
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1921 - Flamingo Elementary School

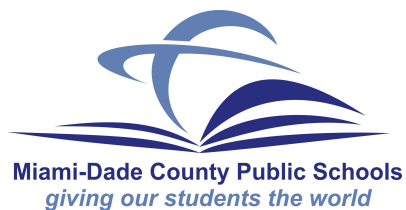
FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Claudia Hessing

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Flamingo Elementary School

Flamingo Elementary School serves 906 students from the surrounding neighborhood, including standard curriculum students (78 percent), Special Education students (four percent), ESOL students (42 percent), Gifted students (eight percent), and economically disadvantaged students (81 percent). The ethnic/racial makeup of the student population is 98 percent Hispanic, one percent White Non-Hispanic, and one percent African-American. The mobility index is currently 24.

In order to meet the diverse needs of our student population, the following programs are offered at Flamingo Elementary: Exceptional Student Education (Gifted and SPED), Academic Excellence Program in the areas of Broadcasting, Geography in Action and Art Appreciation, English for Speakers of Other Languages (ESOL) and remedial literacy tutoring before, during and after school.

In understanding our school community and the needs of our students, the Flamingo Elementary School faculty along with the Educational Excellence School Advisory Council (EESAC) has developed the following objectives as a priority in achieving school improvement:

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 78 percent of students achieving level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 71 percent of the students achieving level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 91 percent of the students scoring a 3.5 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Writing+ Assessment.

Given instruction in the Sunshine State Standards, all students in the fifth grade will demonstrate improvement in science skills as evidenced by 49 percent of the students achieving level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Science Assessment.

Parent participation in workshops related to success in the areas of reading, mathematics, writing, science and parenting skills during the 2006-2007 school year will increase by five percent when compared to participation during the 2005-2006 school year as documented by parent participation logs.

Given instruction in safety and appropriate school behavior using research-based curricular frameworks and the Code of Student Conduct, the number of discipline-related referrals will be reduced by 10 percent during the 2006-2007 school year.

Given schoolwide attention to curricular infusion of instructional technology and adherence to bi-weekly visits to the computer laboratory, 85 percent of students in grades two through five will conduct at least one technology-supported project each grading period as documented by teacher technology logs.

Given the participation in physical activities, the students will improve their fitness levels as measured by 64 percent of students earning a passing score and thus receiving a gold or silver award on the 2007 annual FITNESSGRAM test.

The number of students that participate in the Annual Fine Arts Festival held in the Spring of 2006 will increase by five percent when compared to the number of students who participated the previous school year.

Flamingo Elementary School will improve its ranking on the State of Florida ROI Index publication from the 81st percentile in 2004-2005 to the 82nd percentile on the next publication of the index.

In addition to our academic objectives, our school will be addressing the areas of customer market focus and process management, which were the lowest two categories identified in the Organizational Performance Improvement Snapshot Survey. In the area of customer market focus, we will be providing more opportunities for our parents to dialogue with our staff. Initially, we need to assess the needs of our families via a survey and through home visits conducted by the school's Community Involvement Specialist. In the second area, staff strongly agrees that they have good processes to perform their jobs. They expressed a need for greater feedback on identifying indicators that pinpoint the quality of their job performance. Furthermore, staff members indicated that additional instructional resources would improve the quality of their instructional delivery. The school administration is committed to addressing those staff concerns by conducting daily classroom walk-throughs followed up by informal conferences. A needs assessment survey will be disseminated to all staff members in order to obtain educational tools/resources requests.

Flamingo Elementary is committed to academic excellence through extensive use of school-wide technology and educational opportunities which enable all students to acquire knowledge, critical thinking skills, and values required for responsible citizenship, personal development, and life-long learning.

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.

Flamingo Elementary School

VISION

The staff, parents, and community of Flamingo Elementary School are committed to creating a safe and loving environment from which all students will become well-rounded responsible citizens. These productive citizens will be critical thinkers and problem solvers who will be able to transfer and apply their knowledge to real life situations.

MISSION

The staff, parents, and community of Flamingo Elementary School are dedicated to providing a nurturing, comfortable, and supportive environment where we uphold high standards and expectations and where each student is challenged to reach his or her potential.

CORE VALUES

Flamingo Elementary holds the following beliefs as the motivation for all endeavors undertaken by the school: responsibility, citizenship, kindness, honesty, integrity, respect, cooperation, fairness, and above all, the pursuit of excellence.

School Demographics

Flamingo Elementary School is comprised of a large population of over 906 students. The student population is 98 percent Hispanic, one percent White Non-Hispanic and one percent African-American. Our students primarily come from a low socio-economic level where over 81 percent of the students receive free or reduced price lunch. Currently 42 percent of the students are English Language Learners (ELL) and are enrolled in an approved English as a Second Language (ESOL) Program. Our student mobility index is currently 24.

The school is located on the east side of Hialeah and is surrounded by residential homes and a few apartment buildings. The north boundary is adjacent to Bright Park, allowing the students access to the community play equipment located in the park. Because of the school's limited school grounds (four acres), the physical education classes are held at the park.

