
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2401 - Hibiscus Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Dyona McLean-Fisher

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hibiscus Elementary School

Hibiscus Elementary is a small school surrounded by a quiet community of homeowners. As a result, many families have more than one child attending our school thus allowing teachers to really know the families of the students. Parents are happy that we are a uniform school and have consistently voiced their support for the adherence to the Code of Student Conduct. Visitors to our school often comment on the fact that Hibiscus students are busy learning in the classrooms. The grounds are well maintained and the gardens are well tended by our custodial staff. The cafeteria is clean and runs efficiently. The teachers take pride in the orderliness and the beauty of their classrooms.

Hibiscus Elementary provides various academic programs designed to complement our mission to develop the whole child in an enriching academic environment and to develop problem solvers, critical thinkers, and effective communicators.

Hibiscus Elementary offers a home-based gifted program, the Academic Excellence Program (AEP) and Teaching Enrichment Activities to Minorities (TEAM) classes at various grade levels in an effort to improve critical thinking skills among our students. In addition to enrichment programs, Hibiscus also provides inclusive classes for special education students as well as resource and self-contained special education classes and remediation opportunities for struggling students.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Some of the strategies to be implemented include cooperative learning, reciprocal teaching, use of technology, parent workshops, and the Comprehensive Research-based Reading Plan (CRRP).

Given instruction based on the Sunshine State Standards, 69% of all students in grades three through five will score Level three or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 61% of all students in grades three through five will score Level three or higher on the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, 93% or more of all fourth grade students will score Level 3.5 or higher on the 2007 FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards, 51% of all students in grade five will score Level three or higher on the 2007 FCAT Science Assessment.

Given the need to establish a link between the home and community to support the efforts of improving academic achievement of students, parent/family/community involvement during the 2006-2007 school year will increase from 730 in 2005-2006 to 750 participants in school-site activities as documented by sign-in logs.

Given the impact a safe learning environment has on student achievement, during the 2006-2007 school-wide student discipline will improve as evidenced by a 10% decrease in the number of outdoor suspensions as documented by comparing the Student Case Management System Executive Summary for Hibiscus Elementary for 2005-2006 and 2006-2007.

The use of technology at Hibiscus Elementary School will be enhanced during the 2006-2007 school year as evidenced by 50% of all third, fourth, and fifth grade students completing forty sessions on the web-based Reading Plus Assessment and Instruction software by March 2007 as documented by the Reading Plus progress reports.

Given instruction in the Sunshine State Standards for Physical Education, 67% of the fourth and fifth grade students tested will pass at least five of the six fitness components, by meeting the 50th percentile as indicated by the FITNESSGRAM test.

Given emphasis on the benefits of participating in advanced academic programs, enrollment will increase to 25 students in both the Academic Excellence Chess and Drama Programs during the 2006-2007 school year.

Hibiscus Elementary School will improve its ranking on the State of Florida ROI Index publication from the 33rd percentile in 2004-2005 to the 34th percentile on the next publication of the Index.

The Organizational Performance Improvement Snapshot survey reveals two areas that will be addressed this year: Business Results and Strategic Planning. These two categories had the lowest ranking average scores among the seven assessed. The results indicate that there is a perception that staff ideas aren't considered prior to making plans for the future. Also, equally important, staff results indicate that knowing how well Hibiscus is doing financially is an area of concern. One strategy employed this year is regularly meeting with the leadership team that represents various segments of the staff designed to provide input and feedback about staff needs. Another strategy will be increased dissemination of budgetary updates and issues through the leadership team and grade level meetings.

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.

Hibiscus Elementary School

VISION

Hibiscus Elementary School is a school with a vision for students to attain the skills necessary to be problem solvers and life-long learners in our ever-changing and technological society. Ideally, an educational environment will be created where students, teachers, and other community members strive to dream freely, live life today, and prepare for the future.

MISSION

The mission of Hibiscus Elementary School is to nurture the ethnic diversity of its population and to produce students academically and socially that are prepared for high school, college, and beyond. Students will be empowered to be problem solvers, critical thinkers, and effective communicators in an educational environment designed to nurture and maximize their academic success.

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

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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

Hibiscus Elementary School provides basic educational services based on the Sunshine State Standards, the Competency Based Curriculum, Comprehensive Research-based Reading Plan (CRRP) and the Five Day Houghton Mifflin Reading Plan. School wide strategies include a focus on reading, writing, and mathematics skills, as well as the development of critical thinking. There is one unit offering services to deaf and hard-of-hearing students, two varying exceptionalty units providing services to special education students, one unit of instruction of gifted education students in grades kindergarten through five, one unit providing a non-fee supported Voluntary Pre-Kindergarten (VPK) program and one unit Special Education (SPED) Pre-Kindergarten program. Additionally, Title I funding is utilized to enhance computer-based activities and Creating Independence through Student owned Strategies (CRISS) is applied in grades pre-kindergarten through five. An Academic Excellence Program (AEP) is implemented for intermediate students who benefit from enrichment instruction for two and one-half hours per week. The curriculum also includes utilization of the Reading Plus Program, Accelerated Reader and STAR Reading Programs. This concentration on the basic skills, along with the utilization of CRISS and the incorporation of technology into the learning process, provides an overall philosophy of empowering our students to set career goals and realize their potential.

Hibiscus Elementary School is located in northwest Miami-Dade County in the city of Miami Gardens. It serves 583 multi-ethnic students living in surrounding neighborhoods as well as those bussed for special needs. The ethnic/racial make-up of the student population is 92% Black Non-Hispanic, 6% Hispanic, 1% White Non-Hispanic, and 1% Other. Our student population included 495 standard curriculum students, 35 SPED students, 25 gifted students, and 28 ESOL students. Of our student population, 75 % would be considered economically disadvantaged as evidenced by the number of students who qualify for free or reduced lunch. This percentage qualifies Hibiscus Elementary School for federal funding under the Title I program.

Hibiscus Elementary School employs a total of 57 full time staff members and eight part time staff members. The faculty and staff consist of two administrators, 27 classroom teachers, five enrichment area teachers, two varying exceptionalities educators, one gifted education teacher, one teacher of the Deaf/Hard-of-Hearing, one guidance counselor, one media specialist, one ESOL teacher, one curriculum support teacher, three classroom paraprofessionals, four clerical employees, seven cafeteria workers and five custodial service workers. The ethnic/racial make-up of the staff is 32% White Non-Hispanic, 47% Black Non-Hispanic, and 21% Hispanic. Twelve teachers as well as one administrator have Masters Degrees, one teacher has an Educational Specialist Degree and one teacher and one administrator have Doctoral Degrees. Based on the High, Objective, Uniform State Standard of Evaluation (HOUSSE) data collected during the 2005-2006 school year, the Hibiscus instructional faculty and staff were deemed highly qualified as required by the No Child Left Behind Act of 2001.

Hibiscus Elementary School received a grade of "A" from the Florida Department of Education based on the 2005 – 2006 test scores. According to the data from the Florida Department of Education Accountability Report 68% of the third through fifth grade students met high standards in Reading, 60% of the third through fifth grade students met high standards in Mathematics, and 93% of the fourth grade students met high standards in Writing on the 2005 administration on the Florida Comprehensive Assessment Test (FCAT). Hibiscus Elementary also met the federal requirements for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002.

School Foundation

Leadership:

In general, the school staff is confident in the leadership team at our school as indicated by an average of 4.0 in the leadership category.

District Strategic Planning Alignment:

In this area, Hibiscus Elementary's average was a 3.7 demonstrating satisfaction, however, one area of concern involved soliciting ideas from all staff members as we chart our future course. This was one of several areas that were below a four on our survey.

Stakeholder Engagement:

Survey results again reveal that we are aware of our customers' wants and needs and we are striving to meet them. This was demonstrated by yielding our second highest score, 4.2.

Faculty & Staff:

In general, the Hibiscus Elementary school staff is confident in the team at our school as indicated by an average of 3.9 in the Human Resources category.

Data/Information/Knowledge Management:

As a result of the survey it is obvious that Hibiscus Elementary's staff is comfortable with the data and information they receive. This category yielded our highest score of 4.3.

Education Design:

This is another area that Hibiscus has successfully addressed with an average score of 3.9. Everyone has been able to collect information (data) about the quality of their work.

Performance Results:

In general Hibiscus did well in this area. However, there were several areas that received an average below 4.0 thus they have become areas of concern. These areas address keeping the faculty and staff members aware of how the school is doing financially, removing things that get in the way of progress, and using faculty and staff time and talents well.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students at Hibiscus Elementary School will be able to read on or above grade level.

Needs Assessment

Seventy-four percent of all the students tested on the 2006 FCAT Reading Assessment in grades three, four, and five are reading at or above grade level. Seventy percent of the third grade students tested on the 2006 FCAT Reading Assessment are reading at or above grade level which is an increase of 11 percentage points. All of the targeted subgroups tested on the 2006 FCAT Reading Test showed improvement in reading. More than 64% of all subgroups are reading at or above grade level. Sixty-six percent of the students tested on the 2006 FCAT Reading Assessment made at least one year's growth in reading when compared to the scores on the 2005 FCAT Reading Assessment.

Additionally, 59% of the students in third through fifth grade made Adequate Progress in reading on the 2006 FCAT Reading Assessment. Sixty-nine percent of the fourth grade students tested on the 2006 FCAT Reading Assessment were reading at or above grade level, which is a decrease of 12 percentage points when compared to the 2005 FCAT Reading Assessment scores for fourth grade. Fifty-nine percent of the students in grade five tested on the 2006 FCAT Reading Assessment are reading at or above grade level which is an increase of nine percentage points when compared to the 2005 FCAT Reading Assessment scores.

Interpreting the data from the FCAT Reading Assessment across grade levels indicates that the content clusters needing increased instruction in grade three are Main Idea/Author's Purpose and Comparisons. An analysis of the grade four reading achievement scores indicates that the content clusters in most need of increased instruction are

Words/Phrases, Main Idea/Author's Purpose, and Reference/Research. All of the content clusters need addressing in grade five with Words/Phrases and Main Idea/Author's Purpose as the areas of greatest need. Focused instruction in these areas should result in an increase in student achievement in reading.

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 based on the Sunshine State Standards, 69% of all students in grades three through five will score Level three or higher on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administrators, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Comprehensive Research-based Reading Plan (CRRP) with intensive focus on guided reading and vocabulary development.	Administrators, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide a daily, uninterrupted two-hour reading block to ensure growth in phonemic awareness, phonics, vocabulary, fluency and comprehension skills.	Administrators	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Accelerated Reader, Reading Plus, Voyager, FCAT Explorer, Riverdeep, and Houghton Mifflin computer-assisted resources to reinforce and enhance reading skills.	Administrators, Reading Coach, Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Accelerated Reader in grades one through five, with special focus on grades one and two, to improve reading comprehension and STAR levels.	Administrators, Reading Coach, Classroom Teachers, Media Specialist	9/11/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct bi-quarterly meetings to disaggregate and analyze data such as pre, progress and posttests, Reading Plus progress reports, DIBELS results, and Accelerated Reader reports and utilize the data to guide instruction.	Administrators, Reading Coach	8/28/2006	5/7/2007	Continuous Improvement Model	\$0.00
Implement weekly grade level instruction using best practices strategies where teachers and students on each grade level (three through five) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Reading Coach	10/2/2006	2/23/2007	District Strategic Plan	\$3250.00
Analyze data from District Interim Assessments in Reading in grades three through five, using the Edusoft Assessment	Administrators, Reading Coach, Classroom Teachers	10/23/2006	4/23/2007	Continuous Improvement Model	\$0.00

Management System, to monitor progress and to identify FCAT tested strands that need additional instructional focus.					
Disaggregate and analyze data from the 2006 FCAT Reading Assessments to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Administrators, Reading Coach, Classroom Teachers, Literacy Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the LeapPad Learning System in Kindergarten and first grade to reinforce and enhance reading instruction.	Administrators, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$16000.00
Schedule access to Reading Plus during the day in classrooms, computer lab and Media Center for students in grades two through five to improve reading fluency and comprehension and facilitate completion of forty sessions prior to the 2007 FCAT Reading Assessment.	Administrators, Reading Coach, Classroom Teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a before school reading tutorial program four days per week for students in grades three through five to improve fluency and comprehension using the Reading Plus Assessment and Instructional web-based software.	Administrators, Selected Teachers	9/18/2006	5/30/2007	District-wide literacy plan	\$4500.00
Identify students in grades three through five scoring in the lowest 35% on the 2006 FCAT Reading Test for in-school small group intensive instruction using the Passport Voyager Program focusing on fluency, phonics, vocabulary and comprehension.	Administrators, Reading Coach	9/11/2006	5/30/2007	District-wide literacy plan	\$46000.00

Research-Based Programs

Houghton Mifflin Reading Program – A Legacy of Literacy, 2003 Edition;

Passport Voyager Intervention Program

Reading Plus Silent Reading Fluency Program, version 3.5: 2006: Taylor Associates/Communications, Inc.

Professional Development

- Houghton Mifflin Five Day Plan
- Comprehensive Research-based Reading Plan
- Reading Plus
- Passport Voyager Intervention Program
- FCAT Explorer
- Accelerated Reader
- DIBELS
- Riverdeep
- Project Draw
- 4th Grade Reading Standards
- 5th Grade Reading Standards

Evaluation

- 2007 FCAT Reading Assessment
- District Interim Assessments
- DIBELS
- Reading Plus
- STAR Reading 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All Hibiscus Elementary School students will be able to function on or above grade level in mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics Assessment indicate that all of the targeted subgroups showed improvement in mathematics skills, as evidenced by at least 54% of all subgroups scoring at or above grade level in mathematics. The data acquired from the School Performance Accountability Results indicate that 60% of all students in third through fifth grade met high standards in mathematics on the 2006 FCAT Mathematics Assessment.

Seventy-three percent of the students tested on the 2006 FCAT Mathematics Assessment made at least one year's progress in mathematics. There was a 20 percentage point increase in the number of students in grade four meeting high standards in mathematics when the scores for the 2006 FCAT Mathematics Assessment were compared with the 2005 FCAT Mathematics Assessment scores. In grade five even though there was a nine percentage point increase in the number of students meeting high standards, only 41% of the fifth grade students tested on the 2006 FCAT Mathematics Assessment scored at or above grade level in mathematics.

Interpreting the data from the FCAT Mathematics Assessment across the grade levels indicates that the content clusters needing increased instruction in grade three are Number Sense, Geometry, and Data Analysis. An analysis of the grade four mathematics achievement scores indicates that content clusters in most need of increased instruction are Number Sense and Geometry. All of the content clusters need addressing in grade five with Number Sense and Measurement as the areas of greatest need. Focused instruction in these areas should result in an increase

in student achievement in mathematics.

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 based on the Sunshine State Standards, 61% of all students in grades three through five will score Level three or higher on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide and utilize the District developed 2006-2007 Mathematics Curriculum Pacing Guides in kindergarten through fifth grade.	Administrators, Grade Level Chairpersons, Mathematics Coach, Classroom Teachers	8/14/2006	5/24/2007	District Strategic Plan	\$0.00
Implement weekly grade level instruction using best practices strategies where teachers and students on each grade level (three through five) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Mathematics Coach	10/4/2006	2/23/2007	District Strategic Plan	\$3250.00
Analyze data from District Interim Assessments in Mathematics in grades three through five, using the Edusoft Assessment Management System, to monitor progress and to identify FCAT tested strands that need additional instructional focus.	Administrators, Mathematics Coach, Classroom Teachers	10/23/2006	4/23/2007	Continuous Improvement Model	\$0.00
Conduct bi-quarterly meetings to disaggregate and analyze data from pre, progress and posttests, and utilize the data to guide instruction.	Administrators	8/28/2006	5/7/2007	Continuous Improvement Model	\$0.00
Identify the students in all subgroups scoring in the lowest 25% on the FCAT Mathematics Assessment, as delineated in Adequate Yearly Progress disaggregated data and monitor progress through school site assessments.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement an uninterrupted 60-minute block in mathematics for Kindergarten through fifth grade.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct small group mathematics instruction throughout the day for students in grades four and five who scored at Level 1 on the 2006 FCAT Mathematics Assessment to reinforce and remediate mathematics skills and FCAT	Administrators, Mathematics Coach, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

benchmarks, monitored by site authored benchmark assessments.					
Implement an after school tutorial program addressing basic mathematics skills and FCAT benchmarks four days per week for students in grades three through five scoring in the lowest 25% on the 2006 FCAT Mathematics Assessment, monitored by site authored assessments.	Administrators, Selected Teachers	10/2/2006	2/26/2007	District Strategic Plan	\$8500.00

Research-Based Programs

Harcourt Math, 2004 Edition (Harcourt School Publishers)

Professional Development

- Math Item Specifications and Standards for Grade 3
- Math Item Specifications and Standards for Grade 4
- Math Item Specifications and Standards for Grade 5
- Riverdeep
- FCAT Explorer – Grade 5
- Sharing Best Practices in Mathematics

Evaluation

- 2007 FCAT Mathematics Assessment
- District Interim Assessments in Mathematics
- Site authored weekly and monthly assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All Hibiscus Elementary School students will be able to communicate effectively through writing.

Needs Assessment

Results from the 2006 FCAT Writing Assessment indicate that 93% of fourth grade students scored 3.5 or higher. Students need to maintain or improve FCAT levels for the 2007 school year. When comparing scores on the 2005 FCAT Writing Test and 2006 FCAT Writing Test, the students' mean score showed an increase on the expository prompt from 4.1 to 4.4 but on the narrative prompt the mean score showed a decrease from 4.0 to 3.9.

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 based on the Sunshine State Standards, 93% or more of all fourth grade students will score Level 3.5 or higher on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate classroom Writing Journals on a daily basis.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review results of Monthly Writing Prompts in order to redirect instruction.	Classroom Teachers	9/4/2006	5/15/2007	Continuous Improvement Model	\$0.00
Utilize writing lessons and strategies from the Houghton Mifflin Reading Series to improve quality of writing.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct bi-quarterly meetings to disaggregate and analyze data from pre, progress and posttests, and monthly prompts and utilize the data to guide instruction.	Administrators	8/28/2006	5/7/2007	Continuous Improvement Model	\$0.00
Plan, implement & monitor school wide schedule for writing using the Continuous Improvement Model (CIM).	Reading Coach	9/4/2006	5/30/2007	Continuous Improvement Model	\$0.00
Form writing groups based upon skill levels as indicated by scores on monthly writing prompts to focus instruction.	Classroom Teachers	9/5/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze data from District pre/post Writing prompts.	Classroom Teachers, Reading Coach, Literacy Team	8/28/2006	5/7/2007	Continuous Improvement Model	\$900.00

Research-Based Programs

Houghton Mifflin Reading Program – A Legacy of Literacy, 2003 Edition

Professional Development

- Florida Department of Education CD-Rom – “NCS Staff Development for Florida Writes”
- Florida Department of Education CD-Rom – “FCAT Performance Task Scoring-Grade 4 Writing”
- Sharing best practices in writing instruction

Evaluation

- 2007 FCAT Writing Assessment
- Monthly writing prompts
- District pre and post 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Hibiscus Elementary School will increase the scientific knowledge of all students.

Needs Assessment

When comparing the fifth grade students' mean score on the 2006 FCAT Science Assessment (268) with the fifth grade students' mean score on the 2005 FCAT Science Assessment (265) there was an increase of 3 points. However, only 12 percent of all fifth grade students tested scored Level three or higher.

Scores on the 2006 FCAT Science Assessment revealed no gains in any of the content clusters tested. Additionally there has been a four-year decline in the Life and Environmental content cluster of the FCAT Science Assessment. Science scores overall on the 2006 FCAT Science Assessment lag significantly behind the District and State results.

Measurable Objective

Given instruction based on the Sunshine State Standards, 51% of all students in grade five will score Level three or higher on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing the 8-step process.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Reinforce grade appropriate science content with the language arts curriculum through the use of non-fiction text during shared or guided reading.	Administrators, Classroom Teachers, Reading Coach, Literacy Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage the participation in the school-wide Science Fair to reinforce the use of scientific process skills.	Administrators, Classroom Teachers, Science Fair Committee	8/14/2006	4/25/2007	District Strategic Plan	\$0.00
Correlate the reading series to the Sunshine State Standards for Science in order to integrate instruction.	Administrators, Classroom Teachers, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct bi-quarterly meetings to disaggregate and analyze data from Science pre, progress, and post assessments and utilize the data to guide instruction.	Administrators	8/28/2006	5/7/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science Assessment to identify strengths and weaknesses and develop an instructional focus calendar for science.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the District Elementary School Science: Pacing Guides in Kindergarten through fifth grade to ensure that all Sunshine State Standards are addressed through content area instruction.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze the school-site Science Pre-Test data for students in grade five, using the Edusoft Assessment Management System, to monitor student progress and to identify FCAT tested strands that need additional instructional focus.	Administrators, Classroom Teachers	9/25/2006	2/26/2007	Continuous Improvement Model	\$600.00

Research-Based Programs

McGraw – Hill Science 2000 Edition

Professional Development

- Science Item Specifications for Grade 5
- CRISS strategies
- Full Option Science System (FOSS)
- Sharing best practices in science S
- Support by Regional Center 2 Science Curriculum Support Specialist

Evaluation

- 2007 FCAT Science Assessment
- FLDOE FCAT Simulation 5th Grade
- School site FCAT Science pre and post test
- Site authored progress tests

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Hibiscus Elementary School will provide increased opportunities for parents to be involved in their child's education.

Needs Assessment

Parent/family/community participation sign-in logs documented 730 participants in school site activities at Hibiscus Elementary during the 2005-2006 school year. The participation sign-in logs revealed that the parent/family/community participation in school-site activities showed a slight increase when compared with the 692 documented participants during the 2005-2006 school year.

Measurable Objective

Given the need to establish a link between the home and community to support the efforts of improving academic achievement of students, parent/family/community involvement during the 2006-2007 school year will increase from 730 in 2005-2006 to 750 participants in school-site activities as documented by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the participation in parent/family/community activities by maintaining the use of sign-in sheets and logs of attendance.	Administrators, Counselor, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the use of school wide parent contact logs with codes to identify type of contact.	Administrators, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan and deliver workshops for parents on basic skills and FCAT strategies in conjunction with various M-DCPS agencies.	Counselor, Classroom Teachers, Reading Coach, Mathematics Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Connect-Ed to inform parents of school-site activities.	Administrators	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a schedule indicating designated times parents can pick up their child's report card.	Administrators, Classroom Teachers	10/20/2006	3/16/2007	District Strategic Plan	\$0.00
Plan and deliver workshops on educational technology and "cyber safety", teaching parents and children how to stay safe on the internet.	Media Specialist, Counselor, Law Enforcement/School Resource Officer	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Maintain an on-going line of communication (in students' home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, parent/teacher conferences, home visits, and monthly calendar.	Administrators, Counselor, Community Involvement Specialist, Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$500.00
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities.	Counselor, Community Involvement Specialist, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$7300.00

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

Professional Development

- Open House and Title I Informational Meeting
- Family Literacy Workshops
- Annual Science Fair
- EESAC Meetings

Evaluation

Workshop/activity participation sign-in logs

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Hibiscus Elementary School will provide a safe and disciplined environment for all students.

Needs Assessment

An evaluation of the Student Case Management System Executive Summary for Hibiscus Elementary revealed 9 outdoor suspensions for the 2005-2006 school year. For successful student achievement it is important for students to be in attendance at school and in a safe learning environment. Alternative ways to address discipline and safety problems need to be identified.

Measurable Objective

Given the impact a safe learning environment has on student achievement, during the 2006-2007 school-wide student discipline will improve as evidenced by a 10% decrease in the number of outdoor suspensions as documented by comparing the Student Case Management System Executive Summary for Hibiscus Elementary for 2005-2006 and 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a school safety and discipline committee.	Administrators, Counselor, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parent workshops on discipline and behavior modification.	Administrators, Counselor, Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement peer teacher observations of effective discipline strategies.	Administrators, Counselor, Classroom Teachers	10/16/2006	5/30/2007	Mentoring Opportunities	\$0.00
Conduct classroom instruction on safe learning environment topics such as bullying and the Code of Student Conduct.	Counselor	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Plan and deliver workshops on educational technology and "cyber safety", teaching parents and children how to stay safe on the internet.	Counselor, Media Specialist, Law Enforcement/School Resource Officer	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement a school wide progressive discipline plan.	Administrators, Counselor, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$100.00
Implement discipline strategies, such as parent conferences, counseling with the Guidance Counselor, and positive reinforcement.	Administrators, Counselor, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$100.00

Research-Based Programs

Not Applicable

Professional Development

- Sharing of Best Practices for Discipline during faculty meetings

Evaluation

- Student Case Management System Executive Summary
- School Climate Surveys
- District and Regional Suspension Reports

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

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

GOAL 7 STATEMENT:

Hibiscus Elementary will promote equitable and universal access to technology.

Needs Assessment

The most recent data supplied from the Florida System for Technology Accountability and Rigor Survey (STAR) indicates the learners used drill and practice about once a week and simulation and tool-based software only about once a month. A review of the Accelerated Reader reports reveals that there is a need to improve consistent computer access in all classrooms.

Measurable Objective

The use of technology at Hibiscus Elementary School will be enhanced during the 2006–2007 school year as evidenced by 50% of all third, fourth, and fifth grade students completing forty sessions on the web-based Reading Plus Assessment and Instruction software by March 2007 as documented by the Reading Plus progress reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor Reading Plus utilization to ensure completion by March.	Administrators, Reading Coach, Classroom Teachers	8/21/2006	2/26/2007	Continuous Improvement Model	\$0.00
Provide access to computers in the classrooms, media center, and computer lab.	Administrators, Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	School-to-Career	\$0.00
Create and implement classroom student computer usage schedules.	Administrators, Classroom Teachers	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with the login and password information as well as directions for using Reading Plus at home.	Administrators, Classroom Teachers	9/18/2006	10/18/2007	District Strategic Plan	\$0.00
Schedule the students to use Reading Plus before, during, and after school.	Administrators, Classroom Teachers, Reading Coach	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Purchase licenses for the web-based Reading Plus Assessment and Instructional Software.	Administrators	8/14/2006	9/4/2006	District-wide literacy plan	\$16000.00

Research-Based Programs

- Reading Plus Assessment and Instructional Software
- Riverdeep
- LeapPad

Professional Development

- Reading Plus
- Riverdeep
- LeapPad
- FCAT Explorer

Evaluation

Reading Plus Software progress reports

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.)

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

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

GOAL 8 STATEMENT:

Hibiscus Elementary will promote overall health and fitness of the students.

Needs Assessment

Final results of the FITNESSGRAM for the 2005-2006 school year revealed that 65.4% of the 197 students tested passed the Fitness assessment. Results of the student scores for 2005–2006 Physical FITNESSGRAM indicate that students in fourth and fifth grades need to continue to improve levels of fitness training in sit-ups, curl-ups, lower and upper body flexibility, distance running and proper nutritional awareness.

Measurable Objective

Given instruction in the Sunshine State Standards for Physical Education, 67% of the fourth and fifth grade students tested will pass at least five of the six fitness components, by meeting the 50th percentile as indicated by the FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide instruction in Nutritional Awareness to all students during physical education classes and health instruction.	Physical Education Teacher, Classroom Teachers	9/25/2006	5/30/2006	Inclusion	\$0.00
Encourage student participation in the free breakfast program through flyers, morning announcements, and school web site.	Administrators, Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase overall student fitness training through sit-ups, curl ups, upper and lower body exercises, and distance running with an emphasis on conditioning and proper nutrition monitored through teacher observation during physical education classes.	Physical Education Teacher	9/4/2006	5/30/2007	District Strategic Plan	\$1000.00
Inform parents of the importance of physical fitness and proper nutrition through meetings, school web site, and flyers.	Physical Education Teacher, Counselor, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$100.00

Research-Based Programs

Not Applicable

Professional Development

Share updates and physical fitness information at faculty meetings

Evaluation

2006-2007 FITNESSGRAM

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

All Hibiscus Elementary School students will be given opportunities to participate in advanced academic programs.

Needs Assessment

Participation in Academic Excellence Programs has been shown to improve students' critical thinking skills. A review of the 2004-2005 Academic Excellence Program roster revealed 24 students enrolled. This shows a need to increase the number of students enrolled in the Academic Excellence Program during the 2005-2006 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, enrollment will increase to 25 students in both the Academic Excellence Chess and Drama Programs during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase student knowledge of the principles of chess.	Academic Excellence Program Teacher	9/11/2006	5/24/2007	District Strategic Plan	\$0.00
Participate in District chess competitions.	Academic Excellence Program Teacher	9/11/2006	5/24/2007	District Strategic Plan	\$0.00
Identify students for enrollment in the Academic Excellence program based on test scores, classroom performance, and teacher recommendations.	Administrators,Counselor, Classroom Teachers	9/11/2006	5/24/2007	Inclusion	\$0.00
Inform parents about the Academic Excellence Program, Chess Club, and Drama program through school web site and flyers.	Academic Excellence Teacher	9/11/2006	5/24/2007	District Strategic Plan	\$0.00
Increase peer socialization through the formation of a chess club and participation in drama presentations.	Academic Excellence Program Teacher	9/11/2006	5/24/2007	Academic Teams	\$0.00
Develop student critical and creative thinking skills.	Academic Excellence Program Teacher	9/11/2006	5/24/2007	Expanding arts opportunities	\$3500.00

Research-Based Programs

Not Applicable

Professional Development

Share updates and information about the Academic Excellence Program, Chess Club, and Drama program during faculty meetings

Evaluation

Academic Excellence Program student rosters

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Hibiscus Elementary School will rank at or above the 34th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in the 2004-2005 school year, Hibiscus Elementary School ranked at the 33rd percentile on the State of Florida ROI Index.

Measurable Objective

Hibiscus Elementary School will improve its ranking on the State of Florida ROI Index publication from the 33rd percentile in 2004-2005 to the 34th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/7/2006	6/8/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	8/7/2006	6/8/2007	District Strategic Plan	\$0.00
Conduct mini workshops on budget allocation for teachers and materials.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/7/2006	6/8/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators	8/7/2006	6/8/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

- Preparing for Budget Conferences for Principals
- Inservice for Stakeholders on the Efficiency and Effectiveness of Programs

Evaluation

State of Florida ROI Index

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 recommended budget allocations to the administration and budget committee in regards to the School Improvement Plan.

Training:

The EESAC recommended an increase in professional development activities for the staff including those activities focused on technology.

Instructional Materials:

The EESAC recommended the use of Accelerated Reader, STAR Reading programs and Voyager Passport Reading Intervention System to enhance the curriculum.

Technology:

The EESAC recommended the use of Reading Plus, Accelerated Reader, STAR Reading, FCAT Explorer, Riverdeep, and Harcourt Mathematics Software to improve academic achievement in grades one through five.

Staffing:

The EESAC recommended personnel and staffing suggestions to the administration that would best support the School Improvement Plan.

Student Support Services:

The EESAC recommended the continuation of the services already in place as well as seeking additional services from outside agencies that help support our School Improvement Plan. The current services include a before and after-school tutoring program in reading, writing, and mathematics, as well as, an Academic Excellence Program.

Other Matters of Resource Allocation:

The EESAC recommended an incentive program for the Accelerated Reader Program.

Benchmarking:

The EESAC recommended strategies to assist in benchmarking the students' progress in the designated objectives.

School Safety & Discipline:

The EESAC recommended continuing the existing policies, programs, and procedures to address school safety and discipline implemented by the administration and faculty, which provide a calm and orderly atmosphere conducive to learning. Programs already in place include School Safety Patrol, Student Council, Do The Right Thing, and the Student/Management/Recognition Committee.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$69,750.00
Goal 2: Mathematics	\$11,750.00
Goal 3: Writing	\$900.00
Goal 4: Science	\$600.00
Goal 5: Parental Involvement	\$7,800.00
Goal 6: Discipline & Safety	\$200.00
Goal 7: Technology	\$16,000.00
Goal 8: Health & Physical Fitness	\$1,100.00
Goal 9: Electives & Special Areas	\$3,500.00
Goal 10: Return On Investment	\$0.00
Total:	\$111,600.00

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