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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1721 - Everglades K-8 Center

*FeederPattern:* Miami Coral Park Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Doylene Tarver

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Everglades K-8 Center*

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Everglades K-8 Center is located at 8375 S.W. 16 Street, in an urban, middle class area of southwest Miami-Dade County. The school is composed of two separate campuses within the same location. One campus houses the pre-kindergarten through fifth grade students; the other campus houses sixth through eighth grade students. The student body of approximately 1,200 is composed of 89.7 percent Hispanic, .9 percent Black, 7.8 percent White, Non-Hispanic, and 1.6 percent Asian/Indian/Multiracial. A student body of this magnitude poses challenges with scheduling and space availability. To serve the needs of all students, a variety of programs are offered at the school. These programs include, Special Education (SPED) including Gifted, limited English proficient (LEP), Extended Foreign Language (EFL), Academic Excellence Program (AEP), advanced and honors classes among others. The following objectives are identified to meet the needs of the students:

Given instruction based on the Sunshine State Standards, 83 percent of the students in grades three through eight will perform at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grade three through eight will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, 78 percent of the students in grades three through eight will perform at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grade three through eight will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grades four and eight will increase their skill proficiency in writing, as evidenced by a 1 percent increase in the number of students scoring Level 3.5 or higher on the 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 grades five and eight 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 FAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will increase parental involvement by ten percent during the 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student attendance will increase by 1 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, the number of teachers utilizing the Edusoft Assessment Management System will increase by 5 percent.

Given instruction based on the mandated M-DCPS Physical FITNESSGRAM requirements, 91 percent of the students in grades five and eight will meet the health-related fitness standards determined by the 2007 Physical FITNESSGRAM assessment.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in advanced academic courses will increase by ten percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Everglades K-8 Center will improve its ranking of Florida Return on Investment (ROI) index publication from the 81 percentile in 2003 to the 82 percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the two categories in need of improvement are "process management" and "strategic planning." These areas were selected because they ranked the lowest among the seven categories included in this survey. To improve in these areas, the administration will make available meeting opportunities for staff members to brainstorm ideas. This will improve communication and planning affecting staff work effectiveness and progress therein. Additionally, opportunities will also be provided for staff members to become aware of available resources and to express concern in an effort to develop and establish effective management.

# 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.

## Everglades K-8 Center

### VISION

As the architects of our future generation, we envision a future in which teaching is a pledge of allegiance to education that strengthens, but goes beyond the academics realm. We believe in a future where all educators have a genuine understanding of students' needs and the professional commitment to meet those needs. We look forward to a future where education becomes the business of living. A business that goes beyond the acquisition of knowledge to also embrace the appreciation of values, the nobility of work, the motivation of goals, and the love of service. We look forward to a future where "educating the whole child" is not just a philosophical phrase, but the authentic desire to go beyond literacy, and extend itself to enhance the formation of character that will make the world a better place.

### MISSION

Through a strong, all-embracing leadership we, the faculty, parents, and community, create confidence and work collaboratively in guiding the instructional program; setting high expectations for all; providing encouragement and support to meet the school's goals and objectives; intensifying parental involvement; and providing all students unconditional, comprehensive support so that they can reach their highest potential.

## CORE VALUES

In line with our district's core values, we strive for excellence in our pursuit to educate the whole child. We do this with integrity, consciously knowing that our best interest is in the well being of our students. With equity, we cultivate a supportive community of life-long learners. Most importantly, we emphasize the development of character and civic virtue- a commitment to democratic principles and important core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others that form the basis of good character skills and attitudes required to be a good citizen.

## *School Demographics*

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Everglades K-8 Center is located at 8375 S.W. 16 Street, in an urban, middle class area of southwest Miami-Dade County. The student body of approximately 1,200 students is composed of 89.7 percent Hispanic, .9 percent Black, 7.8 percent White Non-Hispanic, and 1.6 percent Asian/Indian/Multiracial. Human resources at the school consist of a total of 134 full-time employees of various ethnic backgrounds. Approximately 16 percent of the total are male and 84 percent are female. Eighteen percent are white Non-Hispanic, 15 percent are Black Non-Hispanic, and 67 percent are Hispanic.

Everglades K-8 Center earned an "A" grade for the seventh time under the State of Florida's A+ Plan.

The 2006 FCAT performance results indicate that 78 percent and 73 percent of students in grades three to eight achieved high standards in reading and mathematics respectively. The report also indicates that 74 percent of the students made learning gains in reading and 72 percent made learning gains in mathematics. Moreover, 75 percent of the students in the lowest 25 percentile also made learning gains in reading. Additionally, 91 percent of students in grades four and eight met high standards in writing.

The school's greatest challenge and opportunities for improvement continues to be the Students With Disabilities (SWD), who failed to meet the target for Adequate Yearly Progress (AYP) of 44 and 50 percent scoring at or above grade level in reading and mathematics respectively.

Everglades K-8 Center places school-wide emphasis on achievement in all academic disciplines based on the Sunshine State Standards, the District's Competency-Based Curriculum, and particularly in the K-12 Comprehensive Research-Based Reading Plan, as the framework for curriculum development and implementation. A variety of strategies are utilized in the classrooms to accommodate different learning styles, including those of SWD and LEP students. Students in the Gifted Program participate in challenging competitions such as Odyssey of the Mind, spelling bees, and the Annual Math Bowl Competition, in addition to participating in a part-time content-based gifted program.

All students at Everglades K-8 Center are exposed to enriching and challenging instructional material designed to enhance their learning. However, an instructional challenge presents itself in differentiating instruction to meet the needs of such a great number and diverse population of students. An effective approach to teaching and learning is achieved with the use of positive reinforcement and celebration of small successes.

Through the Student Services Department, programs such as: Drugs Abuse Resistance Education (DARE), Conflict Resolution, Youth Crime Watch, Future Educators of America (FEA), Student Council, Proudly Resolving Our Unsettled Differences (PROUD), Character Education, Students Against Destructive Decisions (SADD), and Peer Mediation have been implemented to compliment and enhance the overall curriculum.

Everglades K-8 Center extends leadership opportunities to all faculty, parents, community members, and students. The Educational Excellence Student Advisory Council (EESAC) includes representatives from each group and is involved in the decision-making process for the school, including, but not limited to making recommendations for the allocation of monies used for instructional materials and staff development. Input from all groups is considered essential to the success of the school.

Professional growth opportunities are continuously provided for all staff members to enhance educational practices. Information is disseminated among the staff through weekly, collaborative planning sessions, bi-weekly faculty meetings, monthly calendars, and weekly curriculum bulletins. Active participation and on-going communication are encouraged in meeting the needs of the students.

# *School Foundation*

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## ***Leadership:***

According to the 2006 Organizational Performance Improvement Snapshot (OPIS) survey, the most favorable item is 1a (score 4.6-I know my work location's mission) followed by 1b (score 4.4-My supervisor uses our work location's values to guide us), 1d (score 4.4-My work location's supervisor shares information about the work location), and 1f (score 4.4- My work location lets me know what it thinks is most important)

The survey results indicate a strong leadership that creates an environment that supports collaboration and team effort among all stakeholders.

There is opportunity for improvement in item 1g (My work location asks me what I think). This will be addressed at staff meetings to encourage improvement in this area.

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

On the Organizational Performance Improvement Snapshot (OPIS) this section is one of the lowest ranked categories. The most favorable item is 2c (score 4.3-I know how to tell if we are making progress on my work group's part of the plan). Opportunity for improvement exists in the in item 2a (As it plans for the future, my work location asks for my ideas).

These results suggest that a more aggressive approach should be utilized to involve all employees in the implementation of the school's mission, vision and core values in alignment with the district's strategic plan. The Continued Improvement Model (CIM) will be applied in all efforts to provide the faculty and staff with opportunities for involvement in the effective operation of short-term and long-term plans. Participation in faculty, grade-level, and EESAC meetings to examine, understand, and integrate the school's goal and objectives and ensure alignment with the total school program will be encouraged. This approach will help improve communication and planning affecting staff work effectiveness and progress therein. Additionally, opportunities will also be provided for staff members to become aware of available resources and to express concern in an effort to develop and establish collaborative and all-inclusive strategic planning school-wide.

## ***Stakeholder Engagement:***

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the school's strongest area is item 3a (score 4.6-I know who my most important customers are), and 3b (score 4.6- I keep in touch with my customers). Opportunities for improvement are reflected in item 3e (score 4.1-I am allowed to make decisions to solve problems for my customers).