This 50 year-old school has been retro-wired to provide Internet and Intranet access to 100 percent of the classrooms. There are six computers per classroom and one teacher station, an open access computer lab, a paperless classroom, and a portable distance learning equipment. The media center houses a state of the art Closed Circuit Television (CCTV) system and Internet access via all of its computer stations. There is one relocatable classroom, which houses a pre-kindergarten class.

The school employs a total of 109 staff members; 83 full time and 26 part-time. Of this group, two are administrators, 61 are teachers, 14 are paraprofessionals, four are office staff members, 13 are cafeteria staff members, five are custodians, three are security guards, one is a guidance counselor, one is a media specialist, one is a community involvement specialist, one is a pool substitute, and one is a micro systems technician. The current staff is 65 percent Hispanic, 19 percent African-American and 16 percent White Non-Hispanic. There are nine teachers new to the school. Fifteen teachers have Master's Degrees, 3 have Specialist Degrees, one has a Doctorate, and two are National Board Certified. Currently, some of our teachers and paraprofessionals are seeking higher education degrees and four teachers are seeking National Board certification.

Flamingo Elementary has met high standards of performance during the last five years. Based on the 2006 Florida Comprehensive Achievement Test (FCAT) results, the school earned an "A" grade and thus received the Florida School Recognition Award. We placed ninth in attendance among elementary schools in the district. We were awarded a continuation of the Adult Literacy Grant, which provided ESOL and GED classes for adults in our community and the enhancement of the school's technology program. We were also awarded a Title III Grant to enhance our English for Speakers of Other Languages (ESOL) program and the ESE Inclusion Grant to provide additional services to students with disabilities. For the sixteenth consecutive year, the school distinguished itself for its exemplary school volunteer program receiving the District Golden Volunteer Award.

The school has traditionally faced the following challenges: the transient population it serves and the influx of immigrant students who enter the school at different intervals during the school year. The high mobility rate offers teachers a challenge to improve continued student progress. Currently, 42 percent of our students are enrolled in the ESOL program and most of the remaining students have exited the program within the last few years. Most of our students come from Spanish-speaking homes and are rarely exposed to English beyond the school day. This offers another challenge for our teachers. They must provide constant English input in the classrooms that extends beyond the academic content in order to compensate for that student language deficit.

School Foundation

Leadership:

The area of school leadership ranked the highest in the 2006 Organizational Performance Improvement Snapshot Survey, with a 4.5 average score. All staff members feel that the administrative team cares about them, facilitates professional growth, and encourages them to seek career advancement. The staff also feels that their efforts are recognized and appreciated. There is consensus that Flamingo Elementary School offers them a positive and safe work environment.

District Strategic Planning Alignment:

The 2006 Organizational Performance Improvement Snapshot Survey results indicate an average score of 4.3 in the area of District Strategic Planning Alignment. Faculty and staff members agree they share in the school's decision-making mainly through the Educational Excellence Council and the Instructional Leadership Team. Most staff members are members of subcommittees which formulate goals, objectives, and strategies for school improvement. They are empowered to make decisions about their work through data-analysis and interpretation. The staff has access to all the important information they need to perform their work effectively and efficiently.

Stakeholder Engagement:

The 2006 Organizational Performance Improvement Snapshot Survey results indicate an average score of 4.4 in this area. Faculty and staff members agree they know who their customers are and have ways of communicating with them regularly. However, they expressed they did not have a clear idea of the stakeholders' specific needs. Nevertheless, according to the 2004-2005 School Climate Survey results, both parents and students gave Flamingo Elementary a grade of A-, demonstrating their satisfaction with services provided by the school. Flamingo has partnerships with several approved local businesses and distinguishes itself for its exemplary school volunteer program. Through our parents, community leaders, DADE Partners, university interns, and high school student programs, our school records over 3,500 community volunteer hours each year.

Faculty & Staff:

The area of human resource focus ranked the third highest in the 2006 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. Flamingo Elementary prides itself in offering its faculty and staff members ample opportunities for professional growth and team-building. Our teachers take advantage of common grade-level planning time in order to identify short and long-term goals and to plan grade level activities and field trips. Teachers team up and model lessons for each other. They also train each other in various areas according to their expertise.

Data/Information/Knowledge Management:

This area ranked fourth highest in the 2006 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. Flamingo Elementary enjoys a collaborative approach to leadership that includes representatives from all stakeholder groups. Administration readily shares and exchanges information via interoffice e-mail, the school's web page, faculty meetings, and the Educational Excellence School Advisory Council (EESAC). Staff members are trained in the use of the School Performance Indicators applications and thus have direct access to pertinent data to

guide their instructional decisions.

Education Design:

This area ranked the lowest in the 2006 Organizational Performance Improvement Snapshot Survey, with a 4.2 average score. Eight percent of the staff members who completed the survey were ambivalent on their responses about the processes used at the school. The school's primary focus is to build the literacy skills of our students. We also work closely with the school community to facilitate social and adult education services to improve the quality of life of the whole family. There is an increased influx of immigrants and second language students who enter the school at different intervals during the school year. The processes that are implemented to ensure that all students experience success include: ESOL and CCHL mathematics instruction, adherence to class size reductions, instructional support through technology, parent outreach workshops, paraprofessional assistance during the reading/language arts block, teacher collaborative efforts, and before/after school remedial literacy lessons.

Performance Results:

The area of performance results ranked the second highest in the 2006 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. The school's strong emphasis on attendance and high student achievement drives the faculty and staff endeavors, as well as, the programs and activities that are offered to our students. We clearly communicate our goals and expectations to our students and are consistent in implementing an incremental discipline plan when they deviate from those expectations. As a result, achievement levels were positively impacted. Flamingo had the highest learning gains in our region in the areas of reading and mathematics, 76% and 80% respectively. Attendance performance for the year averaged 96.5, placing Flamingo in ninth place among elementary schools in the district. Additionally, the school suspension rate is very low, two percent, and there were only two incidents of violence reported last school year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Flamingo Elementary is a "Professional Development School"; through a partnership with the University of Miami School of Education. This partnership enables the school to receive University of Miami associate teachers in order to provide them with teacher training. Traditionally, we have been able to hire many of the associate teachers who successfully complete their university training through this program. In addition, staff members network with colleagues and recruit candidates who share the same vision and mission of the school.

• Highly Qualified, Certified Administrators:

The administrative staff at Flamingo Elementary consists of a principal, Claudia J. Hessing, and one assistant principal, Ileana R. Sotolongo.

Mrs. Hessing, a 2006 and 2003 nominee for Principal of the Year, has consistently worked to bring programs to Flamingo Elementary School in order to support and increase student academic achievement.

Mrs. Hessing's professional preparation includes a Bachelor of Science Degree in Diagnostic Teaching from Florida International University as well as a Level 2 Certificate in Administration and Certification. She has served on numerous District Committees (including Superintendent's District Advisory Panel for Exceptional Student Education and Elementary School Schedule Committee). In addition, Mrs. Hessing has received many honors which attest to her commitment to education and to students. She is currently a member of the Dade Association of School Administrators and the National Science Teachers Association as well as a facilitator for SECME (Science Engineering Communications Mathematics Enhancement) and for SEMAA (Science Engineering Mathematics Aerospace Academy). Her interest in science achievement is further attested to by her position as Team Leader for National Aeronautics Space and Administration (NASA) Explorer Schools. She received the Cervantes Award in 2006.

Mrs. Hessing is constantly seeking ways to increase academic achievement and supporting the efforts of teachers as they, too, work toward that goal.

Ms. Sotolongo has served as a school site administrator for five years at Flamingo Elementary, identified by the Florida Department of Education as a high performing school for the last five years. She believes in empowering teachers to work together as a team to motivate students and generate high student achievement. She is concerned about the whole-child and is involved with staff and parents alike to meet the academic and developmental needs of the students she serves.

Ms. Sotolongo's professional preparation includes a Masters Degree in Foreign Language Education and a Certificate in Educational Leadership from Florida International University. Ms. Sotolongo has served on committees such as the Teacher of the Year Planning Committee and is a member of the Dade Association of School Administrators (DASA). She was a presenter at the Association of American Publishers School Division Summit in Washington, D.C. addressing the education of English Language Learners in Florida.

Ms. Sotolongo is dedicated to the academic attainment, professional growth, and well-being of both students and staff members at Flamingo Elementary School.

• Teacher Mentoring:

All new teachers are assigned a Professional Growth Team (PGT) and a mentor teacher. The PGT consists of two to three colleague teachers that provide feedback and professional growth experiences to new teachers. The mentor teachers provide support and encouragement for the first three years. All new teachers are scheduled to attend at least one monthly grade level meeting to ensure procedural uniformity and consistency, as well as, instructional alignment.

In addition to the school site support of new teachers, we were selected to participate in the Mathematica Policy Research project. As part of their New Teacher Center Induction Program, our beginning teachers have been assigned an additional mentor who works closely with each new teacher at least two hours per week. The participating teachers also benefit from attending monthly sessions that address their immediate needs in a collegial environment and exposes them to best practices in the field. These new teachers will be assisted and monitored over a two year period.

• School Advisory Council:

The purpose of the Flamingo Elementary Educational Excellence School Advisory Council (EESAC) is to work together to ensure improved student achievement. One of the ways the EESAC will do this is by preparing and evaluating the School Improvement Plan. The EESAC will make recommendations on technology, budget, instructional resources and other student support services in an effort to improve academic achievement.

• Extended Learning Opportunities

During the school year, students receive remediation in reading before or after school using research based materials such as Voyager Passport, Early Success and Soar to Success. Also, intensive reading remedial instruction is provided during the school day to small groups of children in grades three through five who have been found to be deficient in reading (the lowest 25% in every grade level). The instruction takes place five days a week via a pull-out program during the students' special area block. Student participation and progress is measured by both Formative and Summative assessments, such as SAT, FCAT NRT, Interim, Accelerated Reader (AR), and Benchmark assessments.

Additionally, Saturday tutorial services are offered for eight or more consecutive days to students in grades three through five to address students' specific needs in the arease of reading, writing, mathematics and science. Students are grouped according to levels of performance on the particular subject area strands.

Summer services are also provided for second and third grade students that scored in the lowest quartile in reading on the Florida Comprehensive Assessment Test and the Stanford Achievement Test. Intensive reading instruction is given over a period of twenty days.

• School Wide Improvement Model

Flamingo Elementary School uses the Plan, Do, Study, Act (PDSA) Instructional Cycle for school improvement. The staff is introduced to the Continous Improvement Model at the beginning of the year and uses this process to monitor both student and teacher performance and make data driven decisions towards school improvement. In the Plan stage, DIBELS, STAR, SAT, FCAT, Writing Pre & Post Tests and other academic data are shared and analyzed to set targets and to differentiate instruction. Professional development needs are assessed and addressed at the school site, whenever possible. Additional training is facilitated through district and regional offerings of research based programs such as CRISS training. Pacing guides and Instructional Focus Calendars are developed and utilized to emphasize the identified targets and to provide a timeline for implemetation. The skills are taught and data is again analized to identify problem areas and revise strategies as needed. This is done through grade-specific Data Discussion meetings held by the school administrators and the reading coach. These results are then used to identify students in need of remediation or enrichment. Tutorial services before, during, and after school are offered to students with identified

deficiencies. This process is ongoing and is monitored through the monthly grade level meetings and frequent classroom visitations. The PDSA Cycle helps the school administrators and teachers remain focused on achieving the school improvement goals.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2006 FCAT Reading indicate that 77 percent of students tested in grades three through five scored at or above achievement level 3, a decrease of 4 percentage points when compared to the scores from the previous year.

Results of the 2006 FCAT Reading indicate that 36 percent of students with disabilities (SWD) scored at or above grade level, a 2 percentage point increase when compared to the scores from the previous year, but 2 percentage points below the state requirement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 78 percent of students achieving level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Reading is Fundamental (RIF) program in second grade.	Administrators, Reading Coach, Media Specialist, Grade 2 Teachers	8/14/06	5/30/07	District-wide literacy plan	\$254.10
Utilize computer assisted programs in reading such as Accelerated Reader, Assess2Learn, FCAT Explorer, EasyTech and STAR to improve reading comprehension.	Administrators, Classroom, ESE, ESOL, and Gifted Teachers	8/14/2006	5/30/07	District-wide literacy plan	\$0.00
Implement Creating Independence through Student-owned Strategies(CRISS) across the curriculum to increase students' critical thinking abilities.	Administrators, Classroom, ESE, ESOL and Gifted Teachers	8/14/2006	5/30/07	District-wide literacy plan	\$0.00
Develop and implement a school wide program that aligns core reading instruction and special area instruction by selecting and targetting two monthly FCAT task card themes across all subject areas.	Assistant Principal, Reading Coach Teachers	10/3/2006	5/30/2007	District Strategic Plan	\$100.00
Develop teacher study groups that meet monthly aimed at discussing current reading research supporting high academic performance and closing the achievement gap between low and high achieving students.	Administrators, Reading Coach, Teachers	10/3/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use PDSA model for school improvement when analyzing student data (SAT, FCAT, DIBELS, Quarterly Assessments) to help identify and diagnose student needs and determine appropriate intervention strategies.	Administrators, Faculty and Staff	8/14/2006	5/30/07	Continuous Improvement Model	\$0.00
Offer before/after school tutorial program three times a week to support students with deficiencies in reading. DIBELS results and a program pre and post test are used to identify and monitor student progress.	Administrators, Reading Coach, Before/After School Teacher Tutors	10/03/2006	2/22/2007	District-wide literacy plan	\$18000.00
Implement and monitor the District approved Comprehensive Research-based Reading Plan (CRRP) to encompass activities that promote	Administrators, Reading Coach, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

phonemic awareness, phonics, vocabulary, fluency and comprehension and the utilization of a pacing guide for instruction.	
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Research-Based Programs

Houghton-Mifflin Reading
Comprehensive Reading Research-based Reading Plan (CRRP)
Voyager Passport
Waterford Intervention Literacy Program
RiverDeep
Read 180

Professional Development

Comprehensive Research-Based Reading Plan (CRRP)
Data Analysis Inservice (Student Performance Indicators)
State and M-DCPS required assessments
FCAT Explorer
RiverDeep
TeacherWeb
Read 180

Evaluation

Formative Assessment/s: DIBELS, Accelerated Reader (AR), Houghton-Mifflin Theme and Unit Tests,
Interim assessments, FCAT Explorer Reports
Summative Assessment/s: SAT, FCAT Reading SSS and NRT Assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2006 FCAT mathematics test indicate that 70 percent of students tested in grades three through five scored at or above level 3, a decrease of 5 percentage points as compared to the previous year. The data also indicated that 74 percent of students in grades three through five have demonstrated acceptable levels of learning gains in mathematics, a decrease of 6 percentage points as compared to the previous year.

Results of the 2006 FCAT mathematics test indicate that 33 percent of students with disabilities (SWD) scored at or above level 3, a decrease of 1 percentage points as compared to the previous year but 12 percentage points below the state requirement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 71 percent of the students achieving level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use online resources such as FCAT Explorer, RiverDeep, EasyTech, Turbo Math, and Math Munchers to improve problem solving and computation skills.	Administrators, Classroom and CCHL Math Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Use PDSA model for school improvement when analyzing student data (SAT, FCAT, Quarterly Assessments) to help identify and diagnose students needs and determine appropriate intervention strategies.	Administrators, Teachers and Staff	8/14/2006	5/30/07	Continuous Improvement Model	\$0.00
Facilitate students' participation in regional and district competitions.	Administrators, Grade Level Chairpersons, Classroom and CCHL Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use hands-on manipulatives to assist students mastery of mathematic skills.	Administrators, Classroom and CCHL Math Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Utilize District-provided Mathematics Curriculum Pacing Guide to assist teachers in pacing Mathematics instruction.	Administrators, Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Offer before/after school tutorial program three times a week to support Limited English Proficient (LEP) students, Students with Disabilities (SWD), and regular curriculum students with deficiencies in mathematics.	Administrators, Before/After School Teacher Tutors	10/3/2006	2/22/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott-Foresman Mathematics
RiverDeep

Professional Development

RiverDeep

FCAT Explorer

Mathematics Best Practices

Instructional Improvement Team

Evaluation

Formative Assessment/s: Interim Assessments, FCAT Explorer Reports, Unit Tests

Summative Assessment/s: 2007 FCAT Mathematics 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 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:

All students will demonstrate mastery of writing skills on the 2007 FCAT Writing administration.

Needs Assessment

Results of the 2006 FCAT Writing test indicate that 90 percent of the students scored a 3.5 or higher in writing, a 4 percentage point increase when compared to the previous year.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 91 percent of the students scoring a 3.5 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development opportunities for all staff members in the area of writing to enhance instruction and increase student proficiency.	Administrators	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Host Author's Brunch where writer's publications will be displayed and students celebrated in the media center on a quarterly basis.	Administrators, Media Specialist, Classroom Teachers	9/1/2006	5/1/07	District Strategic Plan	\$0.00
Integrate Flamingo Writers Club where different types of writing will be explored and taught to students according to their skill's levels and needs.	Administrators, Teachers	9/1/2006	5/1/07	Continuous Improvement Model	\$0.00
Integrate a Collaborative Writing Teacher Exchange Instructional Session where fourth grade teachers will conduct mini writing lessons as a grade level in their areas of expertise.	Administrators, Curriculum Resource Teacher, 4th Grade Teachers	9/1/2006	5/30/07	District Strategic Plan	\$0.00
Incorporate a Writing Expo CCTV segment where student writers will model exemplary FCAT simulated writings.	Administrators, Media Specialist, Classroom Teachers	9/1/2006	5/1/07	Community Partnerships	\$0.00
Initiate Author/Illustrator Buddy-Up for Writing where intermediate students will write stories and illustrate them. Finalist will have their books published and shared with primary students.	Administrators, Classroom Teachers	9/1/2006	5/1/07	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading

Compass Learning – Writing Expeditions

Professional Development

Holistic Scoring Using the FCAT Scoring Rubric

Compass Learning-Writing Expeditions

University of Miami's Summer Writing Institute

Evaluation

Formative Assessment/s: Pretest and Posttest, Weekly Writing Prompt Response

Summative Assessment/s: 2007 FCAT Writing+ Assessment

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Results of the 2006 FCAT Science Test indicate 24 percent of students tested in grade five scored at or above level 3.

Measurable Objective

Given instruction in the Sunshine State Standards, all students in the fifth grade will demonstrate improvement in science skills as evidenced by 49 percent of the students achieving level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct and report on at least one hands-on experiment per month starting with a group (demonstration) project and leading to individual projects in the intermediate grades.	Administrators, Classroom Teachers	9/1/2006	5/30/07	District Strategic Plan	\$0.00
Use online resources such as RiverDeep, Nat'l Geographic, Discovery Channel, and Bill Nye to support our Science program	Administrators, Classroom Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Conduct Science Project Workshops for parents on the application of the Scientific Method of inquiry when conducting and reporting Science Projects.	Administrators, Science Fair Coordinator, Classroom Teachers	11/1/2006	12/21/2006	District Strategic Plan	\$0.00
Administer a science pre and post test, as well as quarterly assessments to students in grade five to assess progress and adjust instruction.	Administrators, Instructional Improvement Team, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Initiate a Science Test Prep segment to air on CCTV on a weekly basis in order to support our schoolwide science program.	Administrators, Classroom Teachers	9/1/2006	5/30/07	District Strategic Plan	\$0.00
Utilize District-provided Science Curriculum Pacing Guide to assist teachers in pacing Science instruction.	Administrators, Classroom Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Science

RiverDeep

Professional Development

RiverDeep

Science Best Practices

Instructional Improvement Team

Evaluation

Formative Assessment/s: Interim Assessments, Publisher's authored Tests, Unit Tests

Summative Assessment/s: FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The parents of Flamingo Elementary will become actively involved in their children's education.

Needs Assessment

Parent participation logs for workshops, inservice trainings, and meetings during 2005-2006 school year indicate that 3,101 parents participated in such activities, a fourteen percent increase over the previous year. However, upon reviewing the sign-in sheets for various activities, it became evident that the high participation is accrued by the same group of parents participating in multiple activities offered during the school year.

Measurable Objective

Parent participation in workshops related to success in the areas of reading, mathematics, writing, science and parenting skills during the 2006-2007 school year will increase by five percent when compared to participation during the 2005-2006 school year as documented by parent participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer parents in the school community adult E.S.O.L. classes through the school's Adult Literacy Grant.	Administrators, Grant Writing Team, Community Involvement Specialist, University of Miami School of Education Staff	10/3/2006	5/30/07	Community Partnerships	\$5000.00
Increase the number of home visits in order to bridge the gap between school and community by providing parents with pertinent school and district information and educational materials.	Administrators, Social Worker, Community Involvement Specialist	9/1/2006	5/30/07	District Strategic Plan	\$0.00
Utilize the Title I Parent Compact and other needs assessment surveys to identify the roles of parents and families within the school and meet their educational needs.	Administrators, Community Involvement Specialist, Classroom Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Encourage parent participation through the Volunteer Program and in educational parent workshops provided by the school and the District such as, Parent Advisory Council, The Parent Academy, Title I Parent Centers, etc.	Administrators, Community Involvement Specialist, Volunteer Liaison, Classroom Teachers	8/14/06	5/30/07	Community Partnerships	\$0.00
Encourage parent participation in decision-making through their involvement in the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	Administrators, Community Involvement Specialist	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement the Bilingual Parent Outreach Program, which offers a variety of workshops developed for parents, such as Test Taking Skills, Drug Awareness, Reading Success, Child Development and Discipline and Communication.	Administrators, Community Involvement Specialist	9/1/2006	5/30/07	Community Partnerships	\$0.00
Offer parent workshops on Health, Nutrition and Self-Esteem sponsored and conduct by Citrus Health Network.	Administrators, Community Involvement Specialist, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

M-DCPS Parental Involvement Conference

Title I Parent Program

Volunteer Orientation and Registration Process

United Way Parenting Website

Adult ESOL Education

The Parent Academy

Parent Resource Centers

Evaluation

This objective will be evaluated by maintaining parent sign-in sheets from parent workshops, meetings and inservice trainings and calculating the total number of participants for 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

District Strategic Plan

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

GOAL 6 STATEMENT:

The students at Flamingo Elementary will demonstrate safe and appropriate school behavior as indicated by the Code of Student Conduct.

Needs Assessment

Teachers completed 120 Student Case Management Referral forms for students demonstrating inappropriate school behavior during the 2005-2006 school year.

Measurable Objective

Given instruction in safety and appropriate school behavior using research-based curricular frameworks and the Code of Student Conduct, the number of discipline-related referrals will be reduced by 10 percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct individual and small group counseling sessions related to conflict resolution, cooperation, bullying and respect.	Administrators, School Counselor	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Implement classroom guidance lessons related to anti-bullying and conflict resolution.	Administrators, Classroom Teachers, School Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement Drug Awareness curriculum school wide and D.A.R.E. to fifth grade students.	Administrators, Classroom Teachers, D.A.R.E. Officer, School Counselor	8/14/06	5/1/07	Community Partnerships	\$0.00
Make Street and Personal Safety classroom presentations.	Administrators, D.A.R.E. Officer	8/28/06	5/30/07	Community Partnerships	\$0.00
Utilize Student Support Team (SST) process to provide interventions and strategies for academic attainment and behavior modification.	Administrators, Guidance Counselor, Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Implement "Do the Right Thing" and "Student of the Month" programs to promote appropriate behavior.	Administrators, Classroom Teacher/School Counselor	8/14/06	5/30/07	Community Partnerships	\$0.00

Research-Based Programs

Proudly Infusing Non-Violence (P.I.N.)
 TRUST Curriculum
 Character Education Curriculum
 Conscious Discipline

Professional Development

Proudly Infusing Non-Violence (P.I.N.)

TRUST Curriculum

Character Education Curriculum

Conscious Discipline

Evaluation

This objective will be evaluated by the ten percent decrease of Student Case Management Referral forms during the 2006-2007 school year.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Staff and students will be exposed to and use technology for various purposes and achieve competence to allow them to navigate successfully in today's global communication network.

Needs Assessment

Technology log entries indicate that 100 percent of students in grades two through five completed at least one technology-supported project during the 2005-2006 school year. However, one technology-supported project per student per year is not sufficient to demonstrate competence in the use of technology for various educational purposes.

Measurable Objective

Given schoolwide attention to curricular infusion of instructional technology and adherence to bi-weekly visits to the computer laboratory, 85 percent of students in grades two through five will conduct at least one technology-supported project each grading period as documented by teacher technology logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Visit the computer lab bi-weekly and use technology for gathering information, processing information, and presenting the results or findings to classmates and others.	Administrators, Instructional Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00
Expand the implementation of the electronic gradebook to include all teachers on the staff.	Administrators, Electronic Gradebook Manager and Site Trainers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Increase use of available online software-FCAT Explorer, RiverDeep, Atomic Learning and Easy Tech.	Administrators, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Establish a bank of electronic visual database of new and resource materials (i.e., software, hardware journals, how-to-books, sourcebook of mentors and contact persons.	Administrators, Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide professional development classes, such as EasyTech, Electronic Gradebook and AR Data Management for the instructional staff.	Administrators, EETT Mentor, Electronic Gradebook Manager and Site Trainers	8/8/05	5/5/06	District Strategic Plan	\$0.00
Use Teacher Web to develop a classroom website for students and parents.	Administrators, All Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Offer DellTech program on Saturdays to 20 students per semester after which time students will take a Dell computer home for the year.	Administrators, DellTech Teacher, Micro Systems Technician	8/14/06	5/30/07	Community Partnerships	\$14000.00

Research-Based Programs

Office 2000/XP Applications
FCAT Explorer
RiverDeep
StarFall
Read 180
EasyTech
Brain Child

Professional Development

TeacherWeb
EasyTech
FCAT Explorer
RiverDeep
Electronic Gradebook
Read 180

Evaluation

This objective will be evaluated by the number of technology-supported projects conducted by all students in grades two through five.

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to reach their optimal level of fitness. Students can adopt a healthy lifestyle by being exposed to nutrition education and participating in a planned program with appropriate physical activities.

Needs Assessment

Results from the 2006 FITNESSGRAM test indicate 59 percent of 242 students tested passed at least five of the six areas assessed. Specifically, 74 students received a gold award and 69 students received a silver award.

Measurable Objective

Given the participation in physical activities, the students will improve their fitness levels as measured by 64 percent of students earning a passing score and thus receiving a gold or silver award on the 2007 annual FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Host "Field Day" event where homerooms compete against each other in various physical activities.	Administrators, Physical Education Teachers/ Students/Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Host a school wide Obesity Walk to promote awareness of healthy physical and nutritional lifestyles.	Administrators, Teachers/Students	8/14/06	5/30/07	District Strategic Plan	\$0.00
Participate in an annual "Fitness Fair" where students will perform tinikling, a Filipino dance, and lummie sticks, a rhythm routine to selected music.	Administrators, Physical Education Teachers/Students	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide students with extra credit incentive for participating in physical activities after school, including sports, ballet, or karate.	Administrators, Physical Education Teachers/Students	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement nutrition education program highlighting good eating habits. Post related information on the school web page for parents to implement at home.	Administrators, Physical Education Teachers/ Students/Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Keep a breakfast journal during state mandated testing periods.	Administrators, Physical Education Teachers	2/1/2007	3/9/2007	District Strategic Plan	\$0.00
Read and summarize sports related current events articles to enhance reading comprehension and writing skills through Physical Education.	Administrators, Physical Education Teachers	8/14/2006	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Harcourt Science

Physical Education Sunshine State Standards

Professional Development

CRISS Training

FCAT Activities Book for Physical Education Teachers

Evaluation

The objective will be evaluated based on individual student scores on the 2007 FITNESSGRAM test. Data from the 2006 administration of the FITNESSGRAM test will be evaluated by the five percent increase of students earning a passing score.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of fine arts.

Needs Assessment

235 students participated in the Annual Fine Arts Festival held in the Spring of 2006 by either being part of the cast and crew of the featured musical play or by submitting an art project for display and competition at the festival. This represents only 46 percent of the students participating in the music and art classes during the entire school year.

Measurable Objective

The number of students that participate in the Annual Fine Arts Festival held in the Spring of 2006 will increase by five percent when compared to the number of students who participated the previous school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Obtain copyrights in order to produce and perform a school musical play in the spring, which will be presented at the Fine Arts Festival.	Administrators, Art and Music Teachers	5/1/06	5/24/06	Expanding arts opportunities	\$0.00
Showcase "Artist of the Week" on Closed Circuit Television (CCTV) to promote art appreciation and awareness.	Administrators, Art Teacher, CCTV Crew	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Offer students extra credit for their participation in Fine Arts events in the community throughout the school year.	Administrators, Art and Music Teachers	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Encourage and facilitate student participation in the Miami-Dade County Youth Fair, the Miami Beach Student Art Show and the Dade County Water Colors Art Show, among other local competitions and art exhibits.	Administrators, Art Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Institute a "Rising Stars" monthly performance on Closed Circuit Television (CCTV) to highlight and promote artistic expression.	Administrators, Music Teacher, CCTV Crew	9/1/06	5/30/07	Expanding arts opportunities	\$0.00
Enhance school-site's heritage celebrations with art work and student performances, e.g. Hispanic and Black History Celebrations, caroling, etc.	Administrators, Art and Music Teachers	9/15/06	5/30/07	Expanding arts opportunities	\$0.00

Research-Based Programs

Sunshine State Standards for Elementary Music and Art

Professional Development

Fine Arts Workshops and Performances

Evaluation

This objective will be evaluated based on the number of students who participate in the Annual Fine Arts Festival held in the Spring of 2007 by either being part of the cast and crew of the featured musical play or by submitting an arts project for display and competition at the festival.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Flamingo Elementary School will rank above the 81st percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent exact data supplied from the FLDOE indicate that in 2004-2005, Flamingo Elementary ranked at the 81st percentile on the State of Florida ROI Index.

Measurable Objective

Flamingo Elementary School will improve its ranking on the State of Florida ROI Index publication from the 81st percentile in 2004-2005 to the 82nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase supplemental materials to support student learning through Title I Grant funds.	Administrators	8/14/2006	9/29/2006	District Strategic Plan	\$7500.00
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/06	5/24/07	District Strategic Plan	\$0.00
Allocate funding to reduce teacher-to-student ratio and to enhance technology.	Administrators	8/14/06	5/24/07	District Strategic Plan	\$185000.00
Secure grants such as the Family Literacy Grant. Use monies to purchase hourly positions for before/after school tutoring program and provide inservice training for teachers.	Administrators, Grant Writing Committee	8/14/06	5/30/07	Community Partnerships	\$59000.00
Utilize Student Achievement Enhancement Program (8947) funds, to purchase after school intervention materials and additional hourly positions.	Administrators	8/14/06	5/30/07	District Strategic Plan	\$23000.00

Research-Based Programs

Houghton Mifflin Reading
 Scott Foresman Mathematics
 Accelerated Reader
 Waterford Intervention Literacy Program for ESOL students
 Read 180
 Comprehensive Research-based Reading Plan(CRRP)

Professional Development

Budget Training/Conference

MSAF Training

Internal Funds Training

Title I Expenditure Training

Grant Writing Training

Student Textbook Automated Inventory Reporting System (STAIRS)

Reading, Mathematics and Writing Inservices

Holistic Scoring Using the FCAT Scoring Rubric

Evaluation

This objective will be evaluated by showing progress toward reaching the 82nd percentile on the next State of Florida ROI index publication.

EESAC Compliance

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

Budget:

The EESAC, through scheduled meetings, has continuous input in all aspects of the budget. This includes recommendations as to how EESAC funds will be used, as well as, how funds awarded to the school are spent. EESAC recommends priorities for budget expenditures.

Training:

The EESAC meets on a regular basis to discuss staff inservice needs. EESAC funds are used to provide substitute coverage as needed.

Instructional Materials:

EESAC will survey grade level chairpersons regarding needs and make selections of instructional and supplemental materials to be purchased.

Technology:

EESAC will give input to the technology committee regarding our school technology plan and use of technology funds. The EESAC has selected on-going technology training opportunities for staff members as one of the strategies for the 2005-2006 School Improvement Plan.

Staffing:

EESAC will participate in the interview and selection process of new faculty members and provide input for grade level assignment changes.

Student Support Services:

EESAC will continue its mission of establishing student support services and making contacts with the community to further assist our students. Our school is currently in a partnership with the Miami Behavioral Health Center, Children and Families Unit, and with the Children Psychiatric Center, who each provide an on-site counselor to assist students and their families.

Other Matters of Resource Allocation:

The EESAC will work as a team to make decisions concerning issues that affect all aspects of our school program. In addition to posting the EESAC minutes, each EESAC member will network with identified faculty members keeping them abreast of decisions made and serving as their representatives at EESAC meetings.

Benchmarking:

The EESAC will provide continuous assessment of our total school program, as well as, student achievement and therefore respond by making recommendations that address the needs of our staff and students as they arise.

School Safety & Discipline:

EESAC will continue to support the school counselor, teachers, and administrators in their efforts to provide services in the areas of handling disruptive behaviors, student referrals to outside social service agencies for assistance, mediation, and implementation of character education. EESAC will also support the continued implementation of the D.A.R.E program and the Safety Patrol Club's efforts in monitoring student safety and civic duty and responsibilities.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$18,354.10
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$5,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$14,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$274,500.00
<hr/>	
Total:	\$311,854.10

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent