
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3281 - Miami Lakes Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Rosy Calvo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Lakes Elementary School

Miami Lakes Elementary was established in 1969 in northwest Miami-Dade County at 14250 N.W. 67th Avenue, in the Town of Miami Lakes. The School Board of Miami-Dade County approved the school's conversion to Miami Lakes K-8 Center on January 18, 2006.

Currently, the student mobility index is 21 percent. The student membership at Miami Lakes K-8 Center is 19 percent White, six percent Black, 76 percent Hispanic, and three percent Multicultural. Fifteen percent of the students qualified for free/reduced meals. The average class size is 19.4 percent of students in grades K through 3 and 19.7 percent of students for grades four through six.

Miami Lakes K-8 Center offers a variety of programs to enhance student achievement and to meet student needs. Such programs include a self-contained Gifted program in grades one through six, Inclusion classes for Students With Disabilities in grades one through six, and the Teaching Enrichment Activities to Minority Students (T.E.A.M.) Program in grades one through five. Our sixth graders participate in the Technology Academy which involves them in technology-based activities within all academic subject areas. Our Advanced Academic Program at the sixth grade level offers advanced courses in the areas of Mathematics, Language Arts, Science, and Geography. Our clubs include Art Appreciation, Chess, Literature Club, Geography in Action, Journalism/Computer Club, and Science Engineering Communications Mathematics Enhancement (S.E.C.M.E.). In addition, Miami Lakes K-8 Center offers an Extended Foreign Language Program in grades kindergarten through six.

Our needs were prioritized and in conjunction with the staff and parents, the ten objectives listed below were identified to address student achievement for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading skills as evidenced by at least 82 percent of students scoring Level 3 or higher on the 2007 administration of the FCAT Reading Assessment as compared to the 2006 administration.

Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematical skills as evidenced by at least 77 percent increase in the number of students scoring at or above grade Level 3 on the 2007 administration of the FCAT Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by at least 56 percent of each subgroup identified in the NCLB requirements scoring at state mastery level.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by a 84 percent of the students scoring a 3.5 or above on the 2007 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 70 percent scoring a Level 3 or higher as documented by the 2007 FCAT Science.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005-2006 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a one percent decrease in the number of referrals and suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, students in grades three through six will augment their usage of the FCAT Explorer program as evidenced by 75 percent of the students completing the program.

Given instruction using the Sunshine State Standards, students in grades four through six will improve their physical fitness performance as evidenced by a one percent increase in award recipients compared to the percentage of award recipients in 2006.

Given an emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the advanced academic programs will increase by one percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Miami Lakes K-8 Center will improve its ranking on the State Florida ROI index publication from 74 percent in 2004-2005 to 75 percent on the next publication of the index.

A variety of pertinent data, analyzed by the Educational Excellence School Advisory Council, included the Florida Comprehensive Assessment Test, the 2005-2006 School Performance Excellence Plan, the School Climate Survey, the Demographic and Academic Profile and the Organizational Performance Improvement Survey. Results of the on-line survey indicate that the Strategic Planning and Process Management categories received an average of 4.3 indicating an area in need of improvement. Our needs were prioritized and in conjunction with the staff and parents, this plan was developed to address performance excellence and improvement of our students for the 2006-2007 school year.

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.

Miami Lakes Elementary School

VISION

Miami Lakes K-8 Center is building a better world one student at a time. Our school's stakeholders-the staff, the parents, the community, and the students-will work together to ensure that each child reaches his/her maximum potential as an educated individual and a well-rounded citizen.

MISSION

Our mission is to provide a child-centered educational, technology-based program which focuses on student achievement, and physical, social, and emotional development so as to cultivate life-long learners equipped with the skills necessary to become productive citizens in a multicultural, diverse and changing society.

CORE VALUES

Miami Lakes K-8 Center believe in instilling core values in our students. Our school acknowledges students for the following "A+ Attitudes" values: responsibility, cooperation, creativity, confident, respectful, enthusiastic, trustworthy, curious, appreciative, and persistent. By encouraging children to cultivate "A+ Attitudes," we are continuously working on core values that will strengthen our student population, and our community. As a K-8 Center, we will guide our students from their early learning experiences into their adolescent years.

School Demographics

Miami Lakes Elementary was established in 1969 in northwest Miami-Dade County at 14250 N.W. 67th Avenue, in the Town of Miami Lakes, Florida 33014. It was converted to Miami Lakes K-8 Center on January 18, 2006. The student mobility rate is 21 percent. The student membership at Miami Lakes K-8 Center is 19 percent White, four percent Black, 74 percent Hispanic, and three percent Multicultural. Twenty eight percent of our students qualified for free/reduced meals. The average class size is 19.4 percent of students for grades K through three and 19.7 percent of students in grades four through six. Miami Lakes K-8 Center is a non-Title I school. The school offers special programs aimed at meeting the academic needs of our students. Utilizing a full an inclusion model, the student population is comprised of 0.2 percent physically impaired, 0.3 percent language impaired, 1.5 percent speech impaired, 2.7 percent specific learning disabled, 0.2 percent profoundly mentally handicapped, 0.1 percent developmentally delayed, 7.6 percent Gifted, 11.3 percent Limited English Proficiency, a self-contained setting for 1.7 percent hearing impaired, and 73 percent regular education. A principal and two assistant principals serve as the instructional leaders of the school. The instructional staff is comprised of 51 certified classroom teachers, three teachers of students with disabilities, three teachers for hearing impaired students, two elementary guidance counselors, one Trust counselor, two speech therapists, a media specialist, 13 special area teachers, two hourly teachers, one ESOL teacher, 2 full-time and 11 hourly paraprofessionals, and one full-time media clerk. The student attendance is 96.6 percent and instructional staff attendance is 94.2 percent. The Physical Fitness results indicate that 50 percent of our students were award recipients. The Florida Department of Education grades Miami Lakes K-8 Center as an A+ performing school. Miami Lakes K-8 Center has achieved this performance level for the past seven school years.

School Foundation

Leadership:

The Leadership Team at Miami Lakes K-8 Center believes in creating and maintaining a strong communication system with the staff, faculty, parents, and community as evidenced by the 4.5 ranking on the Organizational Performance Improvement Online Survey. This allows for all stakeholders to be aware and involved in the school. School information is presented via faculty meetings, Educational Excellence School Advisory Council (EESAC) meetings, Parent Teacher Association (PTA) meetings, monthly newsletters to parents, school web page, e-mail communication, parent teacher conferences, closed circuit television announcements and grade level meetings. Our mission and vision permeate our daily interactions with students. The Leadership Team believes in delivering a rich curriculum that is both skill based and diverse in instructional strategies. It is the desire of the Leadership Team to create a positive learning environment where academic needs are met and student achievement is increased.

District Strategic Planning Alignment:

The Organizational Performance Improvement Online Survey results regarding strategic planning ranged from 4.2 to 4.4 percent. The goals and objectives of this school are to increase academic achievement at all grade levels. In addition to increasing academic achievement, the students will also take part in activities and programs that nurture the social, emotional, and physical development of the child. The Leadership Team meets and follows the Continuous Improvement Model (CIM) by assessing student progress, analyzing data, implementing strategies, and monitoring classroom instruction. The Leadership Team plans regularly to align school and district goals to effectively increase student achievement.

Stakeholder Engagement:

Miami Lakes K-8 Center takes pride in maintaining a high level of customer satisfaction. The Organizational Performance Improvement Online Survey results indicate a 4.5 ranking on the Customer and Market Focus category, indicating that the staff and faculty are well aware of who their most important stakeholders are. Faculty and staff make a conscientious effort to communicate regularly with students, parents and community to keep these stakeholders abreast of educational initiatives and activities.

Faculty & Staff:

Miami Lakes K-8 Center staff continues to implement a collaborative planning approach through common planning time for all grade levels. Teachers and staff meet regularly and use the Continuous Improvement Model to discuss student progress, analyze data, discuss implementation of strategies and monitor student achievement, thereby meeting the needs of all students at each grade level. When analyzing the impact of a team approach to the overall function of the school, a score of 4.5 was achieved on the Organizational Performance Improvement Online Survey. As a result of this collaborative effort, student achievement at Miami Lakes K-8 Center has consistently increased.

Data/Information/Knowledge Management:

Miami Lakes K-8 Center is a data driven school. The instructional delivery is based on the strengths and weaknesses of individual students. A careful review of the disaggregated data is analyzed by the Curriculum Leaders and then presented to the faculty and staff for feedback. The results of quarterly and district assessments are utilized to assist

teachers in the ongoing process of monitoring student progress. The Organizational Performance Improvement Snapshot Survey results indicate an average of 4.5 in the area of knowledge and ability.

Education Design:

The research based model we use is the CIM. At Miami Lakes K-8 Center we begin by assessing students to determine program placement. The assessment data is further analyzed to determine who is in need of immediate intensive interventions and what instructional strategies should be employed. This process will be facilitated by the utilization of quarterly and district assessments. Edusoft software will be utilized to expedite data collection. This software allows teachers to receive immediate feedback of their students' progress, providing teachers the information needed to implement the necessary instructional strategies. Teachers rated Strategic Planning on the Organizational Performance Improvement Online Survey at a 4.3. The implementation component includes but is not limited to: small group instruction before, during, and after school, flexible grouping, computer assisted instruction, and whole class instruction. Program implementation is monitored weekly by the administrative team. Support is provided through staff development and shared best practices.

Performance Results:

Miami Lakes K-8 Center believes in providing all students with a safe, positive learning environment that offers as many opportunities as possible for each student to reach his or her maximum potential. The Leadership Team, faculty and staff work collaboratively with parents and students to communicate behavioral and academic expectations, effectively working together by using alternative discipline methods to student suspensions. As a result of this collaboration between all the stakeholders and a strong belief in the vision and mission of the school a decrease in suspensions is expected. The philosophy of the school is evident by the survey results which ranked Leadership, Customer and Market Focus and Measurement, and Analysis and Knowledge Management as the top three areas of strength with a 4.5 ranking. The Strategic Planning and Process Management categories received the lowest scores from the faculty and staff.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in grades three through six will improve achievement in reading and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 81 percent of students in grades three through five have met high standards, 68 percent have made annual learning gains and 64 percent of students scoring in the lowest 25 percent have made annual learning gains.

At the current level of performance, the school is faced with the challenge of maintaining the percentage of students achieving high standards. The school will continue to increase the percentage of students making annual learning gains in grades three through six.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading skills as evidenced by at least 82 percent of students scoring Level 3 or higher on the 2007 administration of the FCAT Reading Assessment as compared to the 2006 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide intensive remediation to Students With Disabilities (SWD) utilizing small group instruction in the classroom, offered via our Inclusion Model and a before school tutorial program, monitored by weekly assessments.	Principal, Assistant Principals, Reading Coach, Classroom Teachers, Special Education Teachers	8/14/06	6/01/07	District Strategic Plan	\$0.00
Purchase one hourly certified teacher (900 hours X \$32/hour X), to implement, conduct and monitor student progress using the READ 180 content-based software program, while extending the Language Arts block to three hours, for students in the lowest quartile.	Principal Assistant Principals Reading Coach Hourly Teacher	8/14/06	6/01/07	Inclusion	\$28800.00
Utilize computer assisted resources in Reading such as Riverdeep, SuccessMaker, and FCAT Explorer to reinforce and enhance reading skills for students in all subgroups.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Purchase EduSoft hourly paraprofessional to process weekly assessments and generate data for students in grades two through six (900 hours X \$10/hour).	Principal, Assistant Principals, Technology Leader, Reading Coach, Classroom Teachers, Reading Paraprofessional	8/14/06	6/01/07	Continuous Improvement Model	\$9000.00
Disaggregate and analyze data from the 2006 FCAT Reading Test, and the District's quarterly Edusoft Assessments to identify strengths and opportunities for improvement and group students for instruction utilizing the Continuous Improvement Model.	Principal, Assistant Principals, Reading Coach, Technology Leaders Classroom Teachers	8/14/06	6/01/07	Continuous Improvement Model	\$0.00
Fund before school (30 hours X \$32 X 7 grades) and Saturday Reading tutorial program (\$32 hours X 8 teachers) for	Principal, Assistant Principals, Reading Coach, Classroom Teachers, Hourly Teachers	8/14/2006	6/01/2007	District-wide literacy plan	\$7744.00

students in all subgroups. Academic progress will be evaluated by weekly assessments.	
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Research-Based Programs

Houghton-Mifflin basal series
 McDougal Littel Literature Series
 Scholastic Read XL
 Language Intensive Reading Plus by Sopris West
 Voyager Passport
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 Soar to Success
 READ 180 Software
 SuccessMaker Software
 Creating Independent Student Owned Strategies (CRISS)
 Continuous Improvement Model (CIM)
 Comprehensive Research-Based Reading Plan (CRRP)

Professional Development

Best Practices
 Guided Reading
 FCAT Explorer
 READ 180 content-based program
 SuccessMaker
 Inspiration/Kidspiration, Riverdeep
 CCRP
 Other in-services will be scheduled based on needs assessment surveys, data driven analysis and/or District/Regional Center initiatives.

Evaluation

This objective will be evaluated by comparing scores from the 2007 FCAT Reading as evidenced by at least 82 percent of students scoring at or above grade level on the 2007 administration as compared to the 2006 administration, while 51 percent of each subgroups identified in the NCLB requirements will score at state mastery level. Monthly and quarterly assessments using the district and teacher-created tests will provide formative assessments as well as quantitative data, which will be used to monitor student progress towards objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in grades three through six will improve achievement in mathematics and make learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Results of the 2006 FCAT mathematics indicate that 76 percent of students tested in grades three through five scored at or above Level 3, and 62 percent demonstrated acceptable levels of learning gains.

At the current level of performance, the school is faced with the challenge of maintaining the percent of students achieving high standards. The school will continue to increase the percent of students making annual learning gains in grades three through six.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematical skills as evidenced by at least 77 percent increase in the number of students scoring at or above grade Level 3 on the 2007 administration of the FCAT Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by at least 56 percent of each subgroup identified in the NCLB requirements scoring at state mastery level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Fund before school (30 hours X \$32/hour X 7 grades) and Saturday Mathematics tutorial program (\$32/hr. X 8 teachers) for students in all subgroups. Academic progress will be evaluated by weekly assessments.	Principal, Assistant Principals, Hourly Teachers (Tutors)	8/14/06	6/01/07	Continuous Improvement Model	\$7744.00
Utilize "Mathematics 5-Problems of The Day" with students to reinforce mathematics skills in all strands, on a daily basis.	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	District Strategic Plan	\$0.00
Conduct monthly grade-level meetings to increase student achievement by analyzing results of the mathematics assessments, monitoring student progress and providing data driven instruction following the eight step process in the Continuous Improvement Model.	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	Continuous Improvement Model	\$0.00
Purchase software and manipulatives to enhance mathematics performance-based activities incorporating the use of technology, critical thinking and communication skills.	Principal, Assistant Principal, Classroom Teachers	8/14/06	6/01/07	Inclusion	\$3000.00
Provide intensive remediation to students with disabilities utilizing small group instruction offered in our Inclusion Model.	Principal Assistant Principals Classroom Teacher Special Education Teacher	8/14/06	6/01/07	District Strategic Plan	\$0.00
Provide small group tutoring and computer assisted instruction for lowest quartile in all subgroups utilizing	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	Continuous Improvement Model	\$0.00

SuccessMaker Mathematics component.					
Utilize computer-assisted resources in mathematics such as Riverdeep, SuccessMaker, and FCAT Explorer to reinforce and enhance mathematics skills for students in all subgroups. Disaggregate data using Edusoft software.	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Brace mathematics textbook series

Riverdeep

SuccessMaker

CIM

Glencoe Mathematics Textbook Series

Professional Development

Harcourt Brace In-service

Riverdeep

SuccessMaker

Best Practices

using manipulatives

District mathematics inservices

Other in-services will be scheduled based on the teacher surveys and data driven analysis.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Mathematics as evidenced by learning gains in grades four, five and six. District developed interm assessments will provide formative data, which will be used to monitor students' progress toward the objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grade four will improve achievement in writing and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Scores on the 2006 FCAT Writing Test indicate that 83 percent of all students in fourth grade scored a 3.5 or above. The data shows a decrease of one percent for students scoring 3.5 or higher from the previous year. Students will need to show a one percent gain on the 2007 Writing test. The needs assessment reveals that students require further development in the writing strands.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by a 84 percent of the students scoring a 3.5 or above on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase binding equipment and supplies to provide all students Kindergarten through sixth grade the opportunity to author, illustrate and bind a book to be displayed at the annual Authors' Gallery.	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	District-wide literacy plan	\$500.00
Utilize graphic organizers, teacher modeling, and guided writing as instructional tools for students in all subgroups.	Principal, Assistant Principals, Classroom Teachers	08/14/06	6/01/07	Inclusion	\$0.00
Provide weekly FCAT Writing prompts for grades one through six to ensure that students learn to use effective narrative, expository, and persuasive writing techniques.	Principal, Assistant Principals, Classroom Teachers	08/14/06	6/01/07	District Strategic Plan	\$0.00
Plan, implement and monitor a schedule for writing across the curriculum that includes weekly practice opportunities in all subject areas for all grades.	Principal, Assisant Principals, Classroom Teachers	08/14/06	6/01/07	District Strategic Plan	\$0.00
Incorporate daily classroom journal writing to provide additional writing opportunities for grades three through six.	Principal, Assistant Principals, Classroom Teachers	08/14/06	6/01/07	District Strategic Plan	\$0.00
Provide intensive remediation to Students With Disabilities utilizing small group instruction offered in our Inclusion Model.	Principal, Assistant Principals, Classroom Teacher, Special Education Teacher	8/14/06	6/01/07	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Writing Test from the District quarterly Edusoft Assessments to identify strengths and opportunities for improvement and group students for instruction utilizing the Continuous Improvement Model.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Basal Reading Series, Creating Independent Student Owned Strategies (CRISS), and CIM, Glencoe McGraw-Hill Writer's Choice Grammar and Composition textbook series.

Professional Development

Holistic scoring/rubric, Teaching pre-writing skills, Vocabulary development, Write Time for Kids, and Working with Words

Evaluation

Progress toward achievement of the objective will be determined by scores on the 2007 FCAT Writing Test. Monthly assessments using the district and teacher created prompts will provide formative data as well as quantitative data, which will be used to monitor student progress towards objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grade five will improve achievement in science and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Scores on the 2006 FCAT-Science indicate that 32 percent of fifth graders scored at or above level 3. The data indicates that there are high levels of improvement to be made in the area of science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 70 percent scoring a Level 3 or higher as documented by the 2007 FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize District Science scope and sequence, correlated to the suggested Science Long-Range Plan, both of which are based on the adopted Science series.	Principal, Assistant Principals, Classroom Teachers	08/14/06	6/01/07	District Strategic Plan	\$0.00
Administer school created Science pre and post tests to all students in grades three through six.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Utilize technology-based Weather Net program to predict weather conditions throughout the world.	Principal, Assistant Principals, Counselor, Classroom Teachers	08/14/06	06/01/07	School-to-Career	\$0.00
Purchase equipment for science labs and promote the use of computer-assisted research and investigation to enhance scientific learning in grades four through six.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$1000.00
Purchase hourly science teacher to conduct hands-on science lessons using a mobile science lab and provide staff development on scientific method instruction in grades four and five(360 hours X \$32/hour).	Principal, Assistant Principals, Hourly Teacher	08/14/06	06/01/07	District Strategic Plan	\$11520.00
Disaggregate and analyze data from the 2006 FCAT Science Test and the District's quarterly Edusoft Assessments to identify strengths and opportunities for improvement and group students for instruction utilizing the Continuous Improvement Model.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

McGraw-Hill Science basal, CIM, Gleancoe McGraw Hill Florida Science testbook series.

Professional Development

Eight strands of science training, Science Scope and Sequence, and Full Option Science System (FOSS) Kit training

Evaluation

Achievement of this objective will be determined as evidenced by a score of Level 3 or higher by at least 70 percent scoring a Level 3 or higher on the 2007 administration of the FCAT-Science. Monthly and quarterly assessments using the district and teacher created tests will provide formative data as well as quantitative data, which will be used to monitor student progress towards objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Administration and faculty, in collaboration with the Parent Teacher Association (PTA), will increase parental and community involvement.

Needs Assessment

Parent involvement logs indicate that during the 2005-2006 school year, parents volunteered more than 5,000 hours at Miami Lakes K-8 Center, an increase of more than 578 hours over the previous year. Miami Lakes K-8 Center will continue to establish a link between the school, home, and community to support improved academic achievement. Parental and community will be maintained by providing opportunities for communication and participation within the total school program.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain an open line of communication between the home and the school through the use of student progress reports, report cards, Parent Handbook, Curriculum Bulletin, flyers, monthly school newsletters, School web page, e-mail communication, Take Home Tuesday folders and parent/teacher conferences.	Principal, Assistant Principals, Parent Teacher Association Members	08/14/06	06/01/07	Community Partnerships	\$5000.00
Maintain volunteer database and log to record the participation of parents and community-based volunteers in school groups and activities.	Principal, Assistant Principals	08/14/06	06/01/07	District Strategic Plan	\$0.00
Survey parents to discover and effectively address concerns through development of parent workshops and other activities.	Principal, Assistant Principals	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Encourage parental participation in decision-making groups such as the Parent Teacher Association and Educational Excellence School Advisory Council.	Principal, Assistant Principals, PTA, SAC Members	08/14/06	06/01/07	Community Partnerships	\$0.00
Purchase materials for and maintain a parent resource center with instructional materials for check-out and use at home.	Principal, Assistant Principals, Media Specialist	08/14/06	06/01/07	District Strategic Plan	\$1000.00
Plan and facilitate special "Family" activities such as Open House and Authors' Gallery, and Honor Roll Ceremonies.	Principal, Assistant Principals, PTA	08/14/06	06/01/07	District Strategic Plan	\$0.00
Hire hourly teachers to conduct evening parent workshops to improve student achievement in reading, mathematics, science, and writing(12 hours X \$32/hour).	Principal, Assistant Principals, Hourly Teachers	08/14/06	06/01/07	District Strategic Plan	\$768.00

Research-Based Programs

National PTA Standards for Parent/Family Involvement Programs, CIM

Professional Development

Volunteer database training, and EESAC guidelines and procedures training

Evaluation

Parental and community involvement will increase by one percent as evidenced by comparing the hourly logs for the 2005-2006 and the 2006-2007 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Miami Lakes K-8 Center will provide students with a safe learning environment.

Needs Assessment

The data attained from the Student Case Management System (SCAMS) Executive Summary for the 2005-2006 school year indicates a total of 100 referrals and 5 out door suspensions. At the current level of performance, the school is faced with the challenge of decreasing the number of SCAMS by 1 percent during the 2006-2007 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a one percent decrease in the number of referrals and suspensions 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		
Purchase computerized security system to screen all visitors.	Principal, Assistant Principals, Safety Patrol Sponsor	8/14/06	6/01/07	District Strategic Plan	\$12000.00
Reinforce positive behavior by recognizing outstanding behavior in the classroom and throughout the school.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Recognize students who are displaying positive behaviors at quarterly honor roll ceremonies.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Conduct conflict resolution lessons and peer mediation with students in grades K through six.	Principal, Assistant Principals, Counselors	08/14/06	06/01/07	District Strategic Plan	\$0.00
Display behavior posters throughout the school as a constant reminder of appropriate behavior.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Purchase twelve additional hourly cafeteria monitors (2/classroom) to supervise the lunch program in the classrooms during the construction process (180 days X 1.5 hours X \$8/hour X 12).	Principal, Assistant Principals, Classroom Teachers, Cafeteria Monitors	08/14/06	06/01/07	District Strategic Plan	\$25000.00
Purchase and position five additional hourly security monitors throughout the school campus and at all entrances, to ensure student safety during construction and expansion to a K-8 Center(\$9,000.00 x 5).	Principal, Assistant Principals, Safety Patrol Sponsor	08/14/06	06/01/07	District Strategic Plan	\$45000.00
Conduct parent workshops to assist with student behavior/study skills/ developmental and social issues.	Principal, Assistant Principals, Counselors	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Lee Cantor's Assertive Discipline, Peer Mediation, CIM

Professional Development

Teachers will attend in-house discipline workshops presented by the school counselors. Teachers will also attend workshops provided by the District and State.

Evaluation

The data from the Executive Summary will be reviewed to compare the number of SCAMS and suspensions for the 2006-2007 school year with those from the previous year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Teacher responses on the 2005-2006 professional development needs assessment indicated technology as the area of higher interest listed by teachers. In order to better prepare our students for the future, professional development in the use of technology will be provided for all teachers. Teachers will, in turn, conduct lessons infusing technology in their classrooms. Emphasis will be given to training teachers to use the E-Gradebook program and SuccessMaker. Miami Lakes K-8 Center will have 100 percent of its new teachers utilizing the E-Gradebook by the end of the school year.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through six will augment their usage of the FCAT Explorer program as evidenced by 75 percent of the students completing the program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology to reinforce skills across the curriculum via creation of student generated portfolios.	Principal, Assistant Principals, Technology Mentor, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Request additional funds from M.D.C.P.S. Technology Department to purchase additional mobile computer labs and additional SuccessMaker and Read 180 licenses and additional computers.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Train teachers on the use of SuccessMaker software and on how to incorporate technology into classroom activities.	Principal, Assistant Principals, Tech Mentor, Teacher Trainers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Train teachers in the use of the E-Gradebook.	Principal, Assistant Principals, Teachers Trainers	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep, SuccessMaker, FCAT Explorer, and READ 180.

Professional Development

Dive into Riverdeep, SuccessMaker, Technology Toolkit and Atomic Learning, Marco Polo, Brainstorming with the Best, Project-based learning, EduSoft, FCAT Explorer, Academic Improvement Plans, Student Performance Indicators, and E-Gradebook.

Evaluation

Teachers will generate, analyze and compare FCAT Explorer reports in order to monitor technology utilization and completion of program by students in grades three through six.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Miami Lakes K-8 Center students in grades four through six will develop skills that promote physical fitness and good health.

Needs Assessment

The data attained from the Physical Fitness 2005-2006 Test Summary indicates a 14 percent decrease from the previous year. The 2006-2007 Physical Fitness Test Summary will show a one percent increase in the number of students who are award recipients.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four through six will improve their physical fitness performance as evidenced by a one percent increase in award recipients compared to the percentage of award recipients in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer pre and post tests to determine Fitness Gram baselines and measure improvement.	Principal, Assistant Principals, Physical Education Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Utilize the Fitness Gram to assess student performance.	Principal, Assistant Principals, Physical Education Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Develop action plan to insure achievement of goals and objectives as stated.	Principal, Assistant Principals, Physical Education Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00
Recognize student achievement of fitness benchmarks through the use of incentives.	Principal, Assistant Principals, Physical Education Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Plan activities to promote improvement in cardiovascular health, flexibility, and muscular strength and endurance.	Principal, Assistant Principals, Physical Education Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Fitness Gram Program

Professional Development

District Physical Education workshops

Evaluation

This goal will be evaluated by a one percent increase in the award recipients in the 2006-2007 Fitness Gram in grades four through six as compared to the percentage of award recipients in 2005-2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The school will provide students with the opportunity of participating in advanced academic programs.

Needs Assessment

State mandated academic guidelines for all students have severely impacted student participation in Advanced Academic Programs.

Measurable Objective

Given an emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the advanced academic programs will increase by one percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage teachers to participate in professional development provided by the district and state.	Principal, Assistant Principals	08/14/06	06/01/07	District Strategic Plan	\$0.00
Create self-contained Gifted classes for each grade level.	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	District Strategic Plan	\$0.00
Create T.E.A.M. classes at each grade level.	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	District Strategic Plan	\$0.00
Identify students to participate in Academic Excellence Programs (AEP).	Principal, Assistant Principals, Classroom Teachers, Counselors	8/14/06	6/01/07	Continuous Improvement Model	\$0.00
Allocate sufficient funds to conduct professional development for teachers in T.E.A.M./Advanced Academics program(10 days X \$92/day).	Principal, Assistant Principals, Classroom Teachers	8/14/06	6/01/07	District Strategic Plan	\$1000.00
Request Critical Thinking Skills activity books and materials for students in the T.E.A.M. program (grades two through five), which will enhance critical thinking skills and improve student achievement.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	8/14/06	6/01/07	District Strategic Plan	\$0.00
Review test results in grades 2-5 to identify students eligible to participate in Gifted/T.E.A.M.	Principal, Assistant Principals, Counselors, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

Teachers will participate in professional development activities to enhance their knowledge of higher order thinking skills strategies. They will also attend district and state staff development to stay abreast of current advanced academic trends.

Evaluation

The number of students enrolled in advanced academic programs will increase by one percent in the 2006-2007 school year as compared to the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Miami Lakes K-8 Center will rank above 74 percent statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Miami Lakes K-8 Center ranked at 74 percent on the State of Florida ROI index.

Measurable Objective

Miami Lakes K-8 Center will improve its ranking on the State Florida ROI index publication from 74 percent in 2004-2005 to 75 percent on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed of the use of financial resources in relation to school programs.	Principal, Assistant Principals	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Increase the number of Dade Partners by establishing new relationships with local businesses.	Principal, Assistant Principals, EESAC Members, PTA Members	08/14/06	06/01/07	Community Partnerships	\$0.00
Collaborate with the district on resource allocation.	Principal, Assistant Principals	08/14/06	06/01/07	Community Partnerships	\$0.00
Recognize Dade Partners at honor roll ceremonies to encourage continuous support.	Principal, Assistant Principals, PTA Members	08/14/06	06/01/07	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or accessing a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals, EESAC Members	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Review school budget with parents, community and EESAC.	Principal, Assistant Principal, EESAC Chair	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Basal Reading Series,
Harcourt Brace Mathematics program,
Harcourt Brace Social Studies Series
McGraw-Hill Science Series

Professional Development

EduSoft Training

Data-Driven Instruction Training

District and Regional administrative workshops

Participate in budget conferences

Evaluation

On the next State of Florida ROI index publication, Miami Lakes K-8 Center will show progress toward reaching the 75 percent goal.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC members expended a budget of \$10,140 towards reducing class size by allocating the funds to the Assisting Classroom Teachers (A.C.T.) paraprofessional account. The EESAC is charged with creating and discussing strategies related to academic progress, school safety, parent involvement and supplies in order to continue effective communication among all stakeholders.

Training:

EESAC members will attend District Professional Development to stay abreast of current EESAC requirements.

Instructional Materials:

The EESAC will review instructional materials and offer suggested activities to enhance instruction.

Technology:

The EESAC will view technology programs and equipment and offer suggested activities to enhance instruction.

Staffing:

The EESAC will provide support to staff members in order to promote student achievement.

Student Support Services:

The EESAC will offer suggested activities and resources to enhance support services.

Other Matters of Resource Allocation:

The EESAC will support and assist the efforts of the PTA in achieving a higher level of parental involvement.

Benchmarking:

The EESAC reviewed, analyzed and evaluated pertinent data such as the School's Demographic Profile, FCAT Reports and the School Demographic and Academic Profile, and formulated objectives and strategies as school-wide priorities to be included in the School Improvement Plan.

School Safety & Discipline:

The EESAC will promote school safety and discipline by providing additional resources to enhance the school-wide discipline plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$45,544.00
Goal 2: Mathematics	\$10,744.00
Goal 3: Writing	\$500.00
Goal 4: Science	\$12,520.00
Goal 5: Parental Involvement	\$6,768.00
Goal 6: Discipline & Safety	\$82,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$159,076.00

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