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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1881 - Henry M. Flagler Elementary School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Marie Izquierdo

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Henry M. Flagler Elementary School*

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Henry M. Flagler Elementary School serves 801 prekindergarten through fifth grade students. Standard Curriculum students make up 47 percent of the student population, Students with Disabilities (SWD) make up 4 percent of the student population, and English for Speakers of Other Languages (ESOL) make up 49 percent of the student population. The SWD student population includes 33 Learning Disabled, 32 Gifted, 16 speech impaired, 7 other health impaired, 1 deaf and hard of hearing, 1 developmentally delayed, and 2 language impaired students. The ESOL population includes 100 students in Level 1, 56 students in Level 2, 90 students in Level 3, and 146 students in Level 4. Seventy-eight (78) percent of students are economically disadvantaged. The ethnic/racial makeup of the student population is less than one percent African American/Asian/Multicultural, 97 percent Hispanic, and 2 percent White. The mobility rate of the school is 22. The Educational Excellence School Advisory Council (EESAC) at Henry M. Flagler Elementary School analyzed needs assessment data, achievement of goals, and potential for growth relative to the objectives outlined in the School Improvement Plan (SIP) 2005-2006. These findings were then considered in conjunction with demographic and academic profiles, Florida Comprehensive Assessment Test (FCAT) results, Stanford Achievement Test (SAT-10) Results, and the School Report Card. Based on the information gathered, the following goals to improve student performance were determined:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 77% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 72% scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 4.0 or above on the 2007 FCAT Writing+ Test as compared to the 2006 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by 33% of students scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Science Test.

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2006-2007 school year as compared to the 2005-2006 school year as documented in parent sign-in logs.

Given the need to establish an environment that is safe and conducive to learning, adjustments will be made to continue to ensure the safety of all students as evidenced by an increase of 5 percentage points in the percent of parents agreeing that the school is safe and secure on the 2006-07 administration of the School Climate Survey when compared to 2005-06 results.

Given the need to increase the use of technology in our school, teachers will demonstrate an increase in the usage of technology as evidenced by lesson plans and various other artifacts.

Given instruction on physical fitness, students in grades four and five will achieve an annual increase of 3 percent in award recipients as measured by the FITNESSGRAM when compared to participation rates in 2005-2006.

Henry M. Flagler Elementary will enhance the educational experiences of students by increasing the number of pupils enrolled in extracurricular activities as evidenced by student attendance logs.

Henry M. Flagler Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2004-05 to the 37th percentile on the next publication of the index.

The Educational Excellence School Advisory Council met with all stakeholders to develop specific strategies to support the School Improvement Plan (SIP) objectives. By ensuring a learning environment which maximizes the potential of each student, the Henry M. Flagler Elementary School community devotes its efforts to facilitating students becoming life-long learners. In an effort to determine the strengths and opportunities for improvement for the 2006-2007 school year, school staff members participated in the Organizational Performance Improvement Snapshot (OPIS). Results indicated that among the staff's top priorities are the need for teachers and staff to be asked what they think (1g - Leadership), as it plans for the future, that the work location ask for their ideas (2a - Strategic Planning), and the need for the administration to communicate how well the organization is doing financially (1g - Leadership).

## 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.

## Henry M. Flagler Elementary School

### VISION

The faculty, staff, parents and community of Henry M. Flagler Elementary School envision the school as a stepping stone in each student's education. We strive to meet individual needs being cognizant of diverse cultural backgrounds and personal experiences. We collaboratively promote an environment which enables students to acquire fundamental skills, knowledge and values which will empower them to function in a global society.

### MISSION

Henry M. Flagler Elementary School provides a safe, nurturing environment, which enriches lives, maximizes potential and positively impacts literacy development. Our mission is to provide technologically enhanced educational opportunities, along with the delivery of a research-based curriculum, in order to empower academic achievement and motivate excellence. As independent, life-long learners, our students will be well prepared to serve as responsible, productive citizens of the 21st Century.

### CORE VALUES

Henry M. Flagler Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to a high quality of service, relationships and communications; we believe that we should be a place of realized potential; and we believe that our responsibility is to our students, to our employees and to the community that we serve.

## *School Demographics*

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Henry M. Flagler Elementary School serves 801 prekindergarten through fifth grade students. Standard Curriculum students make up 47 percent of the student population, Students with Disabilities (SWD) make up 4 percent of the student population, and English for Speakers of Other Languages (ESOL) make up 49 percent of the student population. The SWD student population includes 33 Learning Disabled, 32 Gifted, 16 speech impaired, 7 other health impaired, 1 deaf and hard of hearing, 1 developmentally delayed and 2 language impaired students. The ESOL population includes 100 students in Level 1, 56 students in Level 2, 90 students in Level 3 and 146 students in Level 4. Seventy-eight (78) percent of students are economically disadvantaged. The ethnic/racial makeup of the student population is less than one percent African America, 97 percent Hispanic and 2 percent White. The mobility rate of the school is 22.

Henry M. Flagler Elementary School employs a total of 71 full-time staff members and 22 part-time staff members. Of this group, 2 are administrators, 52 are classroom teachers, 1 is a guidance counselor, 5 are clerical employees, 4 are custodians, 5 are security monitors, 3 are part-time teachers, 11 are cafeteria workers, 4 are paraprofessionals, 1 is a library media specialist 1 is a community involvement specialist, and 1 is a Microsystems technician. Of the teaching staff, 15 percent are teachers new to this school, with the average length of time teaching at 15 years. Three teachers have earned national certification. Fifty-four percent have advanced degrees. The school staff ethnic ratios are as follows: 19 percent White non-Hispanic, 8 percent African American non-Hispanic and 72 percent Hispanic.

Henry M. Flagler Elementary School was established in 1954 and is located on four acres in Miami-Dade County at 5222 NW 1st Street in Miami, Florida. The campus consists of 9 buildings and a 15,000 volume library media center. The school has four basketball courts, an art studio, a music suite, two 30-station computer laboratories and a science laboratory. The facility has been retrofitted to provide Internet access to all classrooms with a minimum of 3 computer stations and a laser printer in each, totaling over 400 computer work stations school-wide. Technologies that enhance the management of student data include electronic mail, a school web server and several research-based computer assisted instructional programs. The school launched an electronic gradebook program in 2006.

The annual student attendance percentage for the 2005 – 06 school year was 95.18 percent. Recognizing the unique needs of these key student groups, the school provides two Academic Excellence Programs components (art appreciation and drama), a Curriculum Content in the Home Language (CCHL) program for LEP students, a prekindergarten program for eligible 4 year olds, an in-house language arts through gifted program, an extended Foreign Language (EFL) Spanish Program and an after school care program which services over 140 students.

In 2002 and 2004, the school was awarded the Miami-Dade County Public Schools Gold Award for Performance Excellence and the Florida School Recognition Award. In 2006, all NCLB subgroups met adequate yearly progress with the exception of Hispanics and Economically Disadvantaged students in the area of Writing. The school grade designation is currently “A,” and was recently recognized by the Florida Department of Education as one of the top 100 schools in the State of Florida that has made the most year-to-year progress in school grades. In addition, the school achieved provisional Adequate Yearly Progress (AYP) status in 2006.

# *School Foundation*

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## ***Leadership:***

The school leadership team consists of the principal, assistant principal, literacy coach, EESAC Chairperson and grade level chairpersons. The September 2006 Organizational Performance Improvement Snapshot Survey (OPIS) reflects that the strongest items in the area of Leadership were that teachers and staff agree that they know their work location's mission (1a) and that the principal shares information about the organization (1d). The weakest item in this category is that the work location asks what the respondents think. Based on the aforementioned results, it is evident that the administration and the EESAC have collaboratively set the direction for the school charting the course towards the vision and mission. The leadership team creates a positive working environment through collaborative decision-making, regular progress monitoring, the development of Professional Learning Communities and open lines of communication.

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

The OPIS reflects that the strongest item in the area of Strategic Planning was knowing how to tell if the organization is making progress on their work group's part of the plan (2c), whereas the weakest item dealt with as it plans for the future, the work location asked for the respondents' ideas (2a). The organization follows the tenants of the Continuous Improvement Model (CIM), setting reasonable goals and objectives, planning the implementation of best practices and strategies to achieve said goals, monitoring progress and analyzing data relevant to organizational goals and modifying and revising programs and initiatives as needed. School stakeholders are integrally involved in developing school improvement efforts and planning professional development activities that support and forward school site goals and objectives.

## ***Stakeholder Engagement:***

The OPIS reflects that the strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowing who the respondents' most important customers are (3a) and keeping in touch with customers (3b), whereas the weakest item dealt with allowing respondents to make decisions to solve problems for customers (3e). School Site Climate Surveys indicate a high degree of satisfaction among school stakeholders. The school is rated a "B" by staff and parents alike, while rated an A- by its students. Results indicate a resounding support of school efforts particularly in the areas of maintaining high academic standards, effective administrative personnel and the availability of textbooks, equipment and supplies needed for learning.

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

The OPIS reflects that the the strongest item in the area of Faculty and Staff/Human Resources was the belief that respondents have a safe workplace (5e), whereas the weakest items dealt with the beliefs that the supervisor and work location cares about respondents (5f) and that respondents are recognized for their work (5d). The organization seeks to establish a team approach to the overall function of the school, encouraging collegiality and collaboration among faculty and staff members. Henry M. Flagler Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES manual. All annual contract teachers are assigned a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by them and the administrative staff. PGT members have participated in a comprehensive Professional Assessment and Comprehensive Evaluation System (PACES) training program and hold master degrees in their respective subject

areas. The school reading coach and other National Board Certified teachers comprise this group. Scheduling accommodations are made for mentoring so that they can assist annual teachers in (1) lesson planning (plans are submitted for review to an administrator the week before implementation to assure well-planned teaching and learning experiences); (2) successful teaching practices (via collegial classroom visitations); and (3) rendering support that focuses on the successful completion of teaching requirements. Additional assistance is provided by administration during informal and formal classroom visitations. Regular follow-up is scheduled subsequent to formal workshops as well as peer coaching and the modeling of lessons. Teachers are further supported and mentored by grade level chairpersons. All grade groups benefit from a common planning period designed to provide time to plan collaboratively and communicate more effectively.

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

The OPIS reflects that the strongest items in the area of Data/Information/Knowledge Management/Process Management were that respondents use these analyses for making decisions about their work (4c), that they know how to measure the quality of their work (4a), and that they know how to analyze the quality of their work to see if changes are needed (4b). The weakest items dealt with respondents ability to get information about how their work location is doing (4f) and their ability to get all the important information they need to do their work (4e). The organization prides itself on its knowledge and ability to utilize data to monitor the progress of its employees, students and school functions. Its staff regularly utilizes data collection for the purpose of evaluating program(s) effectiveness, student progress and employee needs. Data/Information/Knowledge is shared through the frequent use of technology such as email, Student Performance Indicators (SPI), on-line surveys utilizing Share Point software, the maintenance of a school website as well as through frequent and deliberate instructional leadership team meetings, faculty meetings and professional development.

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

The OPIS reflects that the strongest items in the area of Process Management were that respondents collect information (data) about the quality of their work (6b) and that they have good processes for doing their work (6c). The weakest item dealt with respondents control over their work processes (6d). The educational design of the school is predicated by certain processes that drive the function of the school. Among these are Extended Learning Opportunities for students and staff, the establishment of Professional Learning Communities and the implementation of the Continuous Improvement Model. As a Title I school in need of improvement, the school participates in the Supplemental Educational Services (SES), offering students in need of assistance extended learning opportunities. Participating students are selected based on severity of need upon a careful and deliberate examination of data, including, but not limited to, FCAT scores, No Child Left Behind (NCLB) subgroups, Student Performance Indicators (SPI) reports and progress monitoring benchmark tests. Students are also able to participate in the Academic Excellence after school enrichment program, and when funding is available, the school also conducts primary and intermediate Saturday Academies for low-performing students.

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

The OPIS reflects the our strongest item in the area of Performance/Business Results was the organization's that work products meet all requirements for high quality and excellence (7b), whereas the weakest item dealt with how well respondents' work location is doing financially (7c). Overall, the category which scored the lowest on the OPIS was Strategic Planning and the category with the highest overall ranking was Measurement, Analysis, and Knowledge Management.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

Teacher candidates are selected from a district pool of eligible and pre-screened applicants. All applicants undergo a rigorous preliminary and final interview before a committee of their peers and administrators. Upon hiring, all new personnel take part in a new teacher orientation program at the school. All beginning teachers attend the 5-day New Teacher Orientation Program and are assigned a mentor teacher at the school. Beginning teachers are assigned a Professional Growth Team (PGT) whereby trained colleagues observe them “in action” and provide feedback utilizing the PACES. New personnel are provided with a welcome pack chock-full of school information and resources. They are treated to lunch with the principal and provided with an opportunity to ask questions. They receive monthly, the Educator newsletter and weekly The Flagler Express, the school-wide newsletter. All teachers are provided with opportunities for professional growth, encouraged to participate in local, state and national conferences and urged to seek advanced credentials ranging from advanced degrees to National Board Certification. The school is committed to the professional development of its entire staff and promotes this through the development of PDPs, monthly in-services on Best Practices, peer modeling and coaching and the improvement of staff computer literacy.

## **• Highly Qualified, Certified Administrators:**

The school principal is Marie Izquierdo. She is an innovative and self-motivated administrator with over thirteen years extensive leadership and managerial experience. She holds a Bachelor of Science Degree in Social Studies Education, as well as a Master of Science Degree in Educational Leadership. She is currently enrolled in dissertation credits at Florida International University where she hopes to complete her doctoral studies in Educational Leadership. She is a results-oriented individual with elementary, middle and senior high school experience. She is a member of the Association for Supervision and Curriculum Development and the National Association for Elementary School Principals. Under her leadership, the school grade designation at Henry M. Flagler Elementary School improved from a “C” to an “A” – an 80 accountability point increase over the course of four years. She is a pioneer in this district in the areas of curriculum mapping and data-based decision making, often assisting her peers in analyzing students’ data at other schools and serving as a visiting team member in School Improvement Team efforts.

The school assistant principal is Maria Marzoa. Ms. Marzoa has 16 years of experience in the education field. Her degrees include a Bachelor and Master of Science in Elementary Education. In addition to those degrees, she has earned an Educational Leadership Certification at Nova Southeastern University. Her areas of expertise are in elementary curriculum and instruction. She is very highly motivated and pursues excellence in all her endeavors. Ms. Marzoa made a positive impact in increasing student achievement in grades 3-5 as evidenced by the maintenance in the percent of students in grade 4 meeting standards on the FCAT SSS Reading Test and an increase of 12 and 1 percentage points in grades 3 and 5 respectively; writing skills in grade 4 as evidenced by a 13 percentage point increase in FCAT Writing+ test results; and mathematics as evidenced by 14, 20, 12 percentage points respectively in grades 3-5. Along with the school principal, this administrator continues to pursue further professional development by participating in the Annual ASCD Conference and district professional development opportunities such as the Summer Instructional Leadership Academy.

## **• Teacher Mentoring:**

Henry M. Flagler Elementary School’s Teacher Mentoring Program adheres to the policies and procedures set forth in the District’s PACES Manual. At the start of the school year, new teachers are identified and scheduled to participate in both district and school-sponsored orientations designed to familiarize them with Miami-Dade County’s policies and procedures and facilitate



their success in their new positions. All new teachers are provided with the M-DCPS employee handbook, school procedural guide and opening of school materials prior to the returning staff in order to provide them with additional time to familiarize themselves with their contents. All new staff members are provided with a school tour, assigned a mentor teacher and scheduled for frequent “coffees” with members of the administrative team. All annual contract and low-performing teachers are assigned a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by them and the administrative staff. PGT members have participated in a comprehensive Professional Assessment and Comprehensive Evaluation System (PACES) training program and hold Master Degrees in their respective subject areas. The school reading coach and other National Board Certified teachers comprise this group. Scheduling accommodations are made for mentoring so that they can assist annual teachers in (1) lesson planning (plans are submitted for review to an administrator the week before implementation to assure well-planned teaching and learning experiences); (2) successful teaching practices (via collegial classroom visitations); and (3) rendering support that focuses on the successful completion of teaching requirements. Additional assistance is provided by administration during informal and formal classroom visitations. Regular follow-up is scheduled subsequent to formal workshops as well as peer coaching and the modeling of lessons.

### **• School Advisory Council:**

The purpose of the Educational Excellence School Advisory Council (EESAC) of Henry M. Flagler Elementary School is to collaboratively define a vision and establish goals for improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative fashion.

### **• Extended Learning Opportunities**

As a Title I school in need of improvement, the school participates in the Supplemental Educational Services (SES) program, offering students in need of assistance extended learning opportunities. Participating students are selected based on severity of need upon a careful and deliberate examination of data including, but not limited to, FCAT scores, No Child Left Behind (NCLB) subgroups, Student Performance Indicators (SPI) reports and progress monitoring benchmark tests. The students at Henry M. Flagler Elementary School are provided extended day services through the implementation of a before and after school tutorial program, an after school Academic Excellence Program (AEP), and a principal-operated After School Care Program. Furthermore, those students who receive remedial services during the school day in lieu of special areas (art, music and physical education) are provided the opportunity to participate in the after school sports and art appreciation programs. When funding is available, the school also conducts primary and intermediate Saturday Academies for low-performing students.

### **• School Wide Improvement Model**

Henry M. Flagler Elementary School utilizes the Continuous Improvement Model (CIM). This model is comprised of an 8-step data-driven process that assesses students on a regular basis for enrichment and remediation and promotes a professional learning community among stakeholders. These steps include disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance and monitoring of the progress. Curriculum Maps in grades K-5 have been developed by instructional staff to assist in the delivery of the Sunshine State Standards. Instructional Focus Calendars and pacing guides provide students and teachers with specific FCAT-tested SSS benchmarks foci which are assessed through the administration of the District Interim Assessments and pre/post tests. Students who fail to meet standards on said assessments receive additional support and remediation through maintenance lessons delivered before, during and after school. School Climate Survey results, as well as student state assessments results, are utilized to monitor progress towards organizational goals and objectives with extensive monitoring of the components listed above by school administration.

## 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:***

Improve the Reading Comprehension Skills of all students.

### ***Needs Assessment***

Scores of the 2006 FCAT Reading Test indicate that 25 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Under No Child Left Behind (NCLB), scores on the 2006 FCAT Reading Test indicate that 33 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Reading Test indicate that 29 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in reading. Scores on the 2006 FCAT Reading Test indicate that 27 percent of students in grades three through five scoring in the lowest 25 percent by grade level have not demonstrated acceptable levels of learning gains in reading. Scores on the 2006 FCAT Reading Test indicate that 25 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Reading Test indicate that 40 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Reading Test indicate that 41 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Reading Test indicate that third graders experienced difficulty with items measuring mastery in the area of comparisons (58%) and main idea/purpose (64%), fourth graders experienced difficulty with items measuring reference/research (50%), main idea/purpose (59%) and comparisons (59%), while fifth graders experienced difficulty with items measuring words/phrases(57%).

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 77% scoring at FCAT Achievement 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		
Utilize the reading components of existing instructional technology applications such as Waterford (kindergarten) and SuccessMaker (grades two and three).	Principal Microsystems Technician	08/2006	05/2007	Dual Language Education	\$0.00
Host Family Literacy Night to involve parents and motivate students to read.	Principal Literacy Coach	11/2006	11/2007	Continuous Improvement Model	\$250.00
Enroll low-performing students in an additional hour of reading instruction through an enrichment block designed to provide intensive remediation in targeted deficient reading areas in a small-group setting.	Principal Literacy Coach	08/2006	05/2007	Continuous Improvement Model	\$61000.00
Provide research-based professional development opportunities to staff, utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Principal Literacy Coach	08/2006	05/2007	Mentoring Opportunities	\$3000.00
Implement a before and after school tutoring program through Supplemental Educational Services (SES) that will emphasize remediation in the Sunshine State Standards.	Principal Literacy Coach	08/2006	05/2007	Continuous Improvement Model	\$196300.00
Utilize Accelerated Reader to monitor the independent reading of students and their progress as evidenced by Quarterly STAR assessments.	Principal Assistant Principal Library Media Specialist	08/2006	04/2007	District-wide literacy plan	\$500.00

### Research-Based Programs

The research-based program used is the Houghton-Mifflin State-Adopted Reading Series. Supplemental resources to be utilized include: Waterford, SuccessMaker, Read180, Voyager Passport, Soar to Success, and Early Success.

## **Professional Development**

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as reciprocal teaching, data-driven decision making utilizing the Student Performance Indicators (SPI), Guided Reading, the Comprehensive Research-Based Reading Plan (CRRP) and K-12 Companion, FCAT QARs, FCAT Task Cards and in-services on computer assisted instruction. Other professional development opportunities for staff will include the Association for Supervision and Curriculum Development, Summer Instructional Leadership Academy, the University of Miami Reading Conference, Just Read! Florida Conference and district provided workshops throughout the school year.

## **Evaluation**

This objective will be evaluated by 2007 FCAT Reading Test scores. Quarterly assessments will be conducted using the District-developed Interim Assessments in Reading in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include teacher developed benchmark assessments utilizing FCAT Test Maker, DIBELS results, Accelerated Reader Teacher/School Reports and formal observation records utilizing PACES.

## 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 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 2 STATEMENT:**

Improve the Mathematics Skills of all students.

### **Needs Assessment**

Scores on the 2006 FCAT Mathematics Test indicate that 30 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Under NCLB, scores on the 2006 FCAT Mathematics Test indicate that 37 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Mathematics Test indicate that 29 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in mathematics. Scores on the 2006 FCAT Mathematics Test indicate that 24 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Mathematics Test indicate that 42 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Mathematics Test indicate that 55 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2006 FCAT Mathematics Test indicate that third graders experienced difficulty with items measuring mastery in the area of Geometry (57%) and Data Analysis (57%), fourth graders experienced difficulty with items measuring Geometry (57%), Algebraic Thinking (57%), and Data Analysis (57%), while fifth graders experienced difficulty with items measuring mastery in the area of Number Sense (38%) and Data Analysis (42%).

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 using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 72% scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enroll students in the lowest 25 percentile in the Lunch Buddy tutoring program focusing on benchmark specific interventions based on data from interim assessments.	Principal Resource Teacher	09/2006	05/2007	Continuous Improvement Model	\$32400.00
Implement an after school Math Club in order to challenge students in grades 1-5 in mathematics.	Principal Assistant Principal 5th Grade Math Teacher	09/2006	04/2007	Continuous Improvement Model	\$1000.00
Utilize instructional technology applications such as FCAT Mechanics, Riverdeep, and FCAT Explorer to monitor student progress for students in grades 3-5 enrolled in enrichment homerooms.	Principal Resource Teacher	08/2006	05/2007	Continuous Improvement Model	\$0.00
Implement a Tutoring Academy for Limited English Proficient students in mathematics after school.	Principal Assistant Principal	10/2006	05/2007	Dual Language Education	\$0.00
Provide research-based professional development opportunities to staff utilize current resources, mentoring, modeling of lessons and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Principal Assistant Principal	08/2006	05/2007	Mentoring Opportunities	\$3000.00
Implement a before and after school mathematics tutoring program that will emphasize remediation in the Sunshine State Standards for students scoring at Achievement Levels 1 and 2 on the 2005 FCAT Mathematics Test.	Principal Assistant Principal	09/2006	05/2007	Continuous Improvement Model	\$196300.00



## **Research-Based Programs**

The research-based program used is the Scott Foresman State-Adopted Series. Additional instructional technology resources to be used are Riverdeep and FCAT Mechanics. Supplemental materials utilized include FCAT Coach, Blast Off and Mascot Math.

## **Professional Development**

Staff will receive professional development in programs and strategies such as curriculum mapping and utilizing computer assisted instruction through software applications such as Riverdeep, FCAT Explorer, Edusoft and websites that support the teaching of mathematics. Additional inservices will include those sponsored by the District.

## **Evaluation**

This objective will be evaluated 2007 FCAT Mathematics Test scores. Assessments will be conducted using the District-developed Interim Assessments in Mathematics in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include FCAT Test Maker, FCAT Explorer and participation in Math Superstars as well as formal observation records utilizing PACES.

## 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*

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

### **GOAL 3 STATEMENT:**

Improve the Narrative and Expository Writing skills of all students.

### **Needs Assessment**

Scores of the 2006 FCAT Writing+ Test indicate that 15 percent of all students in grade four have scored below 3.0. Scores of the 2006 FCAT Writing+ Test indicate that 6 percent of standard curriculum students in grade four have scored below 3.5. Scores of the 2006 FCAT Narrative Writing Test indicate that 21 percent of all students in grade four have scored below 3.5. Scores of the 2006 FCAT Expository Writing Test indicate that 27 percent of all students in grade four have scored below 3.5. The school failed to make adequate yearly progress due to a decrease of one percentage point in the percent of Hispanics scoring 3.0 or above (from 86% to 85%) and of 4 percentage points in the percent of Economically Disadvantaged students scoring 3.0 and above (from 87% to 83%) on the 2006 FCAT Writing+ Test.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 4.0 or above on the 2007 FCAT Writing+ Test as compared to the 2006 FCAT Writing+ Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Introduce students to self-editing rubrics so that they can assess and monitor their narrative and expository writing skills and that of their peers.	Principal Assistant Principal Grade Level Chairpersons (3-5)	09/2006	05/2007	District Strategic Plan	\$0.00
Develop the vocabulary of students through the deliberate delivery and incorporation of the Word of the Day, Transitional Words, and Vivid Verbs across the subject areas.	Principal Assistant Principal Literacy Coach Grade Level Chairpersons	08/2006	05/2007	District Strategic Plan	\$0.00
Provide teachers with professional development opportunities in effective writing practices.	Principal Assistant Principal Literacy Coach	08/2006	02/2007	Continuous Improvement Model	\$1500.00
Coordinate a schoolwide Writing Plan following the District's Keys to Effective Writing in Grades 3-5 program.	Principal Assistant Principal Literacy Coach	08/2006	05/2007	Continuous Improvement Model	\$400.00
Monitor adequate progress in writing by administering the district-developed FCAT Writing pre- and post-tests and modifying instruction as needed.	Principal Assistant Principal Literacy Coach	09/2006	04/2007	Continuous Improvement Model	\$100.00
Implement interventions for Limited English Proficient students in order to enhance their writing skills during after school tutoring and enrichment sessions.	Principal Assistant Principal ESOL Chairperson	08/2006	05/2007	District Strategic Plan	\$0.00
Model writing lessons and provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.	Principal Assistant Principal Literacy Coach	08/2006	04/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

Research-based programs to be utilized include the Houghton Mifflin Reading Series Writing Component.

## **Professional Development**

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as writing across the curriculum as well as through the modeling of lessons by the literacy coach. The literacy coach will also provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.

## **Evaluation**

This objective will be evaluated by 2007 FCAT Writing+ Test scores. Progress Monitoring will be accomplished by administering the Houghton Mifflin Theme Skills Test Blackline Masters and Assessments, as well as by administering the District Writing pre- and post-tests and by modifying instruction as needed. Additional monitoring will occur through the delivery of assessments embedded in the school-developed curriculum maps in order to determine student progress in both expository and narrative writing as well as formal observation records utilizing PACES.

## 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*

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

### ***GOAL 4 STATEMENT:***

Improve the Science Process Skills of all students.

### ***Needs Assessment***

Scores of the 2006 FCAT Science Test indicate that 69 percent of students in grade five have scored below FCAT Achievement Level 3. Scores of the 2006 FCAT Science Test indicate that students in grade five have matched mean points earned for three of the four strands when compared to the District – Earth and Space, Life and Environmental Sciences and Scientific Thinking. Scores of the 2006 FCAT Science Test indicate that students in grade five performed lowest in the areas of Earth and Space (43%) and Scientific Thinking (50%).

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by 33% of students scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide research-based professional development opportunities to teachers utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional strategies designed to support the implementation of the Sunshine State Standards (SSS) and the integration of mathematics and science benchmarks.	Principal Assistant Principal	10/2006	04/2007	Mentoring Opportunities	\$300.00
Implement a Tutoring Academy for Limited English Proficient (LEP) students in science after school.	Principal Assistant Principal	10/2006	04/2007	Dual Language Education	\$0.00
Expose students in grades 3-5 to the Scientific Method by entering a project for in the annual science fair.	Principal Assistant Principal Science Teachers	04/2007	05/2007	District Strategic Plan	\$200.00
Provide a dedicated space for a science laboratory, in which 3rd through 5th grade students will participate in weekly hands-on/inquiry investigations and experiments. Other resources may be used in the classroom for science inquiry (i.e. FOSS kits, science manipulatives).	Principal Assistant Principal Science Teachers	08/2006	05/2007	District Strategic Plan	\$7677.23
Conduct a Science Family Night to provide parents with strategies that can be used at home to increase student achievement.	Principal Assistant Principal Grades 4-5 Science Teachers	04/2007	05/2007	Continuous Improvement Model	\$250.00

### Research-Based Programs

The research-based program used at our school is the State adopted series of Harcourt-Brace in grades K-4 and Scott Foresman in grade 5.

## **Professional Development**

Staff will receive professional development in Effective Implementation of Inquiry-based Science Strategies in the Classroom and Elementary Earth Science Classroom: Hands-On Activities through the Division of Math and Science.

## **Evaluation**

This objective will be evaluated by 2007 FCAT Science Test scores. Special focus will be given to progress monitoring in the areas of earth and space and scientific thinking through formal observation records utilizing PACES.

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

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

Increase Parental Involvement in school related activities.

### ***Needs Assessment***

Results from the 2005-06 School Climate Survey indicate that 24 percent of parents surveyed attended four or more school activities/events held during the 2005-06 school year. Results from the 2005-06 School Climate Survey indicate that 12 percent of parents surveyed attended none of the school activities/events held during the 2005-06 school year. Only 77 percent of the parents who received a 2005-06 School Climate Survey returned their completed form. Results from the 2005-06 School Climate Survey indicate that 58 percent of staff agreed that their ability to do the best possible job at this school is limited by the lack of concern/support from parents.



## Measurable Objective

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2006-2007 school year as compared to the 2005-2006 school year as documented in parent sign-in logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct Progress Monitoring Plans (PMP) conferences with the parents of students who have not met State standards on the FCAT or who are performing below grade level.	Assistant Principal Teachers	10/2006	05/2007	District Strategic Plan	\$0.00
Conduct a Parent Resource Fair to inform parents of programs available at the school.	Principal Assistant Principal Classroom Teachers	09/2006	10/2006	District Strategic Plan	\$0.00
Invite parents to quarterly award assemblies and special events via letters, flyers, phone calls, and home visits.	Principal Assistant Principal Community Involvement Specialist	10/2006	05/2007	Continuous Improvement Model	\$3000.00
Create a Parent Resource Room where parents can access school information, request assistance, and utilize an Internet-accessible computer workstation.	Principal Assistant Principal Community Involvement Specialist	08/2006	05/2007	District Strategic Plan	\$5000.00
Provide workshops for parents in their home language targeting areas of interest indicated on survey.	Principal Assistant Principal Community Involvement Specialist	10/2006	04/2007	Dual Language Education	\$0.00
Conduct a parent survey to establish their needs.	Principal Assistant Principal Classroom Teachers	09/2006	10/2006	District Strategic Plan	\$0.00
Continue the Eat Lunch With Your Child Program.	Principal Assistant Principal	10/2006	05/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

The National Parent Teacher Association and the National Network of Partnership Schools: Center on School, Family, and Community Partnerships.

## **Professional Development**

Training will be provided in the following areas: Reading is Fundamental, Science Fair, Family Literacy Night, FCAT Prep Workshops.

## **Evaluation**

This objective will be evaluated by the number of parents/guardians who sign Parental Involvement Rosters at targeted parent workshops and activities such as Family Literacy Night, parent orientation meetings, and Open House. Sign-in sheets in the Parent Resource Room will also be utilized to evaluate this objective.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

Maintain and Promote a Safe Learning Environment.

### ***Needs Assessment***

Results from the 2005-2006 School Climate Survey indicates that 62% of parents surveyed agreed with the item which stated "my child's school is safe and secure." This represents a marked decrease in this data element when compared to results from the 2004-2005 School Climate Survey.

## Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, adjustments will be made to continue to ensure the safety of all students as evidenced by an increase of 5 percentage points in the percent of parents agreeing that the school is safe and secure on the 2006-07 administration of the School Climate Survey when compared to 2005-06 results.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite School Police during lockdown and fire drills in order to provide feedback and suggestions for improving procedures at our school.	Principal	09/2006	05/2007	District Strategic Plan	\$0.00
Occupy new modular building and abandon relocatable classrooms.	Principal Assistant Principal	10/2006	05/2007	District Strategic Plan	\$0.00
Conduct an orientation prior to the start of the school year with parents of kindergarten and new students to review school safety plan.	Principal	08/2006	09/2006	Universal Pre-K	\$0.00
Develop and implement a school-wide discipline plan aligned with the Code of Student Conduct.	Principal Assistant Principal Counselor Teachers	10/2006	05/2007	District Strategic Plan	\$0.00
Implement a Peer Mediation Program.	Principal Counselor	9/2006	5/2007	District Strategic Plan	\$0.00
Conduct classroom lessons on character education.	Principal Counselor	9/2006	4/2007	District Strategic Plan	\$0.00
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems.	Principal Counselor	08/2006	05/2007	District Strategic Plan	\$0.00
Implement the S.A.V.E. Program designed to make students aware of alternative methods of dealing with violence.	Principal Counselor	9/2006	5/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Students Against Violence Everywhere (S.A.V.E.) and Proudly Infusing Non-violence (PIN).

## **Professional Development**

Staff will participate in the development of the new school-wide discipline plan and receive training for successful implementation. Staff will also participate in other professional development opportunities in programs and strategies designed to support safety issues through Regional Center IV and District developed inservices by the Safe School Facilitator.

## **Evaluation**

The objective will be evaluated by the percent of parents who agree that the school is safe and secure on the 2006-07 administration of the School Climate Survey.

## 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*

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

**GOAL 7 STATEMENT:**

Provide teachers with the resources necessary to enable the use of instructional technology in the classroom.

**Needs Assessment**

Results from the 2005 STaR School Profile indicate that Flagler teachers are at the 1.8 (intermediate) stage of use of technology.

## Measurable Objective

Given the need to increase the use of technology in our school, teachers will demonstrate an increase in the usage of technology as evidenced by lesson plans and various other artifacts.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Procure hardware and software to enhance computer assisted instruction.	Principal Microsystems Technician	08/2006	05/2007	District Strategic Plan	\$100000.00
Implement the use of EasyTech by Learning.com in the after school care program.	Principal After School Care Teacher	10/2006	11/2006	District Strategic Plan	\$2000.00
Establish an additional computer laboratory in order to support student achievement as well as teacher training.	Principal Microsystems Technician	08/2006	05/2007	District Strategic Plan	\$28035.48
Develop a comprehensive professional development plan which supports the use of instructional technologies.	Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Attend the Florida Educational Technology Conference in March 2007.	Principal Teachers Microsystems Technician Computer Specialist	03/2007	04/2007	District Strategic Plan	\$2050.00
Maintain an updated school website offering an array of resources for parents, students, staff, and community.	Principal School Secretary	08/2006	05/2007	District Strategic Plan	\$0.00
Launch the roll-out of the Pinnacle Gradebook Internet-based application.	Principal Assistant Principal Microsystems Technician Computer Specialist	08/2006	05/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Read180, Waterford, Atomic Learning, and SuccessMaker.

## **Professional Development**

Staff will receive professional development in computer assisted instruction such as Waterford, Accelerated Reader, FCAT Achiever, Riverdeep, FCAT Explorer, and SuccessMaker. Other inservices will include the Excelsior Gradebook, Electronic mail, Microsoft Office, and Student Performance Indicators designed to support the delivery of the curriculum and positively impact student achievement.

## **Evaluation**

This objective will be evaluated by an increase in the use of technology by teachers as evidenced by results of the 2006-2007 STaR Survey as compared to results from the 2004-2005 survey.



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

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

Provide students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

### ***Needs Assessment***

According to the 2005-2006 FITNESSGRAM assessment data, 80 percent of students met the minimum health-related standards. To properly assess both student fitness performance and programmatic success, a pre and post-test will be administered to determine student base-line measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

## Measurable Objective

Given instruction on physical fitness, students in grades four and five will achieve an annual increase of 3 percent in award recipients as measured by the FITNESSGRAM when compared to participation rates in 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop an action plan to meet the goals and objectives of the FITNESSGRAM.	Physical Education Teachers	10/2006	11/2006	District Strategic Plan	\$0.00
Administer a pre and post-test to determine baseline measures and student achievement.	Physical Education Teachers	11/2006	03/2007	District Strategic Plan	\$0.00
Involve parents by sending home an informational letter explaining the test items, assessment chart for practicing test items at home.	Physical Education Teachers	01/2007	02/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to physical fitness related activities on a daily basis.	Physical Education Teachers	08/2006	05/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal Assistant Principal Physical Education Teachers	08/2006	05/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not applicable

## Professional Development

Physical education teachers will receive professional development in programs designed to support the delivery of the curriculum and positively impact student achievement.

## Evaluation

Administer the FITNESSGRAM health-related fitness test and compare results to pre-test to determine student achievement.

## 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"/>

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

***GOAL 9 STATEMENT:***

Provide students with opportunities to participate in extracurricular activities that enhance their school experience.

***Needs Assessment***

School records indicate that 119 students participated in extracurricular activities in the 2005-2006 school year, mainly through the Academic Excellence Program (AEP).

## Measurable Objective

Henry M. Flagler Elementary will enhance the educational experiences of students by increasing the number of pupils enrolled in extracurricular activities as evidenced by student attendance logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Charter a local chapter of the Florida Future Educators of America.	Principal FFEA Sponsor	09/2006	05/2007	District Strategic Plan	\$0.00
Continue after school chess program taught by reknown chess master.	Principal Assistant Principal Chess Instructor	09/2006	05/2007	Expanding arts opportunities	\$8640.00
Continue to offer after school Drama and Art Appreciation through the Academic Excellence Program (AEP).	Principal Assistant Principal Drama Instructor Art Instructor	09/2006	05/2007	Expanding arts opportunities	\$4500.00
Enhance the after school sports program by introducing sports, cheerleading and other activities.	Principal Assistant Principal Physical Education Instructor Cheerleading Sponsor	10/2006	05/2007	Community Partnerships	\$4000.00
Initiate an after school Geography Club for students in grades 3-5.	Principal Geography Club Sponsor	11/2006	03/2007	District Strategic Plan	\$1000.00
Implement a Math Club after school for advanced math students.	Principal 5th Grade Math Teacher	9/2006	4/2007	District Strategic Plan	\$1000.00
Implement an after school Music Club for advanced music students in grades 3-5.	Principal Music Teacher	9/2006	4/2007	Expanding arts opportunities	\$1000.00

### Research-Based Programs

Not applicable

### Professional Development

Not applicable

### Evaluation

This objective will be evaluated using school records indicating student participation in all extracurricular activities, including, but not limited to the Academic Excellence Program for 2006-2007 school year.

## 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 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 10 STATEMENT:***

Henry M. Flagler Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2004, Henry M. Flagler Elementary School ranked at the 36th percentile on the State of Florida ROI index.

## Measurable Objective

Henry M. Flagler Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2004-05 to the 37st 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.	Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Community Involvement Specialist EESAC Chairperson	08/2006	05/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering, with community agencies.	Principal After School Care Manager	08/2006	05/2007	District Strategic Plan	\$0.00
Participate in the Council for Educational Change's Executive Pass Program.	Principal	9/2006	5/2007	Community Partnerships	\$0.00

### Research-Based Programs

Not applicable

### Professional Development

Not applicable

### Evaluation

On the next State of Florida ROI index publication, Henry M. Flagler Elementary School will show progress toward reaching the 41st percentile.

## *EESAC Compliance*

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

### ***Budget:***

EESAC provides the necessary funds to implement a variety of motivated programs and incentives for students throughout the school year.

### ***Training:***

EESAC provides support for professional development opportunities such as monthly in-services, district and state conferences and training to promote the continuous growth of our highly qualified teachers and subsequently promote positive student achievement.

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

EESAC provides support in the purchase of instructional materials needed for student intervention and remediation.

### ***Technology:***

EESAC supports the implementation of instructional technologies through teacher and student training and support in the maintenance of instructional and organizational software.

### ***Staffing:***

EESAC supports the development of committees designed to recruit and select highly qualified personnel.

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

EESAC supports the development and implementation of programs designed to support extra curricular activities such as after school services, tutoring, and a variety of clubs that promote and enhance the arts.

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

EESAC helps to provide support by way of local vendors and Dade Partners.

### ***Benchmarking:***

EESAC is committed to monitoring student progress relative to these objectives on an on-going basis, providing recommendations, and communicating findings to all school stakeholders.

***School Safety & Discipline:***

A committee was formed for the purpose of developing a school wide Safety and Discipline Plan which is aligned with promoting a safe learning environment and the M-DCPS Student Code of Conduct. This plan was presented to staff members at the start of the school year.



## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$261,050.00
Goal 2: Mathematics	\$232,700.00
Goal 3: Writing	\$2,000.00
Goal 4: Science	\$8,427.23
Goal 5: Parental Involvement	\$8,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$132,085.48
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$20,140.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$664,402.71</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*