
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2111 - Hialeah Gardens Elementary School

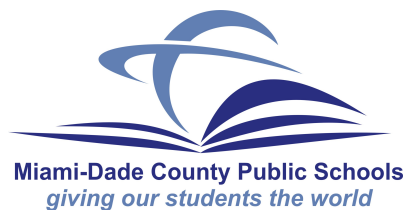
FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Ivette Bernal

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hialeah Gardens Elementary School

Hialeah Gardens Elementary School is located in the growing city of Hialeah Gardens. The school educates 1,502 students in grades pre-kindergarten through five. The ethnic/racial makeup of the student population is 0.67 percent Black Non-Hispanic, 95.3 percent Hispanic, 2.8 percent White Non-Hispanic, 0.93 percent Asian, and 0.34 percent Indian/Multiracial. The school provides educational programs for Limited English Proficient (LEP) students and students with disabilities. A specialized program is provided for students with autism. A gifted program provides acceleration and enrichment and an extended foreign language (EFL) program provides dual language instruction in Spanish and English. Additionally, the school offers an Academic Excellence Program (AEP), Violin Program, Chorus, Bells, Recorders, Art Club, Earth Club, and after school and Saturday tutoring. The School Improvement Plan for Hialeah Gardens Elementary School represents the work of a well integrated and comprehensive group effort made by the school's Educational Excellence School Advisory Council, staff, parents, community partners, and administrative team members. This group has come together to analyze the school's strengths and needs and identify strategic priorities that will allow us to provide the best education for each student. This plan is a work tool for a continuous school improvement process that is meaningful, realistic, thorough, and effective for making on-going changes that result in meeting Florida's first education goal: highest student achievement. Goals were set based on the school's vision and mission as it relates to federal, state, and district requirements and priorities. Fidelity to the implementation of this School Improvement Plan will be ensured by monitoring the effectiveness of the strategies at targeted points throughout the school year.

After analyzing pertinent data in conjunction with the Educational Excellence School Advisory Council, the following objectives were developed:

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 80 percent of students achieving Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 71 percent of students achieving Level 3 or higher as documented by scores on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 94 percent of students scoring 3.5 or above as documented by scores on the 2007 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 56 percent of students achieving Level 3 or higher as documented by scores on the 2007 FCAT Science Assessment.

Given the implementation of a comprehensive parent involvement plan, there will be a five percent increase in the number of parents participating in school-based activities as evidenced by results on the

final Title I Parent Outreach Monthly School Report for the 2006-2007 school year as compared to the 2005-2006 school year.

Given the Code of Student Conduct and the implementation of a school wide discipline plan, student behavior will improve, as evidenced by a five percent reduction in the number of Student Case Management Referral (SCAM) forms during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, students will increase their usage of computers by five percent as evidenced in the mean total time report of SuccessMaker Enterprise during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness skills as evidenced by 61 percent of the students meeting Silver and Gold award standards in the 2006-2007 FITNESSGRAM assessment.

Given the emphasis on the benefits of participating in art and music programs, the number of students in before and after school sponsored activities in art and music will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year. Documentation will maintained by using before and after school participation logs.

Hialeah Gardens Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) Index publication from the 75th percentile in 2004-2005 to the 76th percentile on the next publication of the index.

A review of the Organizational Performance Improvement Snapshot (OPIS) survey, indicates that faculty and staff frequently agree with the measurement, analysis, and knowledge management category and also the customer and market focus category conducted at our school as documented by an average score of 4.4 on a scale of one to five. Strategic Planning was identified as needing improvement as documented by an average score of 4.0, the lowest of all categories. In the area of Strategic Planning, faculty and staff will become better informed through inservices in order to understand how the organizational plans of the school affect their work. This in turn will allow the faculty and staff to provide informed suggestions for future plans.

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.

Hialeah Gardens Elementary School

VISION

We educate students in the critical areas of reading, writing, mathematics, and science in order to prepare well-rounded individuals. We develop citizens ready to participate in a complex global society. The principal will lead the faculty and staff to help all students reach their potential by setting high standards. This will be achieved through the use of a variety of technological advances and a strong partnership between parents, students, faculty, staff and community. We prepare productive citizens that become contributing members of society.

MISSION

We accept the challenge of preparing each student physically, socially, culturally, and academically in an enriching learning environment to function effectively in a technologically diverse and complex global society. We will accomplish our mission by focusing on student achievement in reading, writing, mathematics, science, and parental and community involvement.

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.

School Demographics

Hialeah Gardens Elementary School is located on eight acres in the growing city of Hialeah Gardens, West of the Palmetto Expressway and North of Okeechobee Road. On the premises there are two buildings. The main campus contains 48 classrooms and 16 portables to service students in grades one through five. The Primary Learning Center has 11 classrooms and services pre-kindergarten and kindergarten students. The school is currently at 134 percent capacity housing approximately 1,502 students from the surrounding neighborhood. The mobility index rate of the school is 20 percent.

The configuration of the total school population is 1071 standard curriculum students, 176 Limited English Proficient students (LEP), and 255 Students With Disabilities (SWD). The student population consists of 1441 Hispanic, 34 White Non-Hispanic, 14 African American and 13 multiracial students. Approximately 1158 students have been identified as economically disadvantaged and qualified for free or reduced lunch.

The school employs a total of 145 full-time staff members. Of this group, four are administrators, 81 are classroom teachers, 24 are exceptional student education teachers, two are guidance counselors, two are media specialists, 17 are full-time paraprofessionals, four are clerical staff, and seven are full-time custodians. In addition, the school employs one full-time security monitor and two full-time food service staff members. Forty-two percent of the faculty staff members have master's degrees and five percent have specialists degrees. The ethnic composition of the full-time faculty is 14 percent White Non-Hispanic, 15 percent African American and 70 percent Hispanic. In terms of gender, the faculty is composed of 12 percent male and 88 percent female. This school also employs a total of 85 part-time staff members, which include paraprofessionals, hourly teachers, clerical staff, security monitors, after care program leaders, food service staff, and custodians.

Hialeah Gardens Elementary School receives school-wide Title I funds as a result of 77.1 percent of students qualifying for free or reduced lunch. This enables the school to have a pre-kindergarten Title I program and a Reading Coach. Title I funds are utilized to address the specific needs of students and to reduce teacher-student ratio through paraprofessionals in kindergarten and first grade and hourly teachers in second through fifth grades. In addition, monthly parent workshops are provided during evening hours to accommodate working parents.

The English for Speakers of Other Languages (ESOL) and Exceptional Student Education (ESE) programs assist in identifying, assessing and meeting the needs of Limited English Proficient students and Students With Disabilities through inclusion or resource models. The gifted program provides acceleration and enrichment in the areas of Language Arts for students in grades kindergarten through three and mathematics and science in grades four and five. An Extended Foreign Language (EFL) program provides dual language instruction in Spanish and English.

The school offers special activities and programs to enrich the education of students beyond the regular learning day. The school's After-Care program services over 420 students. Additionally, the school offers an Academic Excellence Program (AEP), Violin Program, Chorus, Bells, Recorders, Art Club, Earth Club, and after school and Saturday tutoring.

School Foundation

Leadership:

The faculty and staff feel confident that they know how to measure and analyze the results of their work and use this analysis to make changes as needed. This is supported by an average score of 4.4 in the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Improvement Snapshot Survey.

District Strategic Planning Alignment:

The faculty and staff are involved in the development of the school's goals and objectives. This is supported by an average score of 4.0 in the Strategic Planning section of the Organizational Performance Improvement Snapshot Survey.

Stakeholder Engagement:

The faculty and staff strongly agree with the level of satisfaction of the students, parents/caregivers, and surrounding community and businesses. This is supported by an average score of 4.4 in the Customer and Market Focus section of the Organizational Performance Improvement Snapshot Survey. This is further supported by parents and community members being actively involved in the Educational Excellence School Advisory Council(EESAC) and Parent Teacher Association (PTA). Parent workshops are provided during the school day and after school hours to accommodate the working schedules of parents.

Faculty & Staff:

The faculty and staff are encouraged to conduct weekly grade level planning meetings that result in consistency in the planning process that enhances the knowledge and delivery of instruction. Vertical planning opportunities are provided in order to review grade level expectations for the following year. This is supported by an average of 4.3 score in the Human Resource Focus category of the Organizational Performance Improvement Snapshot Survey.

Teacher Mentoring Programs: The mentoring program at Hialeah Gardens Elementary School facilitates the professional development of teachers. New teachers attend the Miami-Dade County Public School's Beginning Teacher Orientation program. In addition, during the opening of school, new teachers attend a school-site orientation meeting provided by the principal. Beginning teachers also attend a monthly meeting of the school's Beginning Teachers Learning Community facilitated by the principal and nationally certified faculty members. Teachers are familiarized with the school's policies and procedures. In addition to receiving support from the principal, assistant principals and chairpersons, new teachers are assigned a colleague teacher/mentor to assist with their professional development. A Professional Growth Team, as identified in the Professional Assessment and Comprehensive Evaluation System (PACES), is developed to work specifically with teachers throughout the school year. The Professional Growth Team is comprised of experienced teachers who have attended mentor training. This team assists teachers in lesson planning, goal setting, developing effective classroom management, and establishing successful teaching practices.

Furthermore, grade levels participate in weekly grade level planning meetings in order to help foster collaboration between colleagues. Monthly chairperson meetings are held with administrators to review progress toward stated goals and discuss issues/concerns from respective grade levels and/or departments. The Reading Coach also

provides assistance to classroom teachers by conducting classroom demonstration lessons and on-site professional development.

Data/Information/Knowledge Management:

The faculty and staff strongly agree with its knowledge and ability to utilize data in order to make informed decisions about the quality of their work. This is supported by an average score of 4.4 in the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Improvement Snapshot Survey.

Education Design:

The faculty and staff agree that the school has good processes that drive the function of the school. This is supported by an average score of 4.1 in the Process Management category of the Organizational Performance Improvement Snapshot Survey.

Extended Learning Opportunities: Hialeah Gardens Elementary offers a variety of extended learning opportunities for all students including limited English proficient students and students with disabilities. After school tutoring and Saturday Academy are offered to students in second through fifth grades reading below the state mastery level. A reading tutorial program is offered to students enrolled in the After Care Program. Hourly and resource teachers meet with targeted groups of students in second through fifth grades to give additional reading, writing, and math instruction during the school day. First grade students reading below grade level participate in the reading tutorial program using Early Success. A parent outreach program in the evening provides assistance for students in grades K and 2 with homework.

Enrichment programs are also made available to students after school. The Academic Excellence Program (AEP) is provided for academically talented students in second through fifth grades. Violin classes are provided through the Florida Youth Orchestra's S.T.E.P.S. program. Additional extra curricular options include cultural arts events, Future Educators of America, chorus, recorders, bells, art club and Earth club.

School-wide Improvement Model: The research-based school improvement model implemented at Hialeah Gardens Elementary School is the Plan-Do-Study-Act (PDSA) Cycle. This model has helped to improve student achievement by providing a clear and on-going cycle utilizing student test scores to guide instruction, assess student learning, and monitor progress. In the planning component of the PDSA Cycle, grade level teams analyze test results to determine which content areas and sub-skills within these areas need to be addressed and to develop instructional groups. In order to meet state standards, a yearly time line of short and long range plans is created. The timeline is disseminated to all teachers. Teachers follow set time-lines on the instructional calendar using research-based materials such as the Houghton Mifflin Reading series and Successmaker Enterprise to ensure instructional fluency. Assessments are administered weekly to identify mastery and non-mastery of strategies. Tutorial and enrichment programs are aligned with assessment results. Interim assessments are administered throughout the school year. Results from these assessments are utilized to reinforce skills by modeling explicit and systematic teaching techniques. The principal assumes the lead role in monitoring classroom and school-wide progress. Ongoing classroom visits, grade level and department chair meetings, and reviewing school-wide progress reports, assure that the academic mission stays on focus.

Advanced Courses Initiatives & Post Unitary Commitments: Hialeah Gardens Elementary operates a content cluster Gifted program targeting Language Arts for students in the primary grades and Math and Science for students in the intermediate grades. To ensure the representation of minority language students, the student services team

actively seeks recommendations from teachers for possible placement in the gifted program. In addition, parental requests are considered and achievement results are reviewed at the end of the school year to prepare a cohort of possible gifted students for the following year. This consistent plan of action has resulted in the continuation of a gifted program with two units for the past five years. In addition, an Academic Excellence Program is provided after school for academically talented students. An emphasis on enrichment through an accelerated program provides challenging learning opportunities for students.

Performance Results:

The faculty and staff strongly agree that the process of school improvement has impacted additional areas of performance. This is supported by an average score of 4.4 in the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Self Assessment Survey. Through active learning opportunities and more direct tutorial services in very small group settings, students are experiencing greater academic success which translates to higher academic achievement.

