
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2541 - Howard Drive Elementary School

FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Deanna Dalby

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Howard Drive Elementary School

Howard Drive Elementary is a pre-kindergarten through grade five school located at 7750 S.W. 136 Street in Miami, Florida. Howard Drive Elementary School is in the Miami Palmetto Senior High School feeder pattern. Howard Drive has an enrollment of 600 students. The student population is 46.6% White, 20.3% Black, 27.8% Hispanic, and 5.3% Asian, Indian, or Multiracial. The percentage of student attendance is 95.22%.

Howard Drive Elementary has a family atmosphere where the Parent Teacher Association has 100% enrollment. Students participate in an array of programs that include English for Speakers of Other Languages, Exceptional Student Education, and Gifted. The gifted program (Cosmos Center) is a pull-out gifted program providing services to Coral Reef Elementary, Howard Drive Elementary, Palmetto Elementary, and Pinecrest Elementary for grade four and grade five students. Before school, students participate in the Art Club, Music Club, Running Club, and Jump Rope Club. After school, extracurricular activities include the Academic Excellence Program, Student Council, Future Educators of America, and academic tutoring; Safety Patrol is offered before and after school. The school has a Teacher Outreach Parent Support (TOPS) Program for Severely Emotionally Disturbed (SED) students, two self-contained Emotionally Handicapped (EH) classes for primary and intermediate students, and resource classes for Learning Disabled (LD) students. Howard Drive Elementary also offers two Inclusion/co-teaching model classes in grades four and five.

After analyzing and evaluating the school's demographic profile and the Florida Comprehensive Assessment Test results, Howard Drive Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as school wide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills, as evidenced by 84% of the students achieving a Level 3 or higher on the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, 50% of students scoring in the lowest 25% will demonstrate learning gains, as evidenced by the results of the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their reading skills, as evidenced by 51% of the students achieving a Level 3 or higher on the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 82% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students will increase their mathematics skills, as evidenced by 56% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills, as evidenced by 56% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their mathematics skills, as evidenced by 56% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 80% or more of the students in grade four will score at or above Level 3.5 on the administration of the 2007 FCAT Writing-Plus test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills, as evidenced by 72.93% of the students achieving a Level 3 or higher on the 2007 FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in attendance by parents at the 2006-2007 Parent Curriculum Nights.

Given an emphasis on a safe and orderly learning environment, the suspension rate will decrease by 10% and the attendance rate will increase by .31%, during the 2006-2007 school year, as compared to the 2005-2006 school year, as demonstrated by the 2006-2007 Cognos Suspension Report and Miami-Dade County School Percentage of Attendance Report.

Given increased opportunity for professional development, a minimum of 65% of teachers will attend technology workshops/activities, as evidenced by administrative logs.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM, students in grades four and five will improve their fitness as evidenced by 58% of the students receiving a gold or silver award on the 2006-2007 administration of the FITNESSGRAM Test.

Given instruction on "The Star Spangled Banner," 10% of the grade five students in the 2006-2007 music class will be able to write 75% of the words to the National Anthem on a written post-test of the first verse.

Given a supplemental instruction program in reading, for the students scoring in the lowest 25% on the 2006 FCAT Reading test, 50% of those students will achieve a year's worth of progress on the 2007 FCAT Reading test.

In order to achieve these objectives, appropriate strategies have been planned by all the school's stakeholders. These strategies include: (1)the implementation of and staff development on the Comprehensive Research-Based Reading Plan, Bridges-to-Career Math and Science Plan, and PACES; (2) feeder pattern and school efforts to narrow the achievement gap among low performing students; and (3)integration across the curriculum of School-to-Career, Discipline and Safety, Return on Investment, technology, and parental involvement strategies. These strategies will complement the mission for growth and excellence in all areas of the curriculum and foster students' potential in the pursuit of becoming lifelong learners.

Two areas of concern were identified based on the results of the Organizational Performance Improvement Snapshot. Areas of improvement lie in "My work location removes things that get in the way of progress" (7e)(4.0)and "I know how well my work location is doing financially" (7c)(3.5). In continuing a systematic process for success, Howard Drive Elementary must understand the employee's needs and offer the best possible resources. Howard Drive Elementary will promote better communication with all the stakeholders; with the assistance of EESAC and grade level meetings, the administraton will provide better communication and offer all the resources possible to ensure a constant movement toward improvement.

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.

Howard Drive Elementary School

VISION

Howard Drive students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers, and self-directed lifelong learners. They will develop an understanding of rights and responsibilities leading to good citizenship, as well as understanding and respecting individual differences and diversity among cultures.

MISSION

The Howard Drive Elementary School staff, parents, and the community are committed to providing a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional, and social development.

CORE VALUES

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

School Demographics

Howard Drive Elementary is a prekindergarten through grade five school. It is located at 7750 S.W. 136 Street in Miami, Florida. Howard Drive Elementary is in the Miami Palmetto Senior High School feeder pattern. Howard Drive has an enrollment of 601 students. The student population is 46.6% White, 20.3% Black, 27.8% Hispanic, and 5.3% Asian/Indian Multiracial. The average percentage of daily student attendance is 95.22%.

Howard Drive has a faculty of 52 teachers. The teacher population is 43% White, 25% Black, 32% Hispanic. At this time, Howard Drive Elementary has 26 teachers that have received advanced degrees and 10 teachers that have received their National Board Certification. Howard Drive has received the following awards: The Florida School Recognition Platinum Award, The Golden School Award, Miami-Dade County History Bee, Miami-Dade County Geography Bee, and the United Way Award.

Howard Drive Elementary provides services to both standard curriculum students and students with disabilities in grades pre-K through five. These services include psychological testing, speech therapy, and behavior management. The school employs both a contracted counselor to meet the needs of emotionally handicapped students, as well as an on-staff counselor to meet student needs on a day-to-day basis. The school's Teaching Outreach Parent Support (TOPS) program, dedicated to serve our severely emotionally disturbed students, employs their own psychologist, art therapist, and diagnostician. The school's Cosmos Center is a pull-out gifted program providing services to Coral Reef Elementary, Howard Drive Elementary, Palmetto Elementary, and Pinecrest Elementary for grade four and grade five students.

School Foundation

Leadership:

Howard Drive Elementary's mission and values are well defined, as indicated by an average score of 4.6 out of 5 in leadership on the Organizational Performance Improvement Snapshot (OPIS). The administration works within a constructive framework to create an environment that fosters positive communication and encourages life-long learning. In an effort to further this relationship, the administration will continue to strive to maintain and improve two-way communication regarding the day to day operation of the school.

District Strategic Planning Alignment:

Howard Drive Elementary scored an average score of 4.3 out of 5 on the OPIS, indicating that goals and objectives are frequently addressed in an effort to provide a continuous improvement planning model. The staff participates in strategic planning sessions through department chairs and grade group meetings. The administration supports an open door policy that encourages the input of ideas, allowing a fluid evolution of realistic and attainable school wide goals.

Stakeholder Engagement:

Howard Drive Elementary School scored a 4.6 out of 5 on the OPIS, indicating it does an effective job of encouraging communication from all stakeholder groups. Its primary decision making group, the Educational Excellence School Advisory Council (EESAC), guarantees that teachers, parents, administrators, and members of the community are involved in providing feedback, an essential ingredient in determining customer satisfaction.

Howard Drive Elementary also strives to solicit parental feedback by developing relationships that encourage school-community involvement. This feedback enables the school to tailor its educational program to meet the needs of its customers. Howard Drive must continue to encourage its customers to share areas of concern in order to have the necessary information to identify and solve problems on an ongoing basis.

Faculty & Staff:

Howard Drive Elementary meets the challenge of ensuring the quality of its teachers by providing the faculty with curriculum development sessions, continuing education opportunity information, and personal and professional growth workshops. This was evidenced by an average score of 4.5 out of 5 on the OPIS. The challenge of retaining dedicated and motivated teachers is met by the administration's effort to involve teachers in the planning processes of school curriculum and its implementation and in making scheduling decisions. Being a part of these processes reinforces the teachers' commitment to go above and beyond what is expected to provide each child with the opportunity to learn. The school climate allows beginning teachers to become involved in the planning processes, along with veteran teachers. The staff is challenged with the need to continually meet higher standards, along with infusing the students with a love of learning.

Data/Information/Knowledge Management:

Howard Drive Elementary School provides a multi-faceted approach in providing quality educational experiences for its students; as a result it scored an average of 4.6 out of 5 on the OPIS. In facilitating this approach, teachers, parents

and administrators are involved in data gathering and evaluation, considered an essential part of program improvement. This collaboration facilitates the communication that enables the school to disseminate data effectively at all levels and tailor its educational program to meet the needs of stakeholders through effective global decision making.

Education Design:

The key stakeholder groups who strongly influence the services of the school are students' parents/caregivers and the surrounding community/businesses. The parents/caregivers are strongly encouraged to support and interact with school personnel by becoming involved in school activities, attending parent/caregiver conferences, and ensuring that their children attend school regularly. The PTA strives to meet parent and staff needs on an annual basis. These needs are prioritized and met through fund-raising activities. The surrounding community, along with the school's Dade Partners, support the district's/school's goals and initiatives by providing incentives, serving as role models, and providing resources for supporting the curriculum, school beautification, and aides for classroom teachers. Scoring an average of 4.1 out of 5 on the OPIS indicates that Howard Drive Elementary needs to continue to work toward providing resources to staff.

Performance Results:

Howard Drive Elementary exhibits dedication to the development of the whole child as indicated by an average score of 4.8 out of 5 on the OPIS. Howard Drive teachers, with the support of the administration and counselor, work toward reducing suspension rates through strategic planning. The administration and teachers positively impact academic achievement by promoting good attendance through awarding incentives.

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 checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Student achievement in reading will be increased by using data to improve instruction and provide remediation.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 83% of the students in grades three through five achieved a Level 3 or higher and 65% have made annual learning gains. Results of NCLB AYP report indicate that 44% of the lowest 25% made annual learning gains and 37% of the Students with Disabilities made a year's worth of progress in reading. Data analysis of the content clusters for the 2006 FCAT Reading test results indicate that grades three, four, and five scored the lowest in Main Idea/Purpose. The need for our reading goal is to increase the amount of students achieving a level 3 or higher on the FCAT Reading test.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills, as evidenced by 84% of the students achieving a Level 3 or higher on the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, 50% of students scoring in the lowest 25% will demonstrate learning gains, as evidenced by the results of the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their reading skills, as evidenced by 51% of the students achieving a Level 3 or higher on the 2007 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Assistance for Classroom Teachers (ACT) paraprofessionals to facilitate grouping for small group instruction, focusing on intervention and remediation of specific reading skills.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize data from DIBELS assessments for all grade three students and level one and two students in grades four and five.	Reading Coach, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Comprehensive Research-Based Reading Plan to monitor student progress through the use of the district's Interim Assessments for Reading.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize The technology program "Learning Today" to target Student With Disabilities (SWD) in grades three through five.	Technology Instructor, Assistant Principal, Classroom Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide a tutorial program for those students identified as level one and two on the 2006 FCAT Reading Test and/or Stanford Achievement Test and monitor progress through individual Progress Monitoring Plan (PMP) and utilize the Continuous Improvement Model (CIM), Plan Do Study Act (PDSA) to meet the needs of the students.	Assitant Principal, Reading Coach, Classroom Teachers	10/3/2006	3/6/2007	Continuous Improvement Model	\$3600.00
Provide reading resources, aligned with the Sunshine State Standards, to support reading instruction and targeted content clusters. Utilizing school wide benchmark testing and the Houghton Mifflin (MIami-Dade County)	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

reading series.					
Utilize appropriate technology programs for introduction, reinforcement, and/or evaluation of reading content to target Students with Disabilities and the lowest 25% including FCAT Explorer and Read 180.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize grade level planning time to network, plan, and review curriculum using Creating Independence through Student-owned Strategies(CRIS), with administrators and media specialist to address individual needs and place emphasis on maintaining those student receiving a Level 3 or higher.	Principal, Assistant Principal, Reading Coach, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading (Miami-Dade County Public Schools) is the research-based reading program being utilized in grades kindergarten through five.

Professional Development

Ongoing professional development opportunities for teachers, relevant to reading instruction will be provided (CRIS, B.E.A.R., O.W.L., READ 180, Riverdeep, D.R.A.W.). Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.

Evaluation

This objective will be evaluated through the administration of the 2007 FCAT Reading test, tutorial assessments, and ongoing progress monitoring through Interim 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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will develop solid mathematical foundations by improving critical thinking and problem solving skills.

Needs Assessment

Results of 2006 FCAT mathematics scores indicate that 80% of the students achieved a Level 3 or higher and 63% of the students made learning gains. Results of the NCLB AYP report indicate that 29% of the Students with Disabilities subgroup, 39% of the Black subgroup, and 41% of the Economically Disadvantaged subgroup achieved a Level 3 or higher. Data analysis of the content clusters for the 2006 FCAT Math test results indicate that grades three, four, and five scored the lowest in Number Sense. The need for mathematics is to increase the percentage of students achieving a Level 3 or higher on the FCAT Mathematics test.

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 using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 82% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students will increase their mathematics skills, as evidenced by 56% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills, as evidenced by 56% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their mathematics skills, as evidenced by 56% of the students achieving a Level 3 or higher on the 2007 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology based mathematics application programs (Riverdeep and FCAT Explorer) to reinforce math concepts.	Technology Coordinator/Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Scott Foresman basal mathematics text assessments to monitor student progress and implement the Continuous Improvement Model (PDSA).	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer grade level Sunshine State Standards benchmarks assessment to monitor student progress.	Classroom Teachers, Principal, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide small group instruction for students scoring in the lowest 25% of the FCAT mathematics test and targeted AYP subgroups.	Classroom Teachers, Assistant Principal	8/14/06	5/30/07	Small Learning Communities	\$0.00
Utilize "EduSoft" data reports in grades three through five to monitor student progress, determine instructional needs, facilitate small group instruction, and utilize the Continuous Improvement Model (CIM), Plan Do Study Act (PDSA) to meet the needs of the students	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide mathematics resources, aligned with the Sunshine State Standards, to support	Principal, Assistant Principal, Classroom Teachers.	8/14/06	5/30/07	District Strategic Plan	\$0.00

mathematics instruction and targeted content clusters. Utilizing school wide benchmark testing and the Scott Foresman mathematics series.					
Utilize Sunshine Math Superstar Program to supplement mathematics instruction in the areas of problem solving and critical thinking and place emphasis on maintaining those students that have received a Level 3 or higher.	Classroom Teachers, Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman Mathematics is the research-based mathematics program being utilized in grades kindergarten through five.

Professional Development

Ongoing professional development opportunities for teachers, relevant to mathematics instruction will be provided (Riverdeep Mathematics, FCAT Explorer, Sunshine Math Superstars Program). Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.

Evaluation

This objective will be evaluated through the administration of the 2007 FCAT Mathematics test, tutorial assessments and ongoing progress monitoring through Interim 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

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

GOAL 3 STATEMENT:

Students will learn to communicate effectively through instruction on narrative and expository writing.

Needs Assessment

Combined narrative (3.5) and expository (4.1) scores on the 2006 FCAT Writing test indicate that 80% of grade four students scored at a Level 3.5 or higher. The need for our writing goal is to increase the amount of students achieving a Level 3.5 or higher.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 80% or more of the students in grade four will score at or above Level 3.5 on the administration of the 2007 FCAT Writing-Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate writing across the curriculum into daily journals to increase effective writing skills.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a writing in-service for all teachers.	Administration, Classroom Teachers	9/20//2006	9/20/2007	District Strategic Plan	\$0.00
Utilize district FCAT Writing pre and post-tests in grades one through five utilizing the Rubric scoring system to identify students not meeting adequate writing requirements, implement a writing program to meet specific needs, and monitor progress through individual PMP's.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school wide writing program to support writing instruction.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school wide "Word of the Week" program on morning announcements to enhance vocabulary acquisition.	Media Specialist, Administration, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly ongoing practice in planning, writing, revising, editing using the Continuous Improvement Model (PDSA) and focus on conventions of writing by utilizing narrative and expository prompts.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin Reading (Florida) is a researched-based program being used by grades kindergarten through five to teach writing.

Professional Development

Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level. Ongoing professional development opportunities relevant to writing instruction will be provided (4-Square Method).

Evaluation

This objective will be evaluated through the administration of the 2007 FCAT Writing-Plus test. Ongoing evaluations will take place in grades kindergarten through five through utilization of pre- and post-test writing prompts and evaluation of student writing assignments.

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 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 4 STATEMENT:

Through inquiry-based science instruction, students will develop critical thinking and problem solving skills to attain the knowledge needed to construct their own understanding of science, technology, and the world in which they live.

Needs Assessment

Results of the 2006 FCAT Science test indicate that 39% of the students in grade five achieved a Level 3 or higher in science. Data analysis of the content clusters for the 2006 FCAT Science test results indicate that grade five students scored the lowest in Earth and Space and Scientific Thinking. The need for Science is to increase the percentage of students achieving a Level 3 or higher on the FCAT Science test

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills, as evidenced by 72.93% of the students achieving a Level 3 or higher on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize supplemental material to reinforce science concepts for students in grade five.	Science Committee/Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize interim assessments in grade five to monitor student progress and implement the Continuous Improvement Model (PDSA)	Administration, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide opportunities in grade five to highlight student and/or group achievement in science through a "Science Showcase".	Administration, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide grade five with hands on activities that integrate science and mathematics.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Improve critical thinking skills in grade five by utilizing FOSS/inquiry-based research materials and the necessary science equipment to facilitate inquiry-based science instruction.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$300.00
Provide science resources, aligned with the Sunshine State Standards, to support science instruction and targeted content clusters. Utilizing school wide benchmark testing and the Harcourt Science series.	Principal, Assistant Principal, Classroom Teachers.	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Science is the research-based science program being utilized in grades kindergarten through five.

Professional Development

Ongoing professional development opportunities for teachers, relevant to science instruction will be provided (FOSS, Harcourt Science). Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or a grade level.

Evaluation

This objective will be evaluated through the administration of the 2007 FCAT Science test.

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

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

GOAL 5 STATEMENT:

Opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability will be provided.

Needs Assessment

Fewer than 20% of the Howard Drive parents attended the Curriculum Night offered in 2005-2006. The need for our parental involvement goal is to increase the amount of parent participation in the Parent Curriculum Nights.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in attendance by parents at the 2006-2007 Parent Curriculum Nights.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a FCAT Reading workshop for parents of grade three through five students to provide information on how to help their children improve their reading achievement.	Principal, Assistant Principal, Teachers.	12/6/2006	12/6/2006	Community Partnerships	\$0.00
Conduct a parent FCAT Math training workshop appropriate to various grade levels which focus on strategies parents can use to impact student learning.	Principal, Assistant Principal, Classroom Teachers	12/6/2006	12/6/2006	Community Partnerships	\$0.00
Invite parents to form literary groups with students during lunchtime that meet on a weekly basis.	Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Promote school involvement by disseminating information via the monthly school calendar and "Hurricane Happenings," the quarterly "Howard Herald," fliers, website, and marquee.	Principal, Assistant Principal, Teachers.	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct a committee meeting involving all teachers participating in the Parent Curriculum Nights to discuss and develop activities.	Principal, Assistant Principal, Selected Teachers.	11/20/06	12/6/06	District Strategic Plan	\$0.00
Conduct a parent technology workshop to inform parents of appropriate web-based educational resources available through the internet that can impact home student learning. In addition, provide awareness of educational resources linked to the school's website at the school's open house resource fair.	Principal, Assistant Principal, Classroom Teachers.	11/20/2006	11/29/2006	Community Partnerships	\$0.00

Research-Based Programs

The National Council of the PTA standards is our parental research-based program.

Professional Development

The school will provide curriculum fairs and technology nights for parents. Professional development opportunities for the counselor, media specialist, teachers, and parents will be provided. Newly elected EESAC members will attend district scheduling training sessions.

Evaluation

This objective will be evaluated, as evidenced by an increase in participation in Howard Drive's 2006-2007 Parent Curriculum Nights as compared to the 2005-2006 Parent Curriculum Night, as documented by parent 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.)

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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"/>

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Through improved student attendance and a reduced suspension rate, students will develop an increased awareness of a safe, violence-free learning environment.

Needs Assessment

Analysis of the 2005-2006 Suspension Report data showed that 54 suspensions were administered. Also, analysis of the 2005-2006 Attendance Report indicates a 96.05% attendance rate. The need for the discipline and safety goal is to decrease the amount of suspensions and increase the percentage of attendance.

Measurable Objective

Given an emphasis on a safe and orderly learning environment, the suspension rate will decrease by 10% and the attendance rate will increase by .31%, during the 2006-2007 school year, as compared to the 2005-2006 school year, as demonstrated by the 2006-2007 Cognos Suspension Report and Miami-Dade County School Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize "Telesoft," a telecommunication program that automatically phones parents to inform them of their child's absence.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide positive incentive plans for classrooms with perfect attendance.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue adhering to the Truancy Intervention Plan (TIPS) for students who are excessively absent according to Florida Statutes.	Assisant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide annual Perfect Attendance awards.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue recommendations for "Caught Doing the Right Thing" by recognizing students over morning announcements.	Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review classroom discipline plans with teachers and maintain documentation of parent contacts, through a telephone/conference log.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Miami-Dade County Schools Cognos Suspension Report and Miami-Dade County Schools Percentage of Attendance Report are research-based programs.

Professional Development

On-going professional development opportunities for teachers relevant to classroom management skills will be provided. Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.

Evaluation

This objective will be evaluated by a review of the Cognos Suspension Report and the Miami-Dade County Schools Percentage of Attendance Report for 2006-2007, as compared to the 2005-2006 report.

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.)

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

GOAL 7 STATEMENT:

Teachers will develop technology skills for academic instruction through professional development workshops/activities.

Needs Assessment

The need for the technology goal is to increase the amount of professional development that teachers receive.

Measurable Objective

Given increased opportunity for professional development, a minimum of 65% of teachers will attend technology workshops/activities, as evidenced by administrative logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training on new Riverdeep Destination Math system.	Principal	11/1/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training on Electronic Gradebook.	Principal	11/1/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training on the use of Smartboard technology.	Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training on Scott-Foresman SuccessNet.	Principal, Assistant Principal, Technology Coordinator	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Professional Growth Days to provide training/information on emerging technologies appropriate to the integration of technology in education.	Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep Destination Math, FCAT Explorer, and Scott-Foresman Math are the research-based programs being utilized in grades three through five.

Professional Development

Teachers will be informed of ongoing professional development opportunities provided by the District, relevant to the use of technology in instruction. (Riverdeep, FCAT Explorer, SuccessNet, Smart Board, Learning Today).

Evaluation

This objective will be evaluated through administrative logs and Regional V monthly in-service logs.

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

GOAL 8 STATEMENT:

Through participation in physical education, students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Analysis of the 2006 FITNESSGRAM tests indicates that 57% of the students met high standards receiving gold or silver awards. The need for the health and physical fitness goal is to increase the number of students receiving high standards in the FITNESSGRAM test.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM, students in grades four and five will improve their fitness as evidenced by 58% of the students receiving a gold or silver award on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Teach students the names of various muscle and skeletal parts to further their understanding of function as it relates to physical activity as indicated in teacher lesson plans and documented in class folders.	Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Send information home as well as hold class discussions during physical education to give further awareness of proper diet and nutrition.	Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Direct students to keep an after school fitness log of their participation in physical activity.	Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure daily participation in fitness-related activities for students in grades two through five in order to improve cardiovascular, flexibility, and muscular strength and endurance through: a progressive running program: exercises to increase abdominal and upper body strength; and exercises to increase flexibility of the trunk and legs.	Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer the FITNESSGRAM to grades two through five students as a pre-test to determine baseline fitness measures and use as a post-test to determine student/school improvement.	Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The FITNESSGRAM, a health-related fitness test, is the research-based program utilized by Miami-Dade County Public Schools.

Professional Development

Physical education teachers will attend a FITNESSGRAM and Fitness Activities workshop, as well as monthly M-DCPS physical education workshops.

Evaluation

The FITNESSGRAM will be administered to grade four and five students and used to evaluate each student's progress, providing a prescriptive report for both students and parents. A pre-test will be administered to identify individual needs.

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

GOAL 9 STATEMENT:

Howard Drive Elementary School will foster an appreciation for the arts and enrichment activities. The goal of the National Anthem Project, proposed by the First Lady, Laura Bush, is to improve American citizens' ability to sing all the words of "The Star Spangled Banner" and know their meaning.

Needs Assessment

Research by the National Association for Music Education (MENC) and the Harris Poll estimates that two-thirds of the population does not know the words to our National Anthem.

Measurable Objective

Given instruction on "The Star Spangled Banner," 10% of the grade five students in the 2006-2007 music class will be able to write 75% of the words to the National Anthem on a written post-test of the first verse.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Read the lyrics as choral reading.	Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Write the lyrics as a poem and illustrate word meaning.	Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Define the meaning of key words.	Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create a video displaying students engaged in singing the National Anthem.	Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Sing the lyrics each morning, following the words on the opening exercise video.	Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Anthem

Professional Development

Provide ongoing professional development opportunities for the music teacher, relevant to music instruction.

Evaluation

This objective will be evaluated through the administration of the National Anthem post-test.

GOAL 10: RETURN ON INVESTMENT

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

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

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

GOAL 10 STATEMENT:

Student achievement in reading will be improved by surveying research-based programs that impact achievement and by making cost-effective purchasing decisions.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Howard Drive Elementary ranked at the 59th percentile on the State of Florida ROI index.

Measurable Objective

Given a supplemental instruction program in reading, for the students scoring in the lowest 25% on the 2006 FCAT Reading test, 50% of those students will achieve a year's worth of progress on the 2007 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal, Assistant Principal	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.	Principal, Assistant Principal, EESAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base; e.g., private foundations, volunteer networks.	Principal, Assistant Principal, EESAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

READ 180 is the research-based program being utilized in grades three through five for the students in the lowest 25%.

Professional Development

Ongoing professional development opportunities will be provided by the District for teachers, relevant to reading, to gain knowledge/information about current research-based reading programs.

Evaluation

This objective will be evaluated through the administration of the 2007 FCAT Reading test, in which improved learning gains will indicate a higher return of investment.

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 the allocation of EESAC dollars, FCAT Enhancement money, and the FCAT Recognition funds, relative to the school's academic needs.

Training:

The EESAC recommended relevant staff development opportunities and attended educational conferences to further school improvement, and participated in various School Improvement Plan training sessions.

Instructional Materials:

The EESAC recommended the establishment of sub-committees to: review the curriculum in all instructional areas; make recommendations for implementing hands-on science instruction; and purchase supplemental materials in reading and math.

Technology:

The EESAC recommended that a sub-committee be established to address issues related to the acquisition and utilization of technology in support of the School Improvement Plan.

Staffing:

The EESAC recommended support for the ACT program to provide additional paraprofessionals in grades Kindergarten through five in support of the remediation of target students.

Student Support Services:

The EESAC recommended assisting students with special needs through individual, small group and class counseling, parent conferences, and Child Study Team meetings.

Other Matters of Resource Allocation:

The EESAC recommended the support of a school-developed FCAT Recognition allocation plan that allocates 15% of generated FCAT Recognition money to address critical academic needs.

Benchmarking:

The EESAC recommended addressing Adequate Yearly Progress (AYP) by looking at the performance of each subgroup of students, as identified by the NCLB Act and by developing School Improvement Plan goals, assuring that all subgroups score at state mastery levels.

School Safety & Discipline:

The EESAC recommended the fostering of a positive school environment through student council, safety patrols, cafeteria rewards, group counseling sessions and beautification efforts throughout the school.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$3,600.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$300.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$3,900.00

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