
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2501 - Holmes Elementary School

FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dahlia Gonzalez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Holmes Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Holmes Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including bi-weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Additionally, in order to maximize learning opportunities for students, Holmes operates under the extended day and extended year model.

Given instruction based on the Sunshine State Standards (SSS), students in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), African American students in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 65 percent of the students in grade four scoring at level 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 27 percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a minimum of 450 parents participating in school activities as evidenced by the data attained from the 2006-2007 Annual Survey of Title I Parental Involvement.

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will decrease by 10 percent during the 2006-2007 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of six workshops on the use of technology during the 2006-2007 school year as documented by the sign in logs.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by 60 percent of the students passing the 2006-2007 FITNESSGRAM.

Given instruction with a emphasis on participation of students in advanced academic programs, a minimum of 50 students will participate in Academic Excellence Programs during the 2006-2007 school year as compared to the 2005-2006 school year.

Holmes Elementary School will improve its ranking on the state's Return on Investment Index as evidenced by a minimum of a three percentage point increase.

Additionally, the Organization Performance Improvement Snapshot (OPIS) survey administered during September 2006 indicated favorable results in all seven categories. The strengths identified by the staff at Holmes Elementary School were in the areas of Measurement, Analysis and Knowledge Management, Customer Market, and Leadership. These areas had an average score of 4.2.

However two areas needing improvement were identified: Strategic Planning (3.8 average score) and Business Results (3.9 average score). Data results in the Strategic Planning category indicated the need to involve all stakeholders in the decision making process. This will be addressed by ensuring that meetings are held regularly with

all stakeholders to elicit their input. Data indicated, in the Business Results category, the need for stakeholders to know how well the organization is doing financially. This will be addressed by ensuring that the administration holds budget training for the staff during a faculty meeting.

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.

Holmes Elementary School

VISION

Our vision is to prepare our students to become productive individuals in today's society and provide them with skills that will empower them to lead successful lives. The vision of Holmes Elementary School includes the ethos that strives to have primary children reading on grade level by grade one. Our daily goal is to create a culture of reading within the school and throughout the community. Additionally, our goal is to empower parents to take charge of their child's education.

MISSION

The mission of the Holmes Elementary Scholl staff and community is to provide students with the knowledge and tools necessary to achieve personal and academic success.

CORE VALUES

Holmes Elementary is dedicated to providing an enriched learning environment that allows the student to reach full potential. We strive to develop honest, respectful, successful students who will develop into productive citizens. The faculty and staff are dedicated to the mission and vision of the school. The staff at Holmes Elementary realizes the importance of creating a diverse, cooperative learning environment that will enable students to succeed.

School Demographics

Holmes Elementary School is an inner-city school located in a predominantly African-American community. Its student population for the 2006-2007 school year consisted of approximately 323 students in pre-kindergarten through grade five, with an ethnic breakdown of 93.4 percent African-American, 6.3 percent Hispanic, and 0.3 percent Other. The average number of students qualifying for free or reduced priced lunch is 98.3 percent. Our exceptional student population constitutes 13.9 percent of the enrollment. Limited English Proficiency students constitute 1.0 percent of the enrollment. The average daily attendance for the school is 94.2 percent.

Holmes Elementary has a Title I School-Wide Program utilizing allocated funds to supplement expenditures for programs that address the specific needs of students. Holmes has also been designated as a recipient of the Reading First Grant for the 2005-2006 school year and will continue the implementation of the program for the 2006-2007 school year. Additionally, specialty programs are provided including the I CHOOSE Magnet Program with emphasis on the NASA SEMAA Science Program model, an Exceptional Student Education Program with an inclusion model for students with diagnosed exceptionalities, Gifted Program, Limited English Proficiency Program which provides instruction in English for Students of Other Languages, and an Academic Excellence Program (AEP) that benefits students through enrichment instruction. These programs will focus on improving the educational achievement of all students. In addition, Holmes will operate under the Zone's extended day and extended year initiative.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are twenty-two certified classroom teachers, two ESE teachers, two elementary guidance counselors, one school psychologist, one speech therapist, one social worker, one media specialist, six special area teachers, two reading coaches, one mathematics coach, one writing coach, one lead teacher for the I CHOOSE Magnet Program, three full-time paraprofessionals and one community involvement specialist at the school. One mentor principal will work with the instructional leaders to enhance teaching and learning. Thirty-two percent of the teachers have Master's degrees. The ethnic make-up of the staff is 8 percent White Non-Hispanic, 55 percent African-American, 25 percent Hispanic and 12 percent Asian/American Indian. The gender breakdown of the staff is 25 percent male and 75 percent female. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

The Florida Department of Education has graded Holmes as a "C" school as deemed by the 2006 FCAT administration. An increase in the number of lower quartile students achieving learning gains was noted. The gains made, according to data culled from the Florida Department of Education Accountability Report were as follows: Forty-six percent of the students in grades three through five made learning gains in reading comprehension skills. Sixty-seven percent made learning gains in mathematics and sixty-two percent in writing.

Scheduled for a school replacement project in the District's Five Year Capital Improvement Plan, Holmes Elementary School (physical plant) will be closed for one more year. The 323 students who attend the school are currently being housed at Lillie C. Evans Elementary School. Utilizing a "school within a school" concept, Holmes Elementary will continue to function as a separate educational institution, housed on the campus of Lillie C. Evans Elementary. The students will retain their school identity and will test as an independent unit for accountability purposes.

School Foundation

Leadership:

The Leadership Team at Holmes Elementary School consists of one principal, one assistant principal, a mentor principal, one curriculum specialist from the School Improvement Zone, two reading coaches, one mathematics coach, one writing coach, one science lead teacher, one ESE chairperson, one UTD Steward, and the EESAC chairperson. The findings of the Organizational Performance Improvement Snapshot Survey indicated that the faculty and staff are satisfied with the leadership provided at the school to facilitate an effective school as evidenced with an average score of 4.2 in this category.

District Strategic Planning Alignment:

Holmes Elementary School is designated as one of the thirty-nine schools in the School Improvement Zone and implements the Continuous Improvement Model. All stakeholders are involved in all facets of the eight step process which addresses the indicators in this category. They felt that they know the parts of the organizational plans that will affect them and their work to some degree. The average category score in this area is 3.8.

Stakeholder Engagement:

The Organizational Performance Improvement Snapshot Survey indicates a high degree of satisfaction among school stakeholders with regard to their engagement in the decision making process. The average category score is 4.0 in this area.

Faculty & Staff:

The faculty and staff feel that they are encouraged to develop their job skills; can make changes to improve their work; that their colleagues work cooperatively and work as a team; and are recognized for their hard work and effort. The average category score is 4.0 in this area.

Data/Information/Knowledge Management:

Data from the Organizational Performance Improvement Snapshot Survey, School Staff Surveys, Benchmark Assessments, DIBLES, FCAT scores, and other data reports provide information for stakeholders to ensure that instruction is data driven; provides feedback for measuring the quality of work; and specific needs for professional development.

Education Design:

Holmes Elementary School adheres to the design and implementation of the Continuous Improvement Model (CIM). Students are assessed bi-weekly with the instructional focus on the Sunshine State Standards, the Competency Based Curriculum and the Grade Level Expectations. Students are provided two and one half hours of reading/language arts instruction, one hour of mathematics, one half hour of science/social studies and one hour of the extended day devoted to interventions. The instructional focus is established by the Curriculum Leadership Team which includes the principal, assistant principal, mentor principal, curriculum support specialist from the School Improvement Zone, two reading coaches, one mathematics coach, science lead teacher, and department/grade level chairpersons.

The core curriculum program includes: Houghton Mifflin (reading), Scott-Forseman-Addison Westly (mathematics), Harcourt Brace (science), and Voyager Passport (school-wide intervention). The educational design also incorporates technology based programs to enhance a variety of instructional techniques, music, art, physical education, and Spanish language. Qualified students receive instruction through the Exceptional Student Education program (SLD, EH, SP, and Gifted). The average category score was 4.2.

Performance Results:

Holmes Elementary School has been rated a "C" school according to the Governor's A+ Plan during the 2005-2006 school year. This is an improvement over the "FFF" rating during the previous three years. While attendance ratings continue to be an ongoing focus, our students and staff continue to strive towards meeting Adequate Yearly Progress under the No Child Left Behind Act.