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:

Students will acquire the knowledge, skills, and competencies needed to master state standards in reading.

Needs Assessment

2006 FCAT Reading scores indicate that 79 percent of students have met state standards and 70 percent of students have made annual learning gains. In addition, 71 percent of students scoring in the lowest 25 percent have made annual learning gains. Subgroup scores further indicate that 58 percent of students with limited English proficiency, 70 percent of economically disadvantaged, and 49 percent of students with disabilities are meeting state standards.

A content cluster comparative analysis of student data in grades three through five reflects the following areas of need:

- (a) Grade three demonstrated need for improvement in Comparisons with a mean of only 58 percent of points earned with Main Idea/Purpose as an additional area of concern;
- (b) Grade four demonstrated need for improvement in Comparisons with a mean of only 65 percent of points earned and Words/Phrases as an additional area of concern;
- (c) Grade five demonstrated the greatest need for improvement in Main Idea/Purpose with a mean of only 65 percent of points earned and Reference/Research as an additional area of concern.

Students need to be engaged in reading informational text and engaging in research activities in order to enhance higher order thinking skills. Additionally, students need to read more from a variety of materials to acquire greater independent word learning strategies. Students should also participate in intentional word building activities to enhance their vocabulary and knowledge of words and phrases. To align teaching and learning, professional development for teachers must focus on effective strategies for students to improve their performance across all reading content strands.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 80 percent of students achieving Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement weekly cold read assessments to monitor independent reading comprehension skills.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize SuccessMaker Enterprise reports to monitor reading gains of students in grades kindergarten through five on a weekly basis.	Principal Classroom Teachers Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Align instruction in the Spanish-S program to target strategies that support the Main Idea/Purpose reading strand and the Art and Music program to target strategies that address the Cause/Effect and Comparison strands.	Assistant Principal Spanish S Teachers Art Teachers Music Teachers	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Implement Saturday and after school tutorial programs three times per week for students in grades three through five not meeting state standards and an after school Academic Excellence Program for targeted students.	Principal Reading Coach	10/9/2006	5/30/2007	District-wide literacy plan	\$25078.00
Utilize Accelerated Reader program in grades kindergarten through fifth to reinforce and enhance independent reading skills.	Assistant Principal Media Specialist Reading Coach	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide intensive tutorial assistance, evaluated using test preparation materials, during school hours, after school three times per week and Saturdays for identified third through fifth grade LEP and SWD students who did not meet state standards to improve reading achievement.	Principal Reading Coach	10/16/2006	5/30/2007	Inclusion	\$39585.00
Encourage weekly kindergarten through fifth grade level planning meetings that result in lesson plans that reflect the CRRP, District's Pacing Guide, remediation, the five components of reading, and enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition
Comprehensive Research Based Reading Plan, M-DCPS(CRRP)
SuccessMaker Enterprise (SME)
Voyager Passport
Early Success
Soar to Success

Professional Development

Houghton Mifflin Reading Series, 2005 Edition, Implementation Seminar
Florida Reading Standards and Tested Benchmarks
Comprehensive Research Based Reading Plan, M-DCPS (CRRP)
Creating Independence through Student-owned Strategies (CRISS)
SuccessMaker Enterprise (SME)
Voyager Passport, Program Implementation
Early Success, Program Implementation
Soar to Success, Program Implementation
Continuous Improvement Model (CIM)

Evaluation

Formative - Following a Continuous Improvement Model (CIM), throughout the school year, SuccessMaker Enterprise, DIBELS, District Interim Assessment Tests, Houghton Mifflin theme assessments, and teacher generated tests will be used to monitor progress and redirect learning activities.

Summative - Achievement of this objective will be demonstrated by students improving their reading skills as evidenced by 80 percent of students meeting the state standard as documented by scores on the 2007 FCAT Reading Assessment.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will acquire the knowledge, skills, and competencies needed to master state standards in mathematics.

Needs Assessment

2006 FCAT Mathematics scores indicate that 70 percent of students have met state standards and 80 percent of students have made learning gains. Adequate Yearly progress (AYP) subgroup scores indicate that 55 percent of students with limited English proficiency (LEP), 62 percent of economically disadvantaged, and 54 percent of students with disabilities (SWD) have met state standards. A comparative content cluster analysis of student data reflects the following areas of need:

- (a) Grade three demonstrated need for improvement in Geometry and Data Analysis with a mean of only 57 percent of points earned in each strand;
- (b) Grade four demonstrated the greatest need for improvement in Algebraic Thinking with a mean of only 57 percent of points earned with Number Sense as an additional area of concern with a mean of only 60 percent of points earned;
- (c) Grade five demonstrated the greatest need for improvement in Algebraic Thinking and Number Sense with a mean of only 46 percent of points earned in each strand.

Throughout all grade levels, students need hands-on experiences with manipulatives to enhance their understanding

of Number Sense. These experiences should be infused with science lessons so that students can learn concepts through cross-curricular activities and apply this understanding to real life situations. In order to align teaching and learning, professional development activities for teachers should focus on effective strategies for developing solid concepts of Number Sense.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 71 percent of students achieving Level 3 or higher as documented by scores on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Guide teachers in the use of data analysis to adjust instruction based on assessment results and to analyze on-going progress of students.	Technology Coordinator Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize SuccessMaker Enterprise Math to target and reinforce number sense to improve mathematics skills.	Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize district's Mathematics Pacing Guide to ensure that the state standards are met.	Grade Level Chairpersons Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an after school mathematics tutorial program three times per week and advanced academics activities for targeted students to improve achievement in mathematics.	Principal Assistant Principal	10/16/2006	5/30/2007	District Strategic Plan	\$25078.00
Provide intensive tutorial assistance during the school day, after school three times per week and on Saturdays for students with disabilities (SWD) and limited English proficient (LEP) students who did not meet state standards to improve mathematics skills.	Principal Assistant Principal Teachers	10/16/2006	5/30/2007	Inclusion	\$39585.00
Coordinate workshops for parents to support home learning activities using Riverdeep and FCAT Explorer.	Assistant Principal	10/2/2006	5/30/2007	Community Partnerships	\$0.00
Encourage weekly kindergarten through fifth grade level meetings that result in mathematics lesson plans that reflect the District's Pacing Guide, remediation and enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Math, 2004 Edition
SuccessMaker Enterprise (SME)

Professional Development

Florida State Standards
Item Specifications for Mathematics
Mathematics and Science Comprehensive Plan
Creating Independence through Student-owned Strategies (CRISS)
SuccessMaker Enterprise (SME)
Continuous Improvement Model (CIM)

Evaluation

Formative - Following a Continuous Improvement Model (CIM), Harcourt Unit Mathematics tests, District Interim Assessment Tests and SuccessMaker Enterprise will be used throughout the school year to monitor progress and redirect learning activities. These same evaluation tools will also be used to measure the growth in mathematics achievement of students in tutorial programs.

Summative - Achievement of this objective will be demonstrated by students improving their mathematics skills as evidenced by 71 percent of students meeting state standards as documented by scores on the 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 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 3 STATEMENT:

Students will acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

2006 FCAT Writing+ scores indicate that 93 percent of students have met the state standard of 3.5 or above in writing. Data analysis of 2006 FCAT Writing+ scores reveal that 97 percent of students scored a 3.5 or higher in expository writing and 87 percent of students scored 3.5 or higher in narrative writing. This indicates a need for improvement in the area of narrative writing. Students need expanded opportunities in creative writing to develop greater skills in narrative writing.

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 improve their writing skills as evidenced by 94 percent of students scoring 3.5 or above as documented by scores on the 2007 FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain writing portfolios in kindergarten through fifth grade to promote the writing process across the curriculum.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer progress writing tests as a guide to enhance writing instruction for kindergarten through fifth grade students.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide professional development that specifically address expository and narrative writing instruction to enhance delivery of instruction and improve writing skills.	Reading Coach Assistant Principal	9/18/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide intensive tutorial assistance during school hours and implement an after school writing tutorial program three times per week for targeted fourth grade students to include identified LEP and SWD students to improve writing skills.	Assistant Principal Classroom Teachers	11/6/2006	5/30/2007	District Strategic Plan	\$39584.00
Provide writing workshops for parents to support home learning activities.	Assistant Principal	11/16/2006	5/30/2007	Community Partnerships	\$0.00
Encourage weekly grade level planning meetings that result in writing lesson plans that reflect the District's Pacing Guide, remediation and enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition

Professional Development

Scoring Guide

Expository Writing in the Content Areas

Creating Independence through Student-owned Strategies(CRISS)

FCAT Writing and Compact Disc

Continuous Improvement Model (CIM)

Evaluation

Formative - Following a Continuous Improvement Model(CIM), monthly writing samples and District pre and post tests will be used to monitor progress and redirect learning activities. These same evaluation tools will be used to measure the growth in writing achievement of students participating in the writing tutorial program.

Summative - Achievement of this objective will be demonstrated by students improving their writing skills as evidenced by 94 percent of fourth grade students meeting the state standard of 3.5 or above as documented by scores on the 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 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 4 STATEMENT:

Students will meet state standards in science.

Needs Assessment

Results of the 2006 FCAT Science Test indicate that 31 percent of fifth grade students have met state standards. Further analysis of student achievement scores indicates that Earth and Space is the content strand in need of improvement with a mean of 43 percent of points earned. Students will need practice collecting, measuring, organizing data, and interpreting data from charts and graphs. Practice in understanding and applying the scientific method will support greater acquisition of science skills, particularly with emphasis on the Earth and Space content strand.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 56 percent of students achieving Level 3 or higher as documented by scores on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement progress monitoring assessments in Science. The results of these tests will be used to guide instruction and improve science skills.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement inquiry-based science lessons, with an emphasis on the Earth and Space Science content strand.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in weekly hands-on science experiments that promote the use of the scientific method.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Coordinate parent workshops that will encourage scientific thinking at home.	Assistant Principal	3/5/2007	4/20/2007	Community Partnerships	\$0.00
Encourage weekly grade level planning meetings that result in science lesson plans that reflect the District's Pacing Guide and enrichment strategies using the PDSA cycle for continuous improvement.	Assistant Principal Grade Level Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Science, 2000 Edition

Professional Development

Creating Independence through Student-owned Strategies (CRISS)

Continuous Improvement Model (CIM)

Evaluation

Formative - Following a Continuous Improvement Model(CIM), Harcourt Science unit tests will be used throughout the school year to monitor progress and redirect learning activities.

Summative - Achievement of this objective will be evaluated by students in grade five improving their science skills as evidenced by 56 percent of students meeting state standards as documented by scores on the 2007 FCAT Science Assessment.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Parental and family involvement participation will increase to create a successful link between the school community and home setting that will support the achievement of high academic standards.

Needs Assessment

Results of 2005-2006 Title I Parent Outreach Monthly School Report indicate that 2,962 parents attended school-based activities. Data analysis reveals a need to increase the percentage of parents involved in school-based activities particularly during the third quarter. There is also a need to increase the number of parents using the Parent Resource Center. The school needs to enhance the means of communicating and encouraging parents to participate in school activities. There is a need to explore additional methods of sharing information with parents such as use of the school's on-line website.

Measurable Objective

Given the implementation of a comprehensive parent involvement plan, there will be a five percent increase in the number of parents participating in school-based activities as evidenced by results on the final Title I Parent Outreach Monthly School Report for the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide family nights in the areas of reading, writing, mathematics, and science to help parents understand academic content standards.	Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide and maintain a parent resource center with materials for checkout to support parents in assisting their children	Assistant Principal Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote parental participation in the Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA) to provide opportunities for involvement in school decision making.	Principal EESAC Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly Autism Parent Support group to assist parents with resources and strategies to help their children at home.	Assistant Principal Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize a Community Involvement Specialist to communicate with parents through telephone and personal contacts and maintain an on-going line of communication between school and home by ensuring that information sent home is in the students' home language.	Principal Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$9900.00
Utilize Parent Compacts to encourage parental involvement and support.	Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

National Parental Family Involvement Program
Just Read, Families! Getting Started (Online)

Professional Development

District sponsored EESAC Seminars

Monthly Title I Community Involvement Specialists (CIS) Seminars

Evaluation

Following a Continuous Improvement Model(CIM), strategies will be monitored throughout the school year, using telephone logs, parent compact class files, participation logs and sign-in sheets for parent workshops and meetings. Achievement of this objective will be demonstrated by a five percent increase in the number of parents participating in school-based activities as evidenced by results on the final Title I Parent Outreach Monthly School Report for the 2006-2007 school year as compared to the 2005-2006 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:

Hialeah Gardens students will follow a consistent school wide discipline plan.

Needs Assessment

In the 2005-2006 school year, 301 Student Case Management Referral Forms were processed. There is a need for students to obtain clear expectations in order to decrease the number of referrals in the 2006-2007 school year.

Measurable Objective

Given the Code of Student Conduct and the implementation of a school wide discipline plan, student behavior will improve, as evidenced by a five percent reduction in the number of Student Case Management Referral (SCAM) forms during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parental support and involvement by having parents sign a contract acknowledging the school wide discipline plan.	Assistant Principal Classroom Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Post school wide discipline plan in every classroom.	Assistant Principal Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development on effective classroom management strategies.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide mentoring for beginning teachers on effective classroom management strategies.	Assistant Principal	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Establish consistent rules shared across all grade levels and special areas.	Principal Discipline Committee Members	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Restructure the student of the month award to focus on examples of positive behavior.	Assistant Principal Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Assertive Discipline by Lee Canter

The First Days of School Effective Classroom Management by Harry Wong

Professional Development

Effective Classroom Management Strategies, School Based Seminar

Evaluation

Following a Continuous Improvement Model (CIM), the nature and number of discipline referrals submitted will be reviewed as a progress monitoring tool at the end of each grading period. Achievement of this objective will be demonstrated by a reduction of five percent in the number of Student Case Management Referral (SCAM) forms submitted in the 2005-2006 school year when compared to the 2004-2005 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 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 7 STATEMENT:

Students, teachers, and staff will use technology as a powerful tool for learning and communicating.

Needs Assessment

Results on class time summary reports at the end of the 2005-2006 school year indicate the mean total time of student use on SuccessMaker Enterprise was 71 hours and 15 minutes.

Measurable Objective

Given an emphasis on the use of technology in education, students will increase their usage of computers by five percent as evidenced in the mean total time report of SuccessMaker Enterprise during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of computers throughout the school.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote the use of on-line learning resources such as Accelerated Reader, FCAT Explorer and RiverDeep. Students will receive incentives and recognition during the morning announcements.	Assistant Principal Technology Coordinator Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide staff development in the use of technology for instructional purposes that include remediation and enrichment tools.	Assistant Principal Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a parent workshop for FCAT Explorer and RiverDeep to help parents support their students on these on-line learning resources.	Principal Assistant Principal Technology Coordinator	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Develop a school site technology enhancement plan.	Principal Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Renaissance Learning Accelerated Reader
Renaissance Learning STAR
SuccessMaker Enterprise (SME)

Professional Development

Renaissance Accelerated Reader
Renaissance Learning STAR
SuccessMaker Enterprise (SME)

Evaluation

Following a Continuous Improvement Model (CIM), SuccessMaker Enterprise (SME) and Accelerated Reader reports will be used throughout the school year to monitor student progress toward the stated objective. Progress will also be monitored through the use of attendance logs for teacher and staff inservices. Achievement of this objective will be demonstrated by a five percent increase in the mean total time usage of SuccessMaker Enterprise.

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:

Students will increase their flexibility, endurance, strength and aerobic capacity to meet district standards in Physical Fitness.

Needs Assessment

Results of the 2005-2006 Miami-Dade County FITNESSGRAM Assessment indicate that 60 percent of students in grades four and five have met the district's required award level. Further analysis of student data reflect that grade four students demonstrated the greatest need for improvement in the mile run; and grade five students demonstrated the greatest need for improvement in the number of push-ups completed. Through active participation in a quality physical education program, students will develop interests and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness skills as evidenced by 61 percent of the students meeting Silver and Gold award standards in the 2006-2007 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate activities that increase upper body strength in weekly lessons.	Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement walk/run activities three times per week.	Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate activities that increase cardiovascular fitness in weekly lessons.	Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in push-up activities two times per week with an emphasis on improving and enhancing technique.	Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a family night to improve understanding of physical fitness and health and the benefits to the students.	Principal Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage weekly planning meetings to develop lesson plans that improve instruction and align physical fitness activities to specific standards using the PDSA cycle for continuous improvement.	Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

2006 Florida Alliance for Health, Physical Education, Recreation, Dance and Sport Conference (FAHPERD)

Division of Life Skills and Special Projects, Physical Education Monthly Seminars, M-DCPS

Evaluation

Achievement of this objective will be demonstrated by students in grades four and five improving their physical fitness skills as evidenced by 61 percent of the students meeting award standards in the 2006-2007 Miami-Dade County FITNESSGRAM Assessment as compared to the 2005-2006 administration.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Students will participate in extra curricular activities involving music and art to acquire a rich school experience that promotes their particular talents and interests.

Needs Assessment

Participation on the 2005-2006 records of extracurricular programs in art and music reveal that 149 students took part in extra curricular activities. There is a need to increase the number of students who participate in before and after-school sponsored programs in art and music. Further analysis indicates that there is a need to expand school-sponsored extra curricular activities.

Measurable Objective

Given the emphasis on the benefits of participating in art and music programs, the number of students in before and after school sponsored activities in art and music will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year. Documentation will maintained by using before and after school participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide after-school sponsored enrichment activities for chorus, bells, recorders and art club.	Assistant Principal Music Teachers Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide field-trips to cultural events infused with art and music.	Assistant Principal Music Teachers Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Utilize the curriculum to enrich and foster greater cultural awareness through art and music.	Assistant Principal Music Teachers Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Conduct in-school performances for students to attend and perform in.	Assistant Principal Music Teachers Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Conduct evening performances to showcase students' talent in art and music and foster greater parental involvement.	Assistant Pricipal Music Teachers Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

District Sponsored Seminars for Elementary Art Teachers

District Sponsored Seminars for Elementary Music Teachers

Florida Art Education Association Annual Conference

Creating Independence through Student-owned Strategies (CRISS)

Evaluation

Following a Continuous Improvement Model (CIM) throughout the school year, before and after school participation logs will be used to monitor progress toward the stated objective. Strategies will also be monitored through evaluation of lesson plans and event calendars.

Achievement of this objective will be evaluated by comparing the number of students participating in before school and after school activities in art and music during the 2006-2007 school year as compared to the 2005-2006 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Hialeah Gardens Elementary School will rank above the 76th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in the 2004-2005 school year, Hialeah Gardens Elementary School ranked at the 75th percentile on the State of Florida Return on Investment (ROI) index, resulting in an area needing improvement.

Measurable Objective

Hialeah Gardens Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) Index publication from the 75th percentile in 2004-2005 to the 76th 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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Review shared use of facilities.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Create partnerships with community agencies.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Continuous Improvement Model (CIM)

Creating Independence through Student-owned Strategies (CRISS)

Houghton Mifflin, Reading Florida, 2005 Edition

Harcourt Math, 2004 Edition

Harcourt Science, 2000 Edition

Harcourt Social Studies, 2005 Edition

Professional Development

M-DCPS Leadership Development Training, Managing Financial Resources

Money Matters

Budget Conferences

Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Hialeah Gardens Elementary School will show progress toward reaching the 76th 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:

The school budget was reviewed with the EESAC so that well-informed recommendations will be made for the implementation of the School Improvement Plan. The first meeting of the school year was devoted to reviewing the school site budget and Title I budget with recommendations considered from EESAC members.

Training:

The EESAC supported professional development activities to enhance teachers' knowledge as it applies to student achievement in reading, writing, mathematics and science. CRISS training sessions were recommended and coordinated for intermediate teachers.

Instructional Materials:

The EESAC reviewed and supported the goals and objectives of the Comprehensive Reading Plan and Media Program material requirements to enhance the instructional needs and interests of students and staff. EESAC funds were approved for library books and software resources for the Media Center.

Technology:

The EESAC supported the acquisition of technological upgrades in the Media Center and classrooms. EESAC funds were approved to upgrade computer hardware and increase the number of computers in each classroom.

Staffing:

The EESAC was apprised of the school's growth as it pertained to classroom space, additional instructional personnel, and non-instructional personnel. Additional hourly teachers were hired as per recommendations from EESAC.

Student Support Services:

The EESAC supported tutoring programs which provide additional instructional support for students. After school and Saturday Academy tutorial expenses were reviewed by EESAC and an expansion of these services was recommended.

Other Matters of Resource Allocation:

The EESAC will continue to participate in long range planning to enhance the use of technology by students and expand print resources in the Media Center.

Benchmarking:

The EESAC was apprised of benchmarking activities throughout the school year.

School Safety & Discipline:

The EESAC has addressed issues that impact the safety and discipline of students and will continue to provide recommendations as needed to enhance school initiatives that address safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$64,663.00
Goal 2: Mathematics	\$64,663.00
Goal 3: Writing	\$39,584.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$9,900.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$178,810.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent