data, and differentiated instruction for all students in accordance to data results.	Administration, Mathematics Leader	8/14/2006	5/25/2007	Continuous Improvement Model	\$4000.00
Identify students in all AYP subgroups not meeting high standards on the 2006 Mathematics FCAT Assessment and provide them with appropriate tutoring and interventions.	Administration, Math Leader, Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott-Foresman Mathematics Series

Riverdeep

FCAT Explorer

Professional Development

We will provide our Mathematics teachers with the following Professional Development Activities: SMILE, Riverdeep, FCAT Explorer, Assess 2 Learn, Scott Foresman Training follow up training. In addition, all homeroom teachers receive bi-weekly professional development from the Mathematics Leader on target areas, such as, Data Analysis and Probability, Measurement, Algebraic Thinking, Number Sense, Geometry, and utilizing manipulatives to increase student achievement. In addition, the Continuous Improvement Model will be implemented to gather and analyze data from assessments administered by teachers after instruction has taken place.

Evaluation

These objectives will be evaluated by the results of the 2007 FCAT. Students receiving tutorial programs will be evaluated by comparing the results of the 2005-2006 FCAT Assessment to the 2006-2007 FCAT Assessment. Other formative evaluations to be used throughout the year will be bi-weekly and quarterly assessments from the Scott-Foresman series, District provided assessments, Achieve assessments and Problem of the Day.

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

GOAL 3 STATEMENT:

All students will be proficient in writing.

Needs Assessment

Scores on the 2006 FCAT Narrative Writing Test indicate that 71 percent of students in grade four scored 3.5 or higher. Therefore, we need to improve the percent of students in grade four scoring at or above the state required mastery level on the Narrative Writing Test by five percent.

Scores on the 2006 FCAT Expository Writing Test indicate that 82 percent of students in grade four scored 3.5 or higher. Therefore, we need to increase the percent of students in grade four scoring at or above the state required mastery level on the Expository Writing Test by five percent.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 91 percent of the students in grade four will score 3.5 or higher on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train and assist teachers in holistic scoring procedures.	Administration, Reading Leader, Reading Coach	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize SANRON Teach Me Writing program to increase, Focus, Organization, and Elaboration.	Administration, Teachers	9/5/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize results from the district developed monthly writing prompts to guide instruction in expository and narrative writing.	Administration, Teachers	9/5/2006	6/1/2007	Continuous Improvement Model	\$0.00
Conduct monthly grade level meetings to analyze student work from grades Kindergarten through five utilizing the scoring rubric to target areas of improvement.	Administration, Teachers	9/5/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize graphic organizers to help students in grades Kindergarten through five organize their thoughts and write clear and specific responses to the monthly writing prompt.	Administration, Teachers	9/5/2006	6/1/2007	Continuous Improvement Model	\$0.00
Administer, Revise, and Re-score bi-weekly writing prompts in narrative or expository to target instructional areas of need and provide remediation.	Administration, Reading Leader, Reading Coach, Teachers	9/5/06	6/1/2007	Continuous Improvement Model	\$0.00
Model writing lessons and conduct professional development workshops for teachers and staff members according to data results.	Administration, Reading Leader, Reading Coach	9/5/2006	6/1/2007	Continuous Improvement Model	\$4000.00

Research-Based Programs

Writing component of the Houghton Mifflin Series

Professional Development

Writing Teachers will be provided with the following Professional Development Activities: Holistic scoring training and SANRON Teach Me Writing training.

Evaluation

Student progress will be monitored using the following assessments: District Pre and Post writing assessments, School- Wide Monthly Writing Prompts, and 2007 FCAT Writing Assessment.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

All students will be proficient in science.

Needs Assessment

The results of the 2006 FCAT Science Test reflected a mean scale score of 269 for students in grade five and six percent of students tested scoring at a Level 3 or higher. Therefore, there is a need to improve the percentage of students scoring at Level 3 or higher on the 2007 FCAT Science Assessment by 19 percent.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a Level 3 or higher on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create science word walls to expand the usage of science terminology.	Administration, Science Liason, Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Conduct weekly culminating scientific experiments in grades four and five to target the science strands addressed in lessons and conduct science demonstrations and/or experiments every two weeks in grades K through three.	Administration, Fourth and Fifth Grade science teachers	9/1/2006	6/1/2007	Small Learning Communities	\$0.00
Implement the use of websites such as Discoveryscience.com to support and supplement the science curriculum.	Administration, Instructional Personnel	9/1/2006	6/1/2007	Continuous Improvement Model	\$0.00
Emphasize the utilization of the scientific process as a problem solving tool applicable to all grade levels and culminating with a school wide Science Fair.	Administration, Science Liason, Science Committee	8/14/2006	6/1/2007	Continuous Improvement Model	\$500.00
Utilize hands on activities that integrate the mathematics and science Sunshine State Standards.	Administration, Science Liason, Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Develop grade level long range plans that include the identification of skills to be taught and resources to be used to ensure that all Sunshine State Standards being tested are addressed prior to the end of February 2007.	Administration, Science Liason, Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Conduct training on how to integrate science themed books to address Reference and Research and Scientific Thinking strands.	Administration, Science Liason	8/14/2006	6/1/2007	Continuous Improvement Model	\$4000.00
Implement a school-wide Science Night.	Administration, Science Liason, Mathematics Leader	11/15/2006	12/6/2006	District Strategic Plan	\$0.00

Research-Based Programs

McMillan-McGraw Hill Science series

Professional Development

Science teachers will be provided with the following Professional Development Activities: Riverdeep, SMILE

Evaluation

Student progress will be monitored using the following assessments: School site generated Pre, Progress and Post assessment, interim assessments, and the 2007 FCAT Science Assessment.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 5 STATEMENT:

The school will provide opportunities for parents to be involved in their children's education.

Needs Assessment

Due to an average of 30 parents in attendance at 38 school functions and activities during the 2005-2006 school year, there exists a need to improve parental involvement in the 2006-2007 school year by five percent.

Measurable Objective

Parental attendance at parent meetings will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year as evidenced by the Title I Parental Involvement Monthly School Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide workshops for parents of students in grades K through five targeting reading strategies to utilize at home to support and increase reading achievement for students.	Administration, Reading Coach, Reading Leader, Instructional Personnel	10/11/2006	1/25/2007	District-wide literacy plan	\$0.00
Hold monthly meetings with the Principal.	Administration	9/8/2006	5/25/2007	Continuous Improvement Model	\$0.00
Present a Math and Science Family Night twice a year, to provide parents with strategies that can be used at home to improve student achievement.	Administration, Instructional Personnel	11/15/2006	12/13/2006	District Strategic Plan	\$0.00
Promote the Parent Academy by sending flyers home on Tuesdays, conducting meetings on a monthly basis, and providing parents with a parent resource center on a daily basis.	Administration, Community Involvement Specialist, Counselor	9/1/2006	5/25/2007	District Strategic Plan	\$0.00
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, CONNECT-ED, Voicemail, and home visits.	Administration, Teachers, Media Specialist, Counselor	9/8/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide monthly parent meetings to inform parents of the available resources in the school for their use.	Administration, Media Specialist, Counselor	9/1/2006	5/25/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

National PTA Standards

Professional Development

The following workshops will be provided to parents: District Advisory Council Presentations, Reading Strategies at Home, Mathematics Strategies at Home, Science Strategies at Home, Summer Home Reading and Mathematics Packet, Holiday Reading and Mathematics Packet

Evaluation

Parental participation and involvement will be documented and evaluated with Sign-In sheets for all meetings and workshops, the School Climate Survey, and the Title I Parental Involvement Monthly Summary Report .

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Based on data collected from COGNOS, trends demonstrate an increasing number of Outdoor Suspensions from the first quarter of the 2005-2006 school year to the last quarter of the same year, there is a need to decrease this number by five percent in the 2006-2007 school year.

Measurable Objective

Given the implementation of the School-Wide Discipline Plan, Caribbean Elementary will decrease the number of Outdoor Suspensions by five percent as documented by the COGNOS Report from 197 in 2005-2006 to 187 in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide Anti-Bullying campaign.	Administration, Counselor, Instructional Personnel	9/11/2006	6/1/2007	Mentoring Opportunities	\$0.00
Provide strategies to instructional personnel to assist students with conflict resolution and anger management.	Administration, Counselor	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Maintain communication with parents by having parent-teacher conferences.	Administration, Instructional Personnel	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement School-Wide Discipline Plan on a daily basis.	Administration, Counselor, Instructional Personnel	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Conduct monthly meetings with the Principal to provide parents with strategies to assist their children in following the School-Wide Discipline Plan.	Administration, Counselor	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Conduct weekly anger management/peer counseling sessions with small groups of students identified by teachers to address individual needs.	Administration, Counselors	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide incentives for random acts of kindness or students "caught being good".	Administration, Counselor, Instructional Personnel	8/14/2006	6/1/2007	Mentoring Opportunities	\$750.00

Research-Based Programs

Lee-Canter's Assertive Discipline

Professional Development

Provide professional development for instructional personnel on classroom management, the School-Wide Discipline Plan, anti-bullying, and strategies to decrease outdoor suspensions.

Evaluation

The 2006-2007 Executive Summary-by school will depict a decrease of five percent of Outdoor Suspensions. The Executive Summary-by school for suspensions will be reviewed on a quarterly basis.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

The 2005 System for Technology Accountability and Rigor (STaR) Survey in the category of Teacher Technology Standards depicts our rating as 1 point, a difference of 1.8 points from the District target and 1.6 from the state target. Technology is part of the global community. There is a need to better prepare our teachers for the technology challenges of the future and in turn prepare our students for their future in this community by achieving the state target on the next STaR report of 2.6 points.

Measurable Objective

Given the integration of technology in the curriculum, students and teachers will increase their technological literacy by achieving a 2.6 on the Teacher Technology Standards category of the 2006 System for Technology Accountability and Rigor (STaR), an increase of 1.6 from the 2005 survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Meet bi-weekly with Grade Level Chairpersons/Departments to ensure infusion of technology in classrooms.	Administration	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Conduct a Technology Night where information regarding on-line programs such as Riverdeep and FCAT Explorer, will be disseminated to the parents in order for them to assist their child(ren) with the programs.	Administration, Mathematics Leader	8/14/2006	11/1/2006	Continuous Improvement Model	\$0.00
Assist teachers in implementation of various programs: Easy Grade Pro 3.5, Riverdeep, FCAT Explorer, and Internet applications.	Administration, Microsystems Technician	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Provide professional development to all homeroom teachers on the Riverdeep program, on a nine week basis.	Administration, Mathematics Leader, Reading Leader, Reading Coach	9/18/2006	5/25/2007	Continuous Improvement Model	\$0.00
Provide professional development in the usage of various technology based programs such as Riverdeep, FCAT Explorer, and Accelerated Reader on a nine-week basis.	Administration, Microsystems Technician, Reading Leader, Reading Coach, Mathematics Leader	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement the use of district email to communicate school related information among faculty and staff.	Administration, Microsystems Technician, Instructional Personnel	9/8/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide instructional technology support to all faculty and staff on a nine week basis.	Administration, Microsystems Technician	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Instructional staff will receive professional development in infusion of technology by the Microsystems Technician in the following areas: Gradebook, Riverdeep, FCAT Explorer, and Internet Applications.

Evaluation

Participation will be evaluated utilizing the results of the STaR School Report based on student and teacher usage of technology based programs such as: Riverdeep, FCAT Explorer, Accelerated Reader, and Easy Grade Pro 3.5.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 8 STATEMENT:

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

Needs Assessment

Thirty-seven percent of students in grades two through five did not receive a FITNESSGRAM award in the 2005-2006 school year. Therefore, there exists a need to improve the number of gold and silver awards by 12 percent in the 2006-2007 school year.

Measurable Objective

Given instruction in physical fitness using the FITNESSGRAM, 50 percent of students in grades two through five will receive a gold or silver award on the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Demonstrate curl-ups and trunk lifts to improve muscular strength.	Administration, Physical Education Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Demonstrate push-up, modified pull-up, and flexed arm hang to improve endurance.	Administration, Physical Education Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide healthy well-balanced meals on a daily basis.	Administration, Food Service Manager	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Participate in daily aerobic activities.	Administration, Physical Education Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Demonstrate back-saver, sit-and-reach, and shoulder stretch to improve flexibility.	Administration, Physical Education Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Assign students to walk/run daily developing their cardio-fitness.	Administration, Physical Education Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education teachers will attend professional development sessions provided by the District (as needed).

Evaluation

Weekly, monthly, and quarterly assessments will monitor student progress and redirect learning activities on an on-going basis. Achievement of the objective will be considered when students demonstrate acceptable fitness levels, as evidenced by 390 of students assessed attaining a FITNESSGRAM Physical Fitness Award for the 2006-2007 school year.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through the implementation of extra-curricular activities.

Needs Assessment

Due to student involvement in the rigorous academic programs at Caribbean Elementary to enhance student achievement, our students have few opportunities to participate in extra-curricular activities. Seven percent of the student population participated in some type of extra curricular activity during the 2005-2006 school year. Therefore, the goal for the 2006-2007 school year is to increase participation in extra curricular activities. The students at our school site need to increase their cultural awareness of the arts and music and explore their talents in these areas. Therefore, a holiday and spring program, an Academic Excellence Program (AEP), Journalism, SECME, and a Chess Club will be implemented for students.

Measurable Objective

Given instruction using the Sunshine State Standards, student enrollment and participation in extra-curricular activities such as a holiday and spring program, an Art Club, the Academic Excellence Program(AEP), a Science Club, SECME, Journalism and a Chess Club, will increase by five percent from 67 students in May 2006 to 80 students in May, 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain attendance logs to monitor student participation in extra-curricular clubs.	Administration, Teachers of Extra-Curricular Activities	9/8/2006	5/25/2007	Continuous Improvement Model	\$0.00
Collaborate with homeroom teachers to integrate themes used in the classroom to those used in extra-curricular activities.	Administration, Grade Level Chairpersons, Teachers	9/8/2006	5/25/2007	Continuous Improvement Model	\$0.00
Establish criteria for entering and remaining in extra-curricular clubs.	Administration, Teachers of Extra-Curricular Activities	9/8/2006	5/25/2007	Continuous Improvement Model	\$0.00
Conduct a student survey in order to recruit members for extra-curricular activities.	Administration, Teachers of Extra-Curricular Activities	9/8/2006	5/25/2007	Continuous Improvement Model	\$0.00
Purchase materials needed to facilitate successful implementation of extra-curricular activities.	Administration, Teachers of Extra-Curricular Activities	9/8/2006	5/25/2007	Continuous Improvement Model	\$1000.00

Research-Based Programs

N/A

Professional Development

Teachers of extra curricular activities will attend District professional development sessions that will enhance the instruction of their program.

Evaluation

This objective will be evaluated using the data obtained from the attendance logs.

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

GOAL 10 STATEMENT:

Caribbean Elementary School will rank at or above the 41 percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2006, Caribbean Elementary School ranked at the 41st percentile on the State of Florida ROI index. There is a need to increase our ROI index by five percent.

Measurable Objective

Caribbean Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 41st percentile in 2006 to the 46th 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	6/1/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration	8/14/2006	6/1/2007	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	6/1/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Evaluation

On the 2006 State of Florida ROI index publication, Caribbean Elementary School will show progress toward reaching the 46th percentile.

EESAC Compliance

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

Budget:

The EESAC recommended utilizing funding to provide additional instruction to students.

Training:

The EESAC recommended training be provided to teachers and parents on various curriculum areas of need.

Instructional Materials:

The EESAC recommended appropriate curriculum materials be purchased and available for homeroom teachers in all subject areas.

Technology:

The EESAC recommended the enhancement of programs such as FCAT Explorer and Riverdeep at the school site. In addition, they recommend each teacher have an overhead projector in their classroom and a lap-top computer.

Staffing:

The EESAC recommended lowering class size to target student needs more critically and hiring hourly teachers to assist in the implementation of the Reading Intervention Program.

Student Support Services:

The EESAC recommended the counselor work more closely with the School Psychologists, the Reading Leader, Reading Coach, Mathematics Leader, Grade Level Chairpersons and Homeroom teachers to assist and target students working below grade level that need Alternative Strategies.

Other Matters of Resource Allocation:

Benchmarking:

The EESAC recommended to implement and follow the PDSA model to increase student achievement at the school.

School Safety & Discipline:

The EESAC recommended to continue to implement the School-Wide Discipline Plan to reduce violations of the Student Code of Conduct and to reduce incidents of violence.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$39,000.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$4,000.00
Goal 4: Science	\$4,500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$750.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$54,250.00

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