According to the Organization Performance Improvement Snapshot Survey, students, staff and parents feel safe and secure at Holmes Elementary School and that students are getting a good education at the school.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

• Highly Qualified, Certified Administrators:

• Teacher Mentoring:

• School Advisory Council:

• Extended Learning Opportunities

• School Wide Improvement Model

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

The students at Holmes Elementary will improve their reading performance for all students.

Needs Assessment

According to the results of the 2006 FCAT Reading Test, 39 percent of the third to fifth grade students scored at or above a Level 3 on the FCAT Reading Test. Of the subgroups, only 35 percent of African-American, 33 percent of Economically Disadvantaged, and 14 percent Students With Disabilities students scored at or above Level 3 on the FCAT Reading Test.

Further analysis of the 2006 FCAT data indicates that the content areas of Words/Phrases, and Main Idea increased over the 2005 FCAT while Comparisons decreased 12% and Reference/Research decreased 10%. There was an increase in the students scoring in levels 3, 4, and 5 from 32% in 2005 to 48% in 2006 therefore decreasing the students scoring in levels 1 and 2 from 67% in 2005 to 53% in 2006.

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), African American students in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities in grades 3-5 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide two and a half-hour, consecutive, uninterrupted hours of literacy instruction daily. This two and a half-hour, uninterrupted instructional block will include the following five essential elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Administration Reading Coaches Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$944000.00
Utilize the focus calendar developed according to the Sunshine State Standards and District's Scope and Sequence, bi-weekly benchmark assessments and cumulative benchmark assessments to identify and monitor student progress.	Administration Reading Coaches Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administration Reading Coaches	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize computer-assisted programs in reading such as Reading Plus, Accelerated Reader, KidBiz 3000, Riverdeep to provide individualized differentiated intervention,	Administration Classroom Teachers Technology Facilitator	8/7/2006	6/1/2007	District-wide literacy plan	\$20000.00

reinforcement, and enrichment activities for students based on their achievement level.					
Implement the Voyager Passport Program during the extended day program for low achieving students and provide enrichment activities for on level students.	Administration	9/18/2006	6/1/2007	District Strategic Plan	\$0.00
Implement After-School and Saturday School Tutorial Programs for all students to target specific needs and/or enrichment activities.	Administration	8/7/2006	6/1/2007	District-wide literacy plan	\$30000.00
Monitor the implementation of the Comprehensive Research-based Reading Plan (CRRP) and provide training for teachers on an on-going basis throughout the school year to support the core literacy program.	Administration Reading Coaches	8/7/2006	6/1/2007	District-wide literacy plan	\$104000.00
Monitor the implementation of Extended Day/Extended Year for all students.	Administration	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton-Mifflin Core Reading Program

Supplemental programs that are being implemented at Holmes Elementary are Reading Plus, Accelerated Reader, Voyager Passport, Riverdeep, FCAT Explorer, KIDBIZ 3000.

Professional Development

Using the School Improvement Zone's organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Training will be focused on the development of the teacher with a focus on the teaching of reading. Professional development will include Snapshot and Edusoft data management systems, CRISS, Professional Learning Communities, Continuous Improvement Model, Reading Plus, Voyager Passport, Voyager Passport, KIDBIZ 3000, and FCAT Explorer.

Evaluation

The success of meeting the objectives will be measured by the scores on the 2007 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed bi-weekly benchmark assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at Holmes Elementary School will continue to improve the mathematics performance for all students.

Needs Assessment

According to the results of the 2006 FCAT Mathematics Test, 46 percent of the third to fifth grade students scored at or above a Level 3 on the FCAT Mathematics Test. Of the subgroups, only 44 percent of African-American, 44 percent of Economically Disadvantaged, and 40 percent Students With Disabilities scored at or above Level 3 in the FCAT Mathematics Test.

Further analysis of the 2006 FCAT data indicates that the content areas of Measurement (50%) and Data Analysis (57%) remained the same. Number Sense (+25), Geometry (+14%), and Algebraic Thinking (+17%) increased from the 2005 FCAT. The 2006 FCAT decreased the percentage of students scoring in levels 1 and 2 by 29% (2005-65%, 2006-36%) thereby increasing the percentage of students scoring in levels 3, 4, and 5 (2005-34%, 2006-65%).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities grades 3-5 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a diagnostic pre- and post-test, monthly cumulative assessments, and bi-weekly benchmark assessments in mathematics which are aligned to the Sunshine State Standards.	Administration Mathematics Coach Curriculum Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize a data management system, to score assessments and monitor student progress. These disaggregated data reports will be used to redirect classroom instruction; provide enrichment and remediation; and for placement of students in flexible tutorial groups.	Administration Mathematics Coach Edusoft Administrator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize computer-assisted programs in reading such as Riverdeep, KidBiz 3000, and FCAT Explorer to provide individualized differentiated intervention, reinforcement, and enrichment activities for students based on their achievement level.	Administration, Mathematics Coach, Technology Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$12000.00
Implement After-School and Saturday School Tutorial Programs for all students to target specific needs and/or enrichment activities.	Administration After-school Program Director	8/7/2006	6/1/2007	District Strategic Plan	\$30000.00
Employ the coaching model (planning with	Administration,	8/7/2006	6/1/2007	District Strategic	\$104000.00

teachers, demonstrating strategies, practice, and feedback) to support the core mathematics program.	Mathematics Coach, Curriculum Support Specialist			Plan	
Focus instruction on the Number Sense and Algebraic Thinking strands and instruct the remaining content strands of Measurement, Geometry, Data Analysis, and Probability according to the timeline identified in the school developed Instructional Focus calendar for Mathematics.	Administration Mathematics Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman Mathematics Program

Supplemental programs will include RiverDeep and FCAT Explorer.

Professional Development

Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and best practices for instructing number sense and algebraic thinking, and assessments used at the elementary school level. In addition, best practices in mathematics will be shared at monthly faculty meetings. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Success of meeting the objectives will be measured by the scores on the 2007 FCAT Mathematics Test. Formative bi-weekly benchmark assessments and monthly quarterly assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The students in grade four at Holmes Elementary will increase writing performance for all students.

Needs Assessment

According to the 2006 FCAT Writing Test, 62 percent of the students met high standards on the FCAT Writing test.

Further analysis of the 2006 FCAT data indicates that the combined score for writing increased from 2005 (3.2) to 2006 (3.4) by 0.2 points. The combined expository score was 3.6 and the combined narrative score was 3.2.

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, students in grade 4 will improve their writing skills as evidenced by 65 percent of the students in grade four scoring at level 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer and analyze the District's pretest for narrative and expository prompts to establish differentiated instructional groups.	Administration Writing Coach	8/7/2006	6/1/2007	District Strategic Plan	\$57000.00
Implement the Sanron Writing Program in grades K-3.	Administration Writing Coach	8/7/2006	6/1/2007	District Strategic Plan	\$3000.00
Incorporate writing throughout all content areas and include strategies specific to each area.	Administration Writing Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide coaching and mentoring with the implementation of monthly writing prompts, the interpretation of the six point Scoring Rubric, analysis of student writing, and specific strategies to guide instruction to ensure writing gains.	Administration Reading Coaches Writing Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Program

Professional Development

Professional development will be provided by the Reading Coaches and Writing Coach to include six areas of professional growth for teachers at the school site:

- Wholistic scoring using the U-6 rubric;
- Examination and discussion of scientifically-based research in reading/language arts;
- Delivery and scaffolding of instruction in the five major reading/language arts components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a Zone Curriculum Support Specialist;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices;
- Analyzing student performance data to monitor student progress; and
- Planning in a cadre with other coaches.

Evaluation

The success of meeting the objectives will be measured by the scores on the 2007 FCAT Writing Test. District monthly assessments will be used to monitor students' progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students at Holmes Elementary will increase their science performance skills as evidenced by an increase in the number of students scoring at Level 3 and above on the 2007 FCAT.

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that two percent of students met high standards. Therefore, improvement is needed in the areas of Physical and Chemical Science, Earth and Science, Life and Environmental Science, and Scientific Thinking as evidenced by 25 percent of students in fifth grade needing to meet this requirement. This year concerted instructional effort in this area should result in an increase in student achievement in science.

According to the content cluster results from the FCAT 2006 for Holmes Elementary, the results are as follows for the percent correct:

Physical/Chemical (42%)

Earth/Space Science (36%)

Life/Environmental (38%)

Scientific Thinking (33%)

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 27 percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate the NASA SEMAA inquiry-based, hands-on investigations once weekly to enhance science instruction	Administration I CHOOSE Lead Teacher NASA SEMAA Staff	8/7/2006	6/1/2007	School-to-Career	\$25000.00
Disaggregate and analyze the 2006 FCAT Science test to identify strengths and weaknesses of students in grade five.	Administration I CHOOSE Lead Teacher Curriculum Support Specialist Fifth Grade Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Utilize the district developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grade five.	Administration I CHOOSE Lead Teacher Curriculum Support Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$57000.00
Conduct staff development to promote the teaching of science process skills.	Administration I CHOOSE Lead Teacher Curriculum Support Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project based learning, such as: cooperative groups, hands-on activities and problem-solving/critical thinking strategies.	Administration I CHOOSE Lead Teacher Curriculum Support Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide intervention/remediation strategies for students who are not performing satisfactory on monthly and cumulative assessments.	Administration I CHOOSE Lead Teacher Curriculum Support Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct a school wide Science Fair for students to demonstrate application of the Scientific Process for students in third to fifth grade.	Administration I CHOOSE Lead Teacher Curriculum Support Specialist Third to Fifth Grade Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades three	Administration I CHOOSE Lead Teacher Curriculum Support Specialist Third to Fifth Grade Teachers	08/07/06	06/01/07	District Strategic Plan	\$500.00

to five.	
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Research-Based Programs

Harcourt-Brace Science Series

NASA SEMAA Program (I Choose)

RiverDeep

Professional Development

Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level.

NASA SEMAA teachers will also participate in professional development workshops to develop their knowledge base of the program mission.

Evaluation

Scores of the 2007 FCAT Science test will be used to evaluate this objective. In addition, we will review data collected from the School Improvement Zone Pre/Post Tests and monthly assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 5 STATEMENT:

Holmes Elementary will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

The data reflected on the 2005-2006 Annual Survey of Title I Parental Involvement indicated that 421 parents participated in school-based activities. The level of involvement of both parents and community-based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a minimum of 450 parents participating in school activities as evidenced by the data attained from the 2006-2007 Annual Survey of Title I Parental Involvement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administration, faculty, parent representatives and community-based organizations will combine efforts in surveying parent's needs, prioritizing the areas of greatest concern and planning activities to address the identified areas.	Administration EESAC	8/7/2006	6/1/2007	District Strategic Plan	\$30000.00
Provide informational workshops through the school and THE PARENT ACADEMY to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related health issues, direct their own personal educational growth and the use of technology.	Administration Community Involvement Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize the Parent Compact (Title I parent contract) to engage their active involvement and support in both school and home based learning.	Administration Community Involvement Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide and maintain a parent resource center with instructional materials for check-out and use at home. Additionally, parents will be encouraged to use the resources available through THE PARENT ACADEMY.	Administration Community Involvement Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Plan and facilitate special 'Family Night' activities such as Open House, Title I Parent Orientation, Report Card Pick-up Day, Mathematics/Science Family Fun Night, Holiday Programs, Family Fun Day, and Awards Ceremonies to encourage additional opportunities for parental involvement.	Administration Community Involvement Specialist	8/7/2006	6/1/07	District Strategic Plan	\$3000.00
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher	Administration Community Involvement Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

conferences, and home visits.					
Monitor the participation of parents and community-based organizations by maintaining the use of sign-in sheets, logs of attendance and delivery of service.	Administration Community Involvement Specialist	8/7/2006	6/1/07	District Strategic Plan	\$0.00
Include parent's active participation in decision-making groups such as the PTA and the School Advisory Council.	Administration Community Involvement Specialist	8/7/2006	6/1/07	District Strategic Plan	\$0.00
The NASA SEMAA Program will provide an informal forum to engage parents in various science and mathematics activities.	Administration I CHOOSE Lead Teacher	8/7/2006	6/1/2007	District Strategic Plan	\$500.00

Research-Based Programs

Just Read Families! "Getting Started", Families Building Better Readers and National PTSA Standards for Parent and Family Involvement.

Professional Development

Parents and teachers will collaborate and actively participate in the following activities: the Title I Instructional Fair, an annual opening of school activity to acquaint teachers and parents with instructional materials that be can used at school and at home; the Annual Technology Conference that showcases technology-based instructional and productivity programs; the Educational Excellence School Advisory Council (EESAC) Workshop Series, a series of workshops presented during the school year that seeks to train stakeholders on how to effectively participate in helping to make informed decisions on the school operation and its budget; and Zone/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

Other trainings will include Electronic Grade Book and Monthly PTSA meetings.

Evaluation

Data will be obtained from activity/workshop sign-in sheets, attendance logs and delivery of service, as reported on the 2006-2007 Annual Survey of Title I Parental Involvement.

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 type="checkbox"/>	<input 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:

Holmes Elementary will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Analysis of data indicates that one of the greatest needs at Holmes Elementary is to improve student behavior. This is evident through the analysis of indoor and outdoor suspensions during the 2005-2006 school year. This 2005-2006 report shows that 57 students were suspended during the school year. Decrease in the negative behavior will help to create a safe and orderly environment.

Measurable Objective

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will decrease by 10 percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Form a committee with our stakeholders, in order to create a school-wide discipline plan.	Administration Guidance Counselors	8/7/2006	6/1/07	District Strategic Plan	\$0.00
Monitor the implementation of the school-wide discipline plan and provide incentives and awards for improved behavior and perfect attendance.	Administration Guidance Counselors	8/7/2006	6/1/2007	District Strategic Plan	\$1000.00
Provide workshops to parents on parenting and alternative discipline strategies.	Administration Guidance Counselors Community Involvement Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement a bullying Prevention Program (Olweus), K - 8.	Administration Guidance Counselors	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Coordinate student participation in the Youth Crime Watch and Project DARE programs.	Administration Guidance Counselors	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement the district's character education curriculum.	Administration Guidance Counselors	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Project ACHIEVE, PK - 8

Bullying Prevention Program (Olweus), K - 8

Professional Development

All teachers will receive professional development in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- Conflict Resolution
- Classroom management that promotes student self-discipline
- Counseling of at risk students
- Code of Student Conduct

Evaluation

Data collected from the 2006-2007 SCM Report will be used to evaluate this objective.

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 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:

Increase student use of technology by providing Professional Development to teachers on technology usage in the classroom.

Needs Assessment

Holmes Elementary presently shares a campus with another elementary school. During the restructuring, the technology access will be limited; therefore teachers will need to enhance their skills in the use of all available technology. Teachers last year had four trainings: FCAT Explorer, Reading Plus, SPI, Snapshot.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of six workshops on the use of technology during the 2006-2007 school year as documented by the sign in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology to retrieve, evaluate, and use information related to student progress.	Administration Reading Coaches Mathematics Coach Science Lead Teacher Technology Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Infuse the student-based programs into the curriculum, giving students daily opportunities to utilize technology.	Administration Technology Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide teachers with training in the following areas: Reading Plus, Accelerated Reader, Edusoft, Electronic Grade Book, FCAT Explorer, Kidbiz	Administration Technology Facilitator	08/07/2006	06/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Reading Plus, Accelerated Reader, FCAT Explorer, Riverdeep, KidBiz 3000

Professional Development

Teachers will participate in the following professional development/training sessions:

- Reading Plus
- Edusoft
- Electronic Grade Book
- FCAT Explorer

Evaluation

Progress will be monitored by teachers' attendance, sign in logs and training packets. In addition, students progress reports will be maintained in a data notebook.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Holmes Elementary will improve Student Health and Physical Fitness.

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM, 55 percent of the students in grades 3-5 taking the fitness test received a gold or silver fitness award. These results indicate a need for students in grades 3-5 to become more physically active and health conscious.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by 60 percent of the students passing the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Direct and oversee student's participation in the following activities in order to prepare for the FITNESSGRAM. <ul style="list-style-type: none"> • Physical Fitness (one mile) • One minute curl ups as age/grade appropriate • One minute push-ups as age/grade appropriate • Body stretching for flexibility 	Administration Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administration Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide students activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administration Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administration Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

2006-2007 FITNESSGRAM

Professional Development

N/A

Evaluation

2006-2007 FITNESSGRAM results.

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 checked="" 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 9 STATEMENT:

Holmes Elementary School aims at increasing student participation in Advanced Academic Programs.

Needs Assessment

School records indicate that no students participated in the Gifted Program during the 2005-2006 school year. Holmes Elementary did not have a Teaching Enrichment Activities to Minorities (TEAM) Program. Additionally, school records indicate that Holmes students did not participate in the Academic Excellence Program.

Measurable Objective

Given instruction with a emphasis on participation of students in advanced academic programs, a minimum of 50 students will participate in Academic Excellence Programs 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		
Implement an Academic Excellence Program in the Drama/Public Speaking Strand and the Hands-on-Science Strand.	Administration Academic Excellence Program Teachers	08/07/06	06/01/07	District Strategic Plan	\$1000.00
Establish a TEAM class in first grade.	Administration TEAM Teacher	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide field trips that will expose students to real-life experiences related to the curriculum content of the Academic Excellence Program strands.	Administration Academic Excellence Program Teachers	08/07/06	06/01/07	District Strategic Plan	\$1000.00
Identify students who are high achieving to participate in the Academic Excellence Program.	Administration Academic Excellence Program Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide teachers with Professional Development that will assist them in identifying students who exhibit a need for enrichment activities.	Administration Counselors	08/07/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Selected teachers will receive training on the implementation of the Drama/Public Speaking strand, and the Science Hands-on strand of the Academic Excellence program. Furthermore, teachers will receive training on characteristics of students that exhibit a need for enrichment activities that could be provided via Advanced Academic Programs. The TEAM teacher will receive training on strategies to enrich and cultivate academic excellence among high achieving students.

Evaluation

Holmes Elementary will use enrollment data in the Academic Excellence Program to document student participation in the program.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

Needs Assessment

The most recent data supplied by the FLDOE indicates that in the state of Florida during the 2004-2005 school year, Holmes Elementary ranked in the one percent as compared to all elementary schools. The district cost per student is at \$6, 980.00, the state cost per student is \$6,396.00. The average cost per student at Holmes Elementary is \$9,188.00.

Measurable Objective

Holmes Elementary School will improve its ranking on the state's Return on Investment Index as evidenced by a minimum of a three percentage point increase.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources.	Administration	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Use student data to target specific areas for improvement and make purchases that will assist.	Administration	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administration	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Use student performance data to influence decision-making.	Administration	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Collaborate with the district/zone on resource allocation.	Administration	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Discuss issues related to school expenditures, monitor program effectiveness, and measure the programs' impact on student achievement.	Administration	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

NA

Professional Development

NA

Evaluation

NA

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 made recommendations to purchase instructional materials, provide students with incentives, and allocated funds to improve parental involvement.

Training:

The EESAC made recommendations to provide professional development to beginning teachers, as well as provide training to all instructional staff on reading, mathematics, science and classroom management.

Instructional Materials:

The EESAC recommended that the school purchase Voyager for all students. The program will be implemented during the extended day portion of the day.

Technology:

The EESAC reviewed the technology needs of the school. The recommendation was to provide additional lap tops for teachers to use. The software needs were also reviewed. The school presently has Reading Plus available to the students. Additionally, the EESAC recommended that the school purchase Kids Biz, a technology program that will assist students with improving reading comprehension through the use of informational text.

Staffing:

The EESAC supports the administration in its effort to continue to keep classroom sizes as low as possible. Low student to teacher ratios are needed in order to ensure that students make optimum progress.

Student Support Services:

Members of our EESAC were instrumental in the development of the schoolwide discipline plan. This plan was developed by the teachers, and the student services department.

Other Matters of Resource Allocation:

The EESAC continues to support low class sizes, providing needed instructional materials to our students, and to continue to provide intervention services to our students.

Benchmarking:

The EESAC was debriefed on the assessment that will be implemented in order to monitor student achievement. After reviewing the 2005-2006 FCAT results, the EESAC recommended that we continue to focus on providing differentiated instruction in our intervention programs, in order to meet the specific needs of all of our students.

School Safety & Discipline:

The EESAC provided input i the development of the schoolwide safety and discipline plan. Currently, the school counselors assist teachers in the implementation of the plan and monitor its progress.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$1,098,000.00
Goal 2: Mathematics	\$146,000.00
Goal 3: Writing	\$60,000.00
Goal 4: Science	\$82,500.00
Goal 5: Parental Involvement	\$33,500.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$1,423,000.00

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