It is evident that the faculty and staff recognize the importance of establishing and maintaining an alliance with its customers and stakeholders. In addition, the employees analyzed the services provided and use the results to develop action plans to better meet the students' needs; thus, ensuring customer satisfaction and loyalty.

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

On the Organizational Performance Improvement Snapshot survey, the Faculty and Staff category received an average ranking of 4.2. Most of the staff members responded favorably to item 5e (score 4.5-I have a safe work place), 5b (score 4.4-The people I work with cooperate and work as a team). Opportunities for improvement are suggested by item 5d (score 3.9-I am recognized for my work).

This item will be addressed by the administrative team to incorporate activities that will acknowledge teachers' effort

and accomplishments.

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

On the Organizational Performance Improvement Snapshot survey, this category ranked the highest with a score of 4.5. The most favorable areas are reflected in items 4a (score 4.6-I know how to measure the quality of my work), and 4b (score 4.6-I know how to analyze/review the quality of my work to see if changes are needed).

There is opportunity for improvement in the areas of 4e (score 4.3-I get all of the important information I need to do my work), and 4f (score 4.3-I get the information I need to know about how my work location is doing).

This issue will be addressed by the principal to ensure that teachers have necessary information to perform at their maximum

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

On the Organizational Performance Improvement Snapshot survey, the school ranked 4.2 in this category. The most favorable items are 7a (score 4.5-My customers are satisfied with my work), and 7b (score 4.5-My work products meet all requirements for high quality and excellence). An opportunity for improvement is reflected in item 7c (score 3.6-I know how well my work location is doing financially). This area will be addressed by providing teachers with reports about financial decisions presented at EESAC meetings, where teachers will be encouraged to attend.

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

On the Organizational Performance Improvement Snapshot (OPIS) the school scored 4.1. The most favorable items are 6b (score 4.2-I collect information/data about the quality of my work), 6c (score 4.2-We have good processes for doing our work, and 6d (score 4.2-I have control over my work processes). Opportunity for improvement is presented in item 6a (score 3.8-I can get all of the resources I need to do my job).

This item will be addressed by the principal who will use resources available to the school to ensure that teachers have necessary items and resources to do their job.



## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

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

### ***Needs Assessment***

The 2006 FCAT Sunshine State Standards (SSS) results in reading show that 78 percent of students in grades three through eight scored at Level 3 or higher, with the greatest percentage of students at Level 3 overall. This indicates an increase of nine percentile points over the last three FCAT administrations (2004, 2005, 2006).

The Mean Developmental Scale Scores results show that 74 percent of students matched to the 2006 FCAT administration in grades four through eight made learning gains, with grade four showing the greatest change/gain and grade five the least in the Mean Developmental Scale Score. Additionally, 75 percent of struggling students also made at least a year's worth of progress in reading.

Limited English Proficient (LEP) students surpassed the proficiency target for Adequate Yearly Progress (AYP) by six percentage points in the percentage of students scoring at or above grade level in reading, and reduced the percentage of students not at grade level by four percentage points.

Students with Disabilities (SWD) failed to meet the proficiency target of 44 percent by 10 percentage points, but did slightly reduce the percentage of students not reading at or above grade level by three percentage points.

On an average, grades three, six, and seven were the most successful in all content clusters. Grade three scored the highest in Reference/Research with 75 percent Mean Points Earned, and grade six also scored the highest in Reference/Research with 75 percent Mean Points Earned. Grade seven scored the highest in Comparisons with 78 percent Mean Points Earned.

However, Reference/Research continues to be the area in need of most attention overall, with the lowest percentage average of 65 across grades three through eight. Particularly in grades four with an average Mean Points Earned of 50, and grade eight with an average Mean Points Earned of 56.

On an average, Comparisons is the area of greatest strengths in grades three through eight with an average Mean Points Earned of 72.

The area that maintains most equilibrium throughout the grades is Main Idea/Purpose, while the other content clusters fluctuate, in some cases considerably, from grade to grade.

When comparing the 2005 and the 2006 FCAT Reading administrations, grade four increased in Word/Phrases by ten points, and in Comparisons by two points, while maintaining Reference/Research at 50, and decreasing by two points in Main Idea/Purpose. Grade five was the least successful, considerably decreasing in Mean Points Earned in all content clusters (Word/Phrases -18, Main Idea/Purpose -10, Comparisons -4, and Reference/Research -8). Grade eight barely increased in Main Idea/Purpose by one point, and just modestly in Comparisons with 6 point, while significantly decreasing in Reference/Research by 15 points, and by 4 points in Word/Phrases.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, 83 percent of the students in grades three through eight will perform at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grade three through eight will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Effectively utilize the District's Curriculum Pacing Guides to ascertain that students are provided with the specific knowledge, concept, and skills they need to perform at proficiency levels on the Florida Comprehensive Assessment Test (FCAT) 2007	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide immediate intensive intervention using research-based programs to increase student achievement.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Collect, analyze, and disseminate data to target students' needs.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase professional development efforts for teachers and support personnel to enhance their content knowledge and skills and their ability to interpret assessment result to provide explicit and systematic instruction that will improve student learning.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Intensify all instructional strategies for SWD and LEP students to increase their opportunities to make learning gains and achieve proficiency levels.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement an immediate intensive intervention lab to support the delivery and intensification of instructional strategies in systematic and explicit manner for students in grades K-5, including SWD and LEP students, whose academic achievement levels are below expectations. This lab will:	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$96824.00

<p>facilitate daily scheduling of students, provide stability and continuity in the delivery of instruction, and provide a motivating environment for learning. Two highly qualified teachers will be assigned to the lab which will run back-to-back daily in 30-minute sessions attending students in grades K-5. The teachers will utilize District prescribed research-based intervention material to target students' needs based on data derived from diagnostic assessments.</p>					
<p>Utilize the District's K-12 Comprehensive Research-Based Reading Plan to improve student achievement.</p>	<p>Administrative Team, Literacy Leadership Team</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District-wide literacy plan</p>	<p>\$0.00</p>
<p>Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.</p>	<p>Administrative Team, Literacy Leadership Team</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>Continuous Improvement Model</p>	<p>\$0.00</p>
<p>Provide extended opportunities to increase student achievement, such as small-group tutoring before and after school for Level 1 and 2 students.</p>	<p>Administration Team, Literacy Leadership Team</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District-wide literacy plan</p>	<p>\$12000.00</p>
<p>Conduct and analyze results of screening and progress monitoring to implement differentiated instruction that targets the diverse needs of students.</p>	<p>Administrative Team, Literacy Leadership Team</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>Continuous Improvement Model</p>	<p>\$0.00</p>

## **Research-Based Programs**

- Houghton Mifflin Reading for grades three through five
- Bridges of Literature for grades six through eight
- Voyager Passport
- Early Success
- Soar to Success
- READ 180
- Reading Plus
- READ XL
- PLATO Learning
- Quick Reads
- Waterford
- ELLIS Kids

## **Professional Development**

Professional development opportunities and support to ensure the implementation of the School Improvement Plan and the K-12 Comprehensive Research-Based Reading Plan will be provided in the following areas:

(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis
- Effective utilization of Edusoft Assessment Management System
- Effective utilization of the Progress Monitoring Recording System (PMRS) data analysis

To enhance instructional delivery:

- Effective utilization of the K-12 Comprehensive Research-Based Reading Plan
- Training and on-going support in the effective utilization of new research-based state-adopted literacy program specifically aligned to the Sunshine State Standards.
- Training and on-going support in the effective utilization of research-based intervention programs
- Training and on-going support in the utilization of reading "BEST Practices" in teaching and learning, such as reciprocal teaching
- Training and on-going support Project CRISS (CREating Independence through Student-owned Strategies)

## Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Interim Assessment in Reading (IA) as a progress monitoring, among other evaluation tools

- 2007 FCAT Reading (final outcome)
- Progress monitoring evaluating the impact and effectiveness of instructional strategies, including that of the intervention and tutorial programs, will be conducted as follows:
  - 2006 FCAT Reading as baseline data
  - Benchmark reading assessment at beginning of the first grading period for initial instruction.
  - On-going benchmark assessment
  - Comprehensive English Language Learners Assessment (CELLA)
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - Maze (MZ)
  - Gates MacGinitie Reading Test (GATES)
  - Diagnostic Assessment of Reading (DAR)
  - Interim Assessment in Reading (IA)

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

All students will perform at a Level 3 or higher in mathematics.

### ***Needs Assessment***

The 2006 FCAT Mathematics Sunshine State Standards (SSS) results show that 73 percent of students in grades three through eight scored at Level 3 or higher, with the greatest percentage of students at Level 3, except for grade five with the greatest percentage at Level 4.

When comparing the last three FCAT administrations, there was an increase of four percentage points from 2004 to 2005, but the percent of students at Level 3 or higher remained the same from 2005 to 2006.

The Mean Developmental Scale Scores results show that 72 percent of students matched to the previous year made learning gains in mathematics, but this reflects a decrease of four percentage points from the previous year (76 percent to 72 percent) and one percentage point over the last three years (73 percent to 72 percent).

Limited English Proficient (LEP) students surpassed the proficiency target for Adequate Yearly Progress (AYP) by nine percentage points, in the percentage of students at or above grade level in mathematics (59 percent), and reduced the percentage of students not above grade level by 13 percentage points.

Students with Disabilities (SWD) failed to meet the target of 50 percent of students performing at grade level or above in mathematics by 18 percentage points and only reduced the percentage of students not at grade level by a modest one percentage point.

On an average, grade three and grade four were the most successful in the content areas. Grade three earned the most points in Data Analysis and Probability (71 percent), and grade four in Geometry and Spatial Sense, and Data Analysis and Probability equally (71 percent). Overall, Measurement and Algebraic Thinking are the areas in need

of most attention across the grades, with an average of Mean Points Earned of 54 percent equally in the two areas.

It is interesting to note that the percentage of points earned in grades three to eight in the area of Data Analysis and Probability did not change from 2005 to 2006 (grade 3: 71 percent; grade 4: 71 percent; grade 5: 58 percent; grade 6: 67 percent; grade 7: 56 percent; and grade 8: 58 percent). The same applies to Geometry and Spatial Sense except for grade four which increased by 14 percentge points (grade 3: 57 percent; grade 4: 57 to 71 percent; grade 5: 54 percent; grade 6; 67 percent; grade 7: 63 percent; and grade 8: 42 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction based on the Sunshine State Standards, 78 percent of the students in grades three through eight will perform at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grade three through eight will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide immediate intensive intervention using research-based programs and applying BEST practices in mathematics to increase student achievement.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to interpret assessment result to provide explicit and systematic instruction that will improve student learning.	District, administrative team, curriculum support personnel	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Collect, analyze, and disseminate data to target students' needs.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Apply BEST practices in the teaching of mathematics to promote students' achievement.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Intensify all instructional strategies for SWD and LEP students to increase their opportunities to make learning gains and achieve proficiency levels.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct and analyze results of screening, diagnostic and progress monitoring assessments to implement differentiated instruction that targets the diverse needs of students.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide extended opportunities to increase	Administrative team, curriculum	8/14/2006	5/30/2007	Small Learning	\$12000.00

student achievement, such as small-group tutoring before and after school for Level 1 and 2 students.	support personnel		Communities	
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## Research-Based Programs

- Houghton Mifflin Mathematics, 2004 Edition
- Glencoe, 2004 Edition
- PLATO

## Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:

(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment

To enhance instructional delivery:

- Training and on-going support in the effective utilization of research-based intervention programs
- Training and on-going support in knowledge of Sunshine State Standards strands, problem-solving abilities, written explanation of problem-solving reasoning, and the ability to judge whether an answer is reasonable
- Training and on-going support in the utilization of mathematics “best practices” strategies in teaching and learning, such as questioning and differentiated instruction.

## Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Interim Assessment in Mathematics (IA) as a progress monitoring, among other evaluation tools

- 2007 FCAT Mathematics test
- Progress monitoring evaluating the impact and effectiveness of instructional strategies, including that of the intervention and tutorial programs will be conducted as follows:
  - 2006 FCAT Mathematics as baseline data
  - FCAT Mathematics simulations at beginning of the first grading period to be used as screening for initial instruction, and at the end of each grading period as progress monitoring to continue to drive instruction
  - on-going mini assessment

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

### **Needs Assessment**

The 2006 FCAT Writing+ results show that 92 percent of students in grade four scored at 3.5 or higher in the expository essay, and 80 percent scored at 3.5 or higher in the narrative essay. The combined score for students in grade four scoring at 3.5 or higher is 86 percent.

The strongest area of the reporting categories for grade four is "Support," with an average Mean Points Earned of 75 percent.

The 2006 FCAT Writing+ results show that 89 percent of students in grade eight scored at 3.5 or higher in the expository essay, and 79 percent scored at 3.5 percent or higher in the persuasive essay.

The combined score for students in grade eight scoring at 3.5 or higher is 84 percent.

The strongest area of the reporting categories for grade eight is "Organization," with an average Mean Points Earned of 83 percent.

Given the writing expectations of grade 8, it appears that the writing performance of students leaving grade four is relatively maintained. By principle, it should be expected that students who performed well on grade 4 should have achieved a greater level of performance by grade 8. This not being the case leads to assume that perhaps not enough emphasis is being placed in writing instruction in grades 5,6, and 7.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and eight will increase their skill proficiency in writing, as evidenced by a 1 percent increase in the number of students scoring Level 3.5 or higher on the on the 2007 administration of the FCAT Writing Test as compared to the 2006 administrtion of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide many opportunities for students to engage in different kinds of writing throughout the curriculum, such as writing explanations, writing reports, writing plays, etc.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/07	District-wide literacy plan	\$0.00
Intensify all instructional strategies for SWD and LEP students to improve their writing skills.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Analyze students' writing to target areas of needs.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement quarterly writing to promote and showcase students' best writing pieces.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Align all performance improvement efforts to the Continuous Improvement Model (CIM)through the implementation of the Plan-Do-Study-Act.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Apply BEST practices in the teaching of writing to promote students' achievement, paying particular attention to key elements/categories such as focus, organization, and support, utilizing revision as a teaching tool.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement and maintain a daily learning journal to provide many opportunities for writing practice and self-expression.	Administrative Team, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

### Research-Based Programs

-Houghton Mifflin Core Reading Series (Writing Component)

## **Professional Development**

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:

(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis

To enhance instructional delivery:

- Training and on-going support of the writing process, particularly to teachers new to grades 4 and 8.
- Training and on-going support in the utilization of "BEST Practices" in writing.
- Training and on-going support with strategies that would enhance student performance on the newly added component of the FCAT Writing test.

## **Evaluation**

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Writing Pre Test (DWT) as a progress monitoring, among other evaluation tools

- 2007 FCAT Writing
- Progress monitoring evaluating the impact and effectiveness of instructional strategies as follows:
  - 2006 FCAT Writing results as baseline data for grades four and eight
  - District Writing Pre Test (DWT)- (analysis of data by categories to identify needs)
  - Daily journal writing
  - Monthly writing prompts

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Increase the scientific knowledge of all students.

### ***Needs Assessment***

The results of 2006 FCAT Science Sunshine State Standards show that 32 percent of students in grade five and 28 percent in grade eight scored at achievement Level 3 or higher, with a Mean Scale Score of 293 and 288 respectively.

When analyzing the mean points earned by content, the students in grades five and eight either performed equal to or better than both the district and state in all the content areas.

Grade five demonstrated most success in Scientific Thinking with an average Mean Points Earned of 58, while grade eight's greatest strength was in Life and Environmental Science with an average Mean Points Earned of 61.

Grades five and eight performed as follows in the content areas:

	Grade five	Grade eight
Physical & Chemical	50%	45%
Earth & Space	50%	54%
Life & Environmental	53%	62%
Scientific Thinking	58%	43%



## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades five and eight 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 FAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collect, analyze, and disseminate data to target students' needs.	Administrative Team, curriculum support personnel.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Administrative Team, curriculum support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the District's approved research-based core curriculum program to improve student achievement.	Administrative Team, curriculum support personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Intensify all instructional strategies for SWD and LEP students to increase their opportunities to make learning gains and achieve proficiency levels.	Administrative Team, curriculum support personnel	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Conduct and analyze results of screening and progress monitoring to implement differentiated instruction that targets the diverse needs of students.	Administrative Team, curriculum support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to target instruction.	Administrative Team, curriculum support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

- McGraw-Hill Science Series, 2000 Edition
- Glencoe Science Voyages
- Holt Modern Earth Space Science

## **Professional Development**

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment

To enhance instructional delivery:

- Training and on-going support in the utilization of science “Best Practices” strategies in teaching and learning.

## **Evaluation**

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate screening and progress monitoring assessments.

- 2007 FCAT Science as baseline data
- Progress monitoring evaluating the impact of instructional strategies will be conducted as follows:
  - Benchmark science assesment at beginning of the first grading period for initial instruction.
  - On-going benchmark assessment
  - Grading period cummulative benchmark 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

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

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

To provide comprehensive, well planned, and long lasting opportunities that will actively engage parents in the physical, social, emotional, and academic education of their children.

### ***Needs Assessment***

During the 2005-2006 school year, 2321 parents participated in parental and community activities/interactions at the school.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will increase parental involvement by ten percent during the 2006-2007 school years.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Miami-Dade County Public Schools' Parent Academy. Utilize their Parent Academy Starter Kit to promote Parent Academy activities to all parents (flyers, parent letters, fact sheet).	Administration	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Conduct survey to assess parents' needs.	Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Maintain a Parent Resource Center with booklets offering information on how to help their children with different academic areas.	Administration, PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Issue all parent communication effort in the two predominant areas at school, English and Spanish.	Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Offer on-going workshops to enhance parents' ability to help their children at home with academic as well as social/emotional development.	Administration, curriculum support team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parents attendance to school events by providing free child-care, refreshments, raffles.	Administration, curriculum support team	8/14/2006	5/30/2007	Community Partnerships	\$0.00

### Research-Based Programs

N/A

## **Professional Development**

Coordinate with school-site, Parent-Teacher-Student Association, and district support personnel to provide professional development and on-going support and resources on the topic of parental involvement.

## **Evaluation**

The evaluation component will include sign-in logs as follows:

Number of parents signing the participation logs during the 2006-2007 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 6 STATEMENT:**

-Improve student attendance.

-Reduce the number of days students spend in indoor or outdoor suspensions to 153 or less during the 2006-2007 school year.

-Eighty-five percent of students will report agreement with the statement "I feel safe at my school," on the School Climate Survey.

### **Needs Assessment**

The annual attendance report indicates a 94.32 percent attendance average for the 2005-2006 school year.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will increase by 1 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide individual and group counseling for at-risk students.	Student Service Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct family/team conferences to address ongoing attendance difficulties.	Student Service Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Monitor daily attendance via homeroom to ensure compliance.	Administration, Student Service Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Develop and implement an attendance incentive program to provide ongoing encouragement and motivation to the students.	Administration, Student Service Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Work collaboratively with parents to ensure support for attendance.	Administration, Student Service Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Facilitate school-based meeting in accordance with the Truancy Intervention Program.	Administration Student Services Personnel	8/30/2006	5/30/2007	Community Partnerships	\$0.00

### Research-Based Programs

Not applicable.

## **Professional Development**

Professional development and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by Students Services support personnel:

To support and facilitate accountability in the area:

- Data analysis of the quarterly principal reports on regular attendance.
- Data analysis of the quarterly principal reports on exceptional attendance.
- Data analysis of the quarterly principal reports on truant attendance.
- Effective utilization of electronic grade book attendance component

To enhance instructional delivery/student achievement

- Training and on-going support in knowledge of the attendance requirements as delineated by District and State standards.
- Training and on-going support in the implementation of the Attendance Incentive Program.
- Continuous monitoring of the students' attendance.

## **Evaluation**

The evaluation component will include year-end attendance reports, but will also incorporate progress monitoring as follows:

The final outcome/success of this goal will be evaluated as follows:

- 2006-2007 year-end reports on attendance.

Interim evaluation (progress toward goal) will be measured as follows:

- Attendance Incentive Program
- District quarterly attendance reports
- School Climate Survey
- Data-based Referral Report



## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

The school will integrate technology into all curriculum areas.

### ***Needs Assessment***

During the 2005-2006 school year approximately 12 percent of teachers utilized the Edusoft Assessment Management System.

## Measurable Objective

Given an emphasis on the use of technology in education, the number of teachers utilizing the Edusoft Assessment Management System will increase by 5 percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to provide training and support in the use of the Edusoft Assessment Management System	Administrative team and technology support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure that all teachers have classroom access to the Edusoft Assessment Management System	Administrative team, technology support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor the use of the Edusoft Assessment Management System	Administrative team, technology support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure continued functionality and accessibility to the local area network (LAN) for effective use of technology	Administrative team, technology support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Retrofit the two-pack building classroom for computer access.	Administrative team, technology support personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$10000.00

### Research-Based Programs

Not applicable.

### Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:

(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessments, and align curriculum and instruction:

- Training and on-going support in the effective utilization of Edusoft Assessment Management System

To enhance instructional delivery:

- Training and on-going support in the effective interpretation/utilization of data from the Edusoft Assessment Management System

## **Evaluation**

The evaluation component will include monitoring of data binders for data reports such as district Interim Assessment (IA), and school-based progress monitoring assessments.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

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

### ***Needs Assessment***

The 2006 M-DCPS Physical FITNESSGRAM results show that 86 percent of the students in grades five and eight achieved high standards of physical fitness.

## Measurable Objective

Given instruction based on the mandated M-DCPS Physical FITNESSGRAM requirements, 91 percent of the students in grades five and eight will meet the health-related fitness standards determined by the 2007 Physical FITNESSGRAM assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a monthly log to record student's progress	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct parent workshop to promote physical fitness and awareness.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain an increased level of physical fitness and awareness.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement after-school physical fitness activities program.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a Wellness Fair to encourage students to participate in physical fitness activities.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage students to meet the standards of physical fitness set by the Physical FITNESSGRAM.	Administrative team, curriculum support personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not applicable.

## **Professional Development**

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:

(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis
- Effective utilization of Edusoft Assessment Management System

To enhance instructional delivery:

- Monthly Physical Education workshops
- Attend the 57th Annual FAHPERDS Conference
- Membership to: AAPHERD, JOPHERD, and FAHPERDS

## **Evaluation**

The evaluation component will include the M-DCPS Physical FITNESSGRAM, but will also incorporate progress monitoring as follows:

- The final outcome will be measured by administration of the 2007 M-DCPS Physical FITNESSGRAM
- Interim evaluations will include quarterly administration of the M-DCPS Physical FITNESSGRAM

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 9 STATEMENT:**

Increase the number of students participating in advanced academic programs.

### ***Needs Assessment***

The number of students participating in advanced academic programs during the 2005-2006 school year is as follows:

- Academic Excellence Program (AEP): 23 students
- Teaching Enrichment Strategies to Minorities (TEAM): 21 students
- Advanced Courses: 132 students
- Gifted: 88 students

## Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in advanced academic courses will increase by ten percent during the 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide instruction that will build interest and curiosity in the advanced academic programs	Administrative team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote the advanced academic programs through flyers and newsletters.	Administrative team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Enhance the advanced academic programs to enrich students' abilities and natural talents.	Administrative team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not applicable.

## Professional Development

Professional development and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessments, and align curriculum and instruction:

- Knowledge/information about advanced academic programs

To enhance instructional delivery:

- Training and on-going support in providing differentiated instruction for advanced students

## Evaluation

The evaluation component will include student participation rosters.



## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 10 STATEMENT:***

Everglades K-8 Center will improve its Return on Investment -Percentile Rank by five percentile points statewide in the value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data available from the Florida Department of Education indicate that, in the 2004-2005 school year, Everglades K-8 Center Return on Investment index - Percentile Rank was 81.

## Measurable Objective

Everglades K-8 Center will improve its ranking of Florida Return on Investment (ROI) index publication from the 81 percentile in 2003 to the 82 percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	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
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

## Research-Based Programs

Not applicable.

## Professional Development

Not applicable.

## Evaluation

The evaluation component will be determined by the State of Florida Return On Investment Index (ROI) Report for the 2005-2006 school year.

## *EESAC Compliance*

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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 recommended that monies allocated by the State to be used for materials, equipment, and staff training that will address students' needs and enhance students' academic performance.

### ***Training:***

The EESAC recommended that attendance and promotion of parent/teacher workshops, as well as staff development be increased.

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

The EESAC recommended that they have the opportunity to preview textbooks, computer software, and other supplies that will enhance the academic achievement of all students.

### ***Technology:***

The EESAC recommended the use of funds to enhance existing technology in order to compliment instructional activities.

### ***Staffing:***

The EESAC recommended that funds be appropriated for additional staffing as the need arises.

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

The EESAC recommended the continuation of the collaborative effort of the school counselors, the psychologist, the speech therapist, the social worker, and the community involvement specialist in meeting students' individual needs.

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

The EESAC members made recommendations as to the use of additional allocations for instructional materials, personnel, and supplies.

***Benchmarking:***

The EESAC recommended that students be monitored on an ongoing basis in order to ensure the effectiveness of recommended materials and services.

***School Safety & Discipline:***

The EESAC members discussed safety and discipline concerns and make recommendations to the safety committee.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$108,824.00
Goal 2: Mathematics	\$12,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$10,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$130,824.00</b>

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*