

---

# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

---



*School Name:* 3381 - Miami Springs Elementary School

*FeederPattern:* Miami Springs Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Celia Fernandez

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Miami Springs Elementary School*

---

Miami Springs Elementary Community School was built in 1937. The courtyard style, typical of buildings built in the 30's and 40's, provides a lovely, cozy atmosphere for learning. The school is located at 51 Park Street, Miami Springs, Florida. The surrounding area is comprised primarily of single-family homes, yet students also come to the school from high-density housing located in the adjacent city of Hialeah. Although family incomes range from, non-skilled salaries to upper middle-class, professional salaries; the majority of families earn middle-income, blue-collar wages. This community profile has remained consistent for the past twelve years. The school enjoys the benefits of many active partnerships with local businesses such as Milam's Market (grocery store), Treats (restaurant), Office Depot, and Washington Mutual Bank, as well as partnerships with other businesses located outside the immediate community such as Wendy's (Hialeah), Costco Wholesale Club (Miami), Cold Stones Creamery (Doral), Chevy's (Doral) and others. In addition to successful business partnerships, the school has a very productive PTA which is supported by a high degree of parent/community involvement.

The current student population is 719 pre-kindergarten through fifth grade students, including seven fee-supported, pre-kindergarten students. The breakdown of students is as follows: 82 percent Hispanic, 14 percent White, Non-Hispanic, two percent Black, Non-Hispanic and two percent Asian/Indian Multiracial. The Hispanic students' families originated from Cuba, and various countries in South America. Currently, our school is servicing two students recently displaced by Hurricane Katrina. Seven percent of our total student population is ESOL Level I; five percent are ESOL Level II, five percent are ESOL Level III, nine percent are ESOL Level IV. Eight percent of the school's students live outside school boundaries and attend Miami Springs Elementary on area transfers. Forty-two percent of students receive free lunch, 12 percent of students are on reduced lunch, and 13 percent are on free-direct lunch. There are 112 students in Special Education programs such as gifted, specific learning disabilities, other health impaired, speech impaired, language impaired, physically impaired, emotionally handicapped, educable mentally handicapped, and developmentally disabled programs. Eight of these students attend the school on walk-in basis to receive speech/language therapy services. Six students receive occupational therapy and four students receive physical therapy during the regular school day. One student has been assigned full-time one-on-one paraprofessional assistance as part of his Individual Education Plan (IEP). Another student has been provided with the opportunity to draw up a contract with his regular and special area teachers wherein he is given certain modifications to his daily schedule to accommodate his special needs, and he has to maintain specific behavioral expectations in return. This contract is also part of his IEP.

After analyzing and evaluating pertinent data such as the Academic Demographic School Profile, the Stanford Achievement Test (SAT) results, the Florida Comprehensive Achievement Test (FCAT) results, the 2005-2006 School Improvement Plan (SIP) Year-End Progress report, and the 2005-2006 School Public Accountability Report, Miami Springs Elementary School, in conjunction with the EESAC, has identified the following objectives as schoolwide 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 a five percent increase in the number of students reaching the state required mastery level as documented by scores on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50 percent of students in the lowest 25 percentile will make learning gains in reading on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades three through five will improve their reading skills as evidenced by a 11 percent increase in the number of students reaching the state required mastery level as documented by scores on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a five percent increase in the number of students reaching the state required mastery level as documented by scores on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, at least 91 percent of students in grade four will continue to score a 3.5 or higher on the 2007 FCAT Writing Test as compared to the results of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the importance of maintaining a positive link between the school, home and community in order to support student academic achievement, parental involvement will increase as evidenced by a five percent increase in the number of parents involved in the school at least twice during the 2006-2007 school year as compared to similar data from the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of detentions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, staff members will augment their usage of computer and web-based programs by five percentage points as evidenced by the STAR survey in the 2006-2007 school year.

Given instruction based on M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness levels as evidenced by thirty percent of the students meeting high standards on the 2006-2007 end-of-year evaluation.

Given an emphasis on the benefits of participating in an enrichment program, the number of students enrolled in enrichment classes will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Miami Springs Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 79th percentile in 2004-2005 to the 80th percentile on the next publication of the index.

Data from the Organizational Performance Improvement Snapshot Survey indicates that the faculty and staff are satisfied with the overall functioning of the school. However, the category of relative weakness was Strategic Planning with an average of 4.1. Due to its low ratings, this area has been targeted for improvement. Strategic Planning data results will be utilized to set goals to address the issues of empowering staff and faculty in planning and the organization of their work as it pertains to the overall operation of the school and educational environment.

# 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 Springs Elementary School

### VISION

The vision of Miami Springs Elementary Community School is to inspire all students to pursue excellence and empower them to become lifelong learners.

### MISSION

The staff and community at Miami Springs Elementary Community School value each and every one of our students. Our mission is to academically, emotionally, and physically nurture the whole child in a positive, safe learning environment. We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at his highest potential. The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a learning environment that is educationally challenging and culturally relevant to the students.

### CORE VALUES

Miami Springs Elementary Community School believes that attitude and motivation are the key factors in undertaking all endeavors at our school. We are dedicated to the promise of giving our students the best education possible and the necessary tools to reach their highest potential in society. We believe that our responsibility is to our students, our faculty and staff, and to the community we serve.

## *School Demographics*

---

Miami Springs Elementary Community School was built in 1937. The courtyard style, typical of buildings built in the 30's and 40's, provides a lovely, cozy atmosphere for learning. Despite its charm, the aged facility presents many challenges. The school has needs to improve the facility including a main office renovation, a P.E. shelter with covered walkways, retrofitting for ADA compliance, additional parking, renovation of biome, renovation of primary playground area, and new air conditioning system for the cafeteria and media center. As a result of the principal's efforts, and the cooperation of the district's maintenance and capital departments along with the support of the Parent Teacher Association (PTA), these needs are being addressed.

The school is located at 51 Park Street, Miami Springs, Florida. The surrounding area is comprised primarily of single-family homes, yet students also come to the school from high-density housing located in the adjacent city of Hialeah. Although family incomes range from non-skilled to upper middle-class professional salaries, the majority of families earn middle-income, blue-collar wages. This community profile has remained consistent for the past twelve years. The school enjoys the benefits of many active partnerships with local businesses such as Milam's Market (grocery store), Treats (restaurant), Office Depot, and Washington Mutual Bank, as well as partnerships with other businesses located outside the immediate community such as Wendy's (Hialeah), Costco Wholesale Club (Miami), ColdStones Creamery (Doral), Chevy's (Doral) and others. In addition to successful business partnerships, the school has a very productive PTA which is supported by a high degree of parent/community involvement.

Miami Springs Elementary Community School has received district grants which have enabled the school to provide a rich variety of educational and fun experiences to students. A district grant was obtained during the summer of 2004 to provide four weeks of summer camp, free of charge, to students in grades kindergarten through five. Students from other schools were welcome to attend the camp, and as a result, several students subsequently requested and received area transfers to allow them to attend our school during the 2005-2006 school year. A district technology grant made it possible to provide additional support to teachers integrating technology in the classrooms during the 2004-2005 school year. At present, a district Inclusion Grant provides the school with two part-time hourly support personnel to assist in the research and implementation of inclusion models with third and fifth grade students. Also, the Title III Grant provides Limited English Proficient (LEP) students with the web-based Learning Today research based program to improve reading comprehension and language acquisition. The school also houses Before- and After-School Care Programs, which currently serve 188 students in grades pre-k through five. In addition, enrichment classes such as math and reading tutoring are offered to LEP and non-LEP students. To enhance the effectiveness of these classes, regular classroom teachers complete weekly articulation forms, to provide tutors with data-driven goals and objectives to target during tutoring sessions. Other enrichment classes such as Strings, Guitar, Cheerleading and Tae Kwon Do are also offered to grade levels kindergarten through fifth. All after-school enrichment classes are offered for a nominal fee.

The administration and teachers at Miami Springs Elementary Community School have high expectations for students and believe that all students can learn. The current student population is 719 pre-kindergarten through fifth grade students, including seven fee-supported, pre-kindergarten students. The breakdown of students is as follows: 82 percent Hispanic, 14 percent White, Non-Hispanic, two percent Black, Non-Hispanic and two percent Asian/Indian Multiracial. The Hispanic students' families originated from Cuba, and various countries in South America. Seven percent of our total student population is ESOL Level I; five percent are ESOL Level II, five percent are ESOL Level III, nine percent are ESOL Level IV. Eight percent of the school's students live outside school boundaries and attend Miami Springs Elementary on area transfers. Forty-two percent of students receive free lunch, 12 percent of students are on reduced lunch, and 13 percent are on free-direct lunch. There are 112 students in Special Education programs such as gifted, specific learning disabilities, other health impaired, speech impaired, language impaired, physically impaired, emotionally handicapped, educable mentally handicapped, and developmentally disabled programs. Eight of these students attend the school on walk-in basis to receive speech/language therapy services. Eight students receive occupational therapy and four students receive physical therapy during the regular school day. One student has been assigned full-time one-on-

one paraprofessional assistance as part of his Individual Education Plan (IEP). Another student has been provided with the opportunity to draw up a contract with his regular and special area teachers wherein he is given certain modifications to his daily schedule to accommodate his special needs, and he has to maintain specific behavioral expectations in return. This contract is also part of his IEP. The school has a strong student council that, organizes several large community service projects each year. Upon completing 5th grade at Miami Springs Elementary Community School, most students progress to Miami Springs Middle School, and then Miami Springs Senior High School.

The staff, students and parents of Miami Springs Elementary Community School are committed to enhancing teaching and learning. There are 53 full-time teachers at Miami Springs Elementary Community School; one of them having permanent substitute, or 3100, status. Sixty-eight percent are Hispanic, 23 percent are White, Non-Hispanic, and nine percent are Black. Four itinerant teachers and therapists also provide support in the areas of art, speech-language therapy, occupational therapy and physical therapy. The school also receives the services of an itinerant psychologist and an itinerant staffing specialist. Four full-time teachers are national board-certified and four more teachers are currently working toward this goal. One teacher has a doctorate degree, and two other teachers are currently pursuing a doctorate. Three teachers have specialists' degrees, and 39 teachers have masters' degrees. Teacher retention at Miami Springs Elementary Community School is good, with many teachers having worked here for ten years or more. Several teachers live in the school community yet most live out of area and make a significant commute to school each day. Three beginning teachers have joined the staff. Four teachers have also transferred here from other schools to begin the 2006-2007 school year. One is teaching kindergarten, one is teaching fourth grade, and two are teaching ESE students. In order to support and nurture new teachers, a mentoring program provides new teachers with veteran teachers who visit the school periodically to model lessons and offer input with regard to generating lesson plans and improving classroom management. In addition, the assistant principal meets with these new teachers. The school's professional development team assesses faculty needs regarding continuing education and provides appropriate training targeting specific areas of need to new and veteran teachers on an ongoing basis.

The school leadership team consists of the principal, one assistant principal, the school counselor, individual grade level chairs, and a Cohort Team consisting of a reading leader, mathematics facilitator and science facilitator. Both the principal and the assistant principal encourage teachers to increase their leadership skills through experience and professional development activities. The principal is beginning her second full year in the position, having begun her principalship at Miami Springs Elementary Community School in May of 2005. Prior to this she served as an assistant principal for ten years, where her responsibilities included the supervision and assistance for implementation of the curriculum, bilingual programs, exceptional student education programs, students services, professional development of teachers, Title I, and parent involvement. During the 2003-2004 school year, Ms. Fernandez was voted the Miami Jackson Senior High School Feeder Pattern Assistant Principal of the Year. The interim assistant principal began at Miami Springs Elementary Community School in the fall of the 2006 academic year and has nine years of experience as a teacher at the elementary school level. Ms. Simon has also worked as a Lead Teacher where she collaborated with administrators and teachers to analyze and disaggregate data, realign instructional practices, implement a bilingual program and oversee numerous committees and projects. She conducted meetings with parents and members of the community. In addition, Ms. Simon was a mentor and provided support for teachers. The school counselor is a seasoned member of the leadership team who also serves as an administrative designee and works closely with the assistant principal to implement the student services program. This year she is placing particular emphasis on character education and school-to-career activities. The Reading Leader is a classroom teacher who takes on the additional responsibility of working directly to support the school's reading plan. There are nine grade level chairpersons who provide leadership to small learning communities of teachers and provide a link between the school's leadership team and the individual grade level teams. The work of the leadership team has facilitated a high degree of team building and created a welcoming school climate wherein parental and community involvement has significantly increased.

The school received a grade of "B" based upon the Florida Department of Education's Accountability Standards.

Despite having attained a high level of success, Miami Springs Elementary Community School faces a number of challenges in the

course of achieving and maintaining academic excellence. The school must compete with five private schools as well as one public charter school within or near the school's boundaries to maintain a steady enrollment. Nevertheless, enrollment has decreased by eight percent this year as compared to the 2005-2006 school year. Miami Springs Elementary Community School continues to have a competitive edge among surrounding feeder pattern elementary schools and the private and charter schools by integrating representatives from all stakeholder groups in a collaborative system of leadership in order to meet all the criteria as mandated by the state. Two problems the school has faced have concerned student tardiness and a lack of compliance to home learning policies that require students to bring in assignments on a daily basis. However, due to implementation of strategies such as use of student planners, home learning charts, positive reinforcement, parent contact logs and parent conferences, these two areas improved markedly during the 2005-2006 school year. To further address these issues, the school will soon include electronic grade books on the school website; and this will enable parents to monitor home learning completion as well as student tardies. The PTA also encourages parents to support the school's home learning and tardy policies via newsletters. Another challenge impacting on student achievement involves a lack of supplemental funds to provide no-cost after-school tutoring and/or Saturday School for the neediest students. In the past, recruitment of teachers to teach tutoring classes has been difficult, but this year there has been a significant increase in the number of teachers willing to teach after-school tutoring classes. At present, some tutoring is offered during school hours by highly qualified teachers working in small groups.

Miami Springs Elementary Community School has identified three challenges in the area of relationships with internal operations and external forces. These issues include communicating with hard-to-reach parents, the lack of a full-time on-site technology technician to maintain computer hardware and assist teachers, and the lack of a medical professional on site. To improve school-parent communication, the school has implemented several strategies to include teacher phone message boxes, student planner books, Internet e-mail, a monthly calendar, and school-wide correspondence. A full-time on-site technology technician would help to facilitate the use of technology in the school. Since the school has been unable to attain a full-time microtechnician, steps have been taken to maximize the time utilization of the part-time microtechnician that we have. Specifically, a microtechnician assistance-request form has been developed to facilitate the microtechnician's ability to swiftly address the teachers' concerns. Once the microtechnician has addressed the teachers' technical and hardware needs, he indicates the completion date on the original assistance-request form and offers recommendations and or referrals as necessary. As the number of students attending our school requiring medical assistance continues to increase over time, a full-time trained medical professional is needed. For the time being, several staff members have been trained in CPR. In addition, budget constraints permitting, the school would like to purchase CPR mouthpieces and latex gloves for every classroom.



# *School Foundation*

---

## ***Leadership:***

Eighty percent of the staff members at Miami Springs Elementary Community School completed the Organizational Performance Improvement Snapshot Survey. The outcomes of the categorical rankings are delineated below:

According to the data, the staff members of Miami Springs Elementary Community School rated the leadership of the school highly. The category average score was 4.3. The leadership team recognizes the importance of including all stakeholders in decision-making and values their contributions.

## ***District Strategic Planning Alignment:***

Miami Springs Elementary Community School attained an average rating of 4.1. Items concerning the questioning of employees for their ideas and keeping stakeholders informed of progress toward planned goals were rated the lowest with a relative strength in the area of informing employees of school plans. Compared to the other domains surveyed, this is an area which needs improvement.

## ***Stakeholder Engagement:***

This category is another area of strength with an average rating of 4.4. Results indicate that the customers at Miami Springs Elementary Community School feel that the school does a good job of maintaining an open line of communication, keeping customers informed, and asking customers if they are satisfied with the work done by staff at the school.

## ***Faculty & Staff:***

The faculty and staff indicated a high level of satisfaction with an average rating of 4.4 in this category. They are made to feel safe, nurtured, and encouraged to seek professional growth development. For example, the school's Professional Growth Team, consisting of highly qualified teachers, offer support to new and beginning teachers in the form of assistance in delivery of instructional programs through modeling and providing techniques for meeting the needs of their students and developing lifelong learners. There is a strong sentiment that the administration cares about the staff, promotes teamwork, and offers recognition for staff achievement and collaboration in providing a learning environment for all our students to reach their potentials.

## ***Data/Information/Knowledge Management:***

With the average rating of 4.5 in this category, the faculty and staff discloses an affirmation that data and communication of information are managed in an efficient manner.

## ***Education Design:***

The general education design encompasses all categories rated in the survey for the implementation of a positive, productive learning environment that ensures all students academic, social, and emotional growth. This is achieved through School-wide improvement models such as Inclusion, Read 180, and Voyager. Extended learning

opportunities are provided through small group tutoring during the regular school day and After-School Care enrichment classes.

***Performance Results:***

A review of the results of the Organizational Performance Improvement Snapshot Survey has revealed several factors that have impacted the overall achievement of the school to include: students from low socio-economic status, a high percentage of students in ESOL levels I-IV, a broad variety of exceptionalities in the special education programs. Although there is a core group of parents who are very actively involved in a variety of areas of the school, parental involvement is inconsistent and the school is making efforts to improve the percentage of parents participating in school events and activities. Our community businesses and Dade Partners continue to provide a significant level of support for school programs and projects.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

All students will demonstrate a high level of achievement in the area of reading.

### **Needs Assessment**

An analysis of the data reveals that on the 2006 FCAT Reading 75% of the students met high standards, 58% made learning gains, and 47% in the lowest 25 percent made learning gains. 40% of the Limited English Proficient students met high standards. An analysis of the data shows that Limited English Proficient students did not meet adequate yearly progress. An analysis of the data also shows that lowest 25 percent did not make adequate yearly progress. An analysis of the data across grade levels indicates that in third grade 78% of the students attained a Level 3 or above on the FCAT Reading, in fourth grade 58% of students attained a Level 3 or above, and in fifth grade 63% of students attained a Level 3 or above on the 2006 FCAT Reading. An analysis of the data indicates that third grade showed an increase of percentage points in all areas except comparison. Fourth grade test scores showed a decrease in all areas except reference and research. An analysis of fifth grade showed a decrease in all areas tested on the FCAT Reading.

Increased instructional efforts in all content clusters should result in higher levels of student achievement across all grade levels. To assist the students who are in the lowest 25 percentile, computer-assisted instruction through programs such as FCAT Explorer, Learning Today, Reading Plus, and Read 180 will be implemented to increase students' reading skills.

NCLB SUBGROUP TARGET

| TOTAL                    | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE<br>AMERICAN       | F/R LUNCH                | LEP                                 | SWD                      | LEVEL I                  | LOWEST 25%                          | OTHER                    | GRADUATIO<br>N RATE      |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <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 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 a five percent increase in the number of students reaching the state required mastery level as documented by scores on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50 percent of students in the lowest 25 percentile will make learning gains in reading on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades three through five will improve their reading skills as evidenced by a 11 percent increase in the number of students reaching the state required mastery level as documented by scores on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE  |           | ALIGNMENT               | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
|   |   | START     | END       |                         |        |
| Utilize the After-School Care program to support reading instruction for students enrolled in this program through scheduled computer access, homework assistance, and reading activities in order to increase student achievement in reading.        | ASC Program Administrator                   | 9/18/2006 | 5/31/2007 | District Strategic Plan | \$0.00 |
| Disaggregate and analyze data from the 2006 FCAT Reading subtest for students in grades three through five to identify strengths and opportunities for improvement in order to develop and implement a weekly Academic Calendar to guide instruction. | Administrators and Grade Level Chairpersons | 8/14/2005 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Use bi-weekly assessment data to realign the instructional focus calendar as needed in order to meet the individual needs of students in grades two through five.   | Grade Level Chairpersons                    | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Promote recreational reading among students in Kindergarten through fifth grade through the use of Accelerated Reader in order to increase students' reading skills.  | Media Specialist                            | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Provide a parent workshop conducted by the Reading Leader to inform parents of FCAT strategies.   | Reading Leader                              | 1/1/2007  | 3/31/2007 | District Strategic Plan | \$0.00 |

|   |   |            |           |                              |        |
|---|---|------------|-----------|------------------------------|--------|
| Provide computer-assisted support for reading instruction through programs such as FCAT Explorer, Learning Today, Reading Plus and Read 180 for targeted LEP, Special Education, and fifth grade students in order to increase their reading skills.          | Grade Level Chairs  | 8/14/2006  | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide parent workshops conducted by the Parent Academy to inform parents of LEP students of resources and strategies to increase LEP students' reading and language skills.   | Bilingual Chair and Bilingual Parent Outreach Program Community Liaison | 10/13/2006 | 4/26/2007 | District Strategic Plan      | \$0.00 |
| Implement the Plan-Do-Study-Act Cycle for all students to ensure student achievement.   | Administrators, Cohort Team   | 8/14/2006  | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Implement and monitor the District approved, uninterrupted two-hour reading block using the Comprehensive Reading Program in Kindergarten through fifth grades to ensure growth in phonemic awareness, phonics, vocabulary, fluency and comprehension skills. | Administrators  | 8/14/2006  | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide small group tutoring for students in first through fifth grades who have been identified as working below instructional level in reading, utilizing Early Success and Soar to Success.  | Administrators, Reading Leader  | 8/14/2006  | 5/24/2007 | Continuous Improvement Model | \$0.00 |

## Research-Based Programs

1. Houghton Mifflin Reading for Florida
2. Learning Today
3. Voyager Passport
4. Scholastic Read 180
5. Reading Plus

## Professional Development

8/06

Reading Plus Training by the District

9/06

Project B.E.A.R. Training provided by the District

9/06

Project D.R.A.W. Training provided by the District

10/06

Staff training on Comprehensive Reading Plan provided by Reading Leader

8/06-12/06

CRISS Training provided by Division of Language Arts

## Evaluation

This objective will be evaluated using the scores on the 2007 FCAT Reading subtest. Data from the quarterly assessments and computer assisted reading programs, such as FCAT Explorer, Read 180, and Learning Today, will be used to monitor progress toward this objective. In addition, implementation of the above strategies will be monitored as follows:

- 1) Review of Assessment Results (for the lowest 25 percentile)
- 2) Teachers' Lesson Plans
- 3) Computer Program Reports (EduSoft, PMRN, and Learning Today)
- 4) Professional Development Sign-In Sheets/Agendas and/or Registration
- 5) Accelerated Reader (AR) Reports
- 6) Evaluation of the tutorial program via Edusoft database.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

All students will demonstrate a high level of achievement in the area of mathematics.

### ***Needs Assessment***

An analysis of the data reveals that on the 2006 FCAT Math 74 percent of the students met high standards, 60percent made learning gains, and 58 percent in the lowest 25 percent made learning gains. An analysis of the data reveals that fifth grade students' scores on the Mathematics subtest of the 2006 FCAT lagged behind third and fourth grade student scores in high performance standards. Only 57 percent of fifth grade students scored at or above Level 3 while 80 percent of all students in third grade and 68% of students in fourth grade scored a Level 3 or above. As a result, it is clear that fifth grade achievement in the area of mathematics needs improvement. On average, students answered 45 percent of questions related to algebraic thinking correctly, while they answered 38 percent of number sense questions correctly, 45 percent of measurement questions correctly, 54 percent of geometry questions correctly, and 50 percent of data analysis questions correctly. An analysis of the content stands indicates that third grade had a decrease of 14 percentage points in the area of geometry and spatial sense. Fourth grade students had a decrease of nine percentage points in the area of number sense. Fifth grade students had a decrease of 10 percentage points in both the areas of measurement and algebraic thinking. Increased instructional efforts in these areas should result in higher levels of student achievement. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Miami Springs Elementary.

NCLB SUBGROUP TARGET



| TOTAL                    | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE<br>AMERICAN       | F/R LUNCH                | LEP                      | SWD                      | LEVEL I                  | LOWEST 25%               | OTHER                    | GRADUATIO<br>N RATE      |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> | <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 a five percent increase in the number of students reaching the state required mastery level as documented by scores on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE  |           | ALIGNMENT               | BUDGET   |
|--|---|-----------|-----------|-------------------------|----------|
|  |   | START     | END       |                         |          |
| Implement Accelerated Mathematic program to increase the Mathematic skills of students.  | Administrators and Mathematics Committee    | 11/6/2006 | 5/24/2007 | District Strategic Plan | \$399.00 |
| Provide training to teachers, paraprofessionals, parents, and volunteers that addresses specific math strands based upon students' needs, so that instructional delivery and home learning assistance is enhanced.   | Administrators, Cohort Team Members         | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00   |
| Implement Washington Mutual's School Savings Program to allow all students to learn to use math as part of their everyday lives.   | Administrators, Dade Partner Liaison        | 10/9/2006 | 5/24/2007 | District Strategic Plan | \$0.00   |
| Provide computer support to enhance mathematics instruction for all students through programs such as FCAT Explorer Mathematics, and Riverdeep Mathematics to provide additional opportunities for students in grades two through five to maintain or increase/enrich mathematical concepts. | Administrators, Grade Level Chairs          | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00   |
| Utilize bi-weekly assessment data to realign the instructional calendar, as needed to meet the individual needs of students in grades three through five.  | Administrators and Grade Level Chairs       | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00   |
| Utilize manipulatives during mathematics instruction in order to help all students develop a concrete understanding of mathematics concepts  | Grade Level Chairpersons                    | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00   |
| Utilize the long range plan provided by the Division of Mathematics and Science along with the curriculum team in order to ensure that all students are exposed to all of the Sunshine State Standards during the school year.   | Administrators, Grade Level Chairpersons    | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00   |
| Implement the Plan-Do-Study-Act Cycle for  | Administrators, Cohort Team                 | 8/14/2006 | 5/24/2007 | District Strategic      | \$0.00   |

|  |  |      |  |
|--|--|------|--|
| all students to ensure student achievement |  | Plan |  |
|--|--|------|--|

## Research-Based Programs

1. Harcourt Brace Mathematics for Florida
2. Everyday Mathematics: The University of Chicago School  
Mathematics Project (SRA McGraw-Hill)

## Professional Development

9/06-05/07

New Teacher Training provided by the Assistant Principal

9/06-12/06

RiverDeep workshop offered by the Mathematics Committee

9/06-12/06

FCAT Explorer Training offered by the Mathematics Committee

Ongoing

Plan-Do-Study-Act Cycle provided by the Cohort Team

11/06-01/07

Accelerated Mathematics training provided by publisher

## Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics subtest. Ongoing assessments will be used to monitor progress toward the objective. In addition, implementation of the above strategies will be monitored as follows:

- 1) Review of Interim Assessment Results
- 2) Teachers' Lesson Plans
- 3) Review of EduSoft Reports
- 4) Professional Development Sign-In Sheets/Agendas and/or Registrations
- 5) Evaluation of After-School Care tutorial program via Edusoft database.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

All fourth grade students will demonstrate writing proficiency.

**Needs Assessment**

An analysis of the data reveals that on the 2006 FCAT Writing 85% of students scored a 3.5 or above and 68% scored 4.0 or above. In addition, 90% of students achieved proficiency as per the No Child Left Behind Adequate Yearly Progress report. The data for the 2006 FCAT Writing indicates 87% of the fourth grade students scored a 3.5 or above on the expository writing, while 73% scored a 4.0 or above, and 80% of the fourth grade students scored a 3.5 or higher on the narrative, while 62% scored a 4.0 or above. The data indicates that the greatest area of need is to improve both the narrative and expository writing at a 4.5 level or above. Increased instructional efforts in this area should result in higher levels of student achievement.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, at least 91 percent of students in grade four will continue to score a 3.5 or higher on the 2007 FCAT Writing Test as compared to the results of the 2006 FCAT Writing Test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)             | TIMELINE  |           | ALIGNMENT                    | BUDGET |
|---|---|-----------|-----------|------------------------------|--------|
|   |   | START     | END       |                              |        |
| Require students in kindergarten through fifth grade to complete a portfolio containing monthly writing samples utilizing the writing process to highlight their writing success. | Reading Leader  | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Implement journal writing throughout the curriculum to provide multiple opportunities for students in kindergarten through fifth grade to express themselves through writing.     | Reading Leader  | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide training for teachers and parents that addresses writing strategies for grade four.   | Reading Leader  | 10/3/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide students in grade four with additional enrichment activities to increase their achievement in writing.  | Fourth Grade Teachers                                   | 9/5/2006  | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide CRISS training to teachers emphasizing effective use of writing strategies in the content areas.  | Administrators  | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Implement and monitor a school developed instructional focus calendar for students in kindergarten through fifth grade to guide their writing instruction for the school year.    | Administrators, Grade Level Chairpersons                | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Implement the Plan-Do-Study-Act Instructional Cycle for all students to ensure student achievement.   | Administrators, Cohort Team                             | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide mentoring assistance to grade four teachers, in modeling writing.   | Administrators, Reading Leader, and Writing Cohort Team | 1/9/2007  | 3/31/2007 | Continuous Improvement Model | \$0.00 |

### Research-Based Programs

1. Houghton Mifflin Reading for Florida

## **Professional Development**

9/06-05/07

New Teacher Training Provided by Assistant Principal

10/06-01/07

Professional Development of staff on effective writing provided by Reading Leader

10/06-11/06

Best Practice Network Sessions with neighboring school-sites

8/06-12/06 CRISS Training provided by Division of Language Arts

## **Evaluation**

This objective will be monitored by scores of the 2006 FCAT Writing Test. Monthly testing using district and teacher-provided writing prompts will be used to monitor progress toward the objective. In addition, the implementation of the above strategies will be monitored as follows:

- 1) Review of Assessment Results
- 2) Teachers' Lesson Plans
- 3) Journal Samples
- 4) Writing Portfolios
- 5) Staff Development and Parent Workshop Sign-In Sheets

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

All fifth grade students will demonstrate a high level of achievement in Science.

### ***Needs Assessment***

Scores of the 2006 FCAT Science Test indicate that fifth grade students achieved a mean scale score of 298 points as compared to the District's scale score of 288 points and the State scale score of 299. In addition, student performance in the area of life and environment lagged behind their achievement in all other areas. On average, fifth grade students answered 58 percent of the questions related to scientific thinking questions correctly, 58 percent of physical and chemical science questions correctly, 50 percent of earth and space science questions correctly, and 46 percent of life and environment questions correctly. By presenting students with material that is both academically stimulating and relevant to their personal lives, their ability to link, connect, and integrate their prior knowledge to newly acquired scientific skills may be enhanced.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)     | TIMELINE   |           | ALIGNMENT               | BUDGET |
|--|---|------------|-----------|-------------------------|--------|
|  |   | START      | END       |                         |        |
| Utilize computer support for science instruction by allowing students to access the internet to research science topics in order to increase their science research skills.                                    | Science Cohort Member, Grade Level Chairpersons | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Organize and implement a science fair for students in grades two through five which will provide an opportunity for students to demonstrate their knowledge of the scientific process.                         | Science Committee Chairperson                   | 1/8/2007   | 5/24/2007 | District Strategic Plan | \$0.00 |
| Provide opportunities for students to explore scientific processes by implementing monthly hands-on science lab activities.  | Science Cohort Member                           | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Utilize the newly revitalized biome to conduct inquiry based science activities to increase knowledge of scientific method.  | Science Committee Chairperson                   | 10/16/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Implement vocabulary development lessons to increase scientific knowledge of students.   | Administrators, Grade Level Chairpersons        | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Utilize manipulatives and consumables contained in the Grade Level Science Cabinets with all students in order to provide them the opportunity to explore the scientific method.                               | Administrators, Grade Level Chairpersons        | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Align the Science and Mathematics instructional focus calendars for all students in order to emphasize the relationship between mathematics and science.   | Administrators, Grade Level Chairpersons        | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Provide professional development opportunities in Best Practices, Curriculum Alignment, and Data Analysis for third through fifth grade teachers in order to strengthen their delivery of science instruction. | Administrators, Grade Level Chairpersons        | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |



|  |                             |           |           |                         |        |
|--|-----------------------------|-----------|-----------|-------------------------|--------|
| Implement the Plan-Do-Study-Act Instructional Cycle for all students to ensure students achievement. | Administrators, Cohort Team | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
|--|-----------------------------|-----------|-----------|-------------------------|--------|

## Research-Based Programs

1. Scott Foresman Science for Florida

## Professional Development

9/06-05/07

Professional growth activities for staff members to enhance science skills and increase student achievement provided by District

9/06-05/07

New Teacher Training provided by the Assistant Principal

8/06-12/06

CRISS Training provided by the District

Ongoing

Plan-Do-Study-Act Cycle provided by the Cohort Team

## Evaluation

This objective will be evaluated by the scores on the 2006 FCAT Science Test. In addition, teachers in grades two through five will maintain logs of monthly experiments demonstrating student practice of scientific process skills. Quarterly assessments for fifth grade students will consist of material from the textbook assessments as well as hands-on demonstrations of the scientific process. Implementation of the above strategies will be monitored as follows:

- 1) Review of Science Pre-tests and Post-tests Results
- 2) Teacher Lesson Plans
- 3) Professional Development Sign-in sheets/Agendas and/or Registration
- 4) List of Science Fair Participants

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 5 STATEMENT:**

Miami Springs Elementary will demonstrate an increase in the level of parental involvement.

### **Needs Assessment**

An analysis of the 2005-2006 Five Star Award Application indicates that 79% of parents were involved in the school in a positive way more than once during the school year. In addition, as evidenced by the school's Golden School Award, parent volunteerism during the 2005-2006 school year exceeded 3,229 hours. The majority of volunteer hours are earned by less than 20 percent of the parents. Additional services must be devoted to meet the needs of parents and volunteers to increase parental involvement.

## Measurable Objective

Given the importance of maintaining a positive link between the school, home and community in order to support student academic achievement, parental involvement will increase as evidenced by a five percent increase in the number of parents involved in the school at least twice during the 2006-2007 school year as compared to similar data from the 2005-2006 school year.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)      | TIMELINE  |           | ALIGNMENT                    | BUDGET |
|--|--|-----------|-----------|------------------------------|--------|
|  |  | START     | END       |                              |        |
| Provide parent workshops for all parents on topics related to student achievement, volunteerism, and effective parenting skills in order to support academic achievement.            | Cohort Team Members                              | 10/3/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Offer workshops targeting parents of Limited English Proficient students to provide strategies for non-English speaking parents to assist their children with academic assignments.  | Cohort Team Members                              | 10/3/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide parents with surveys and use their feedbacks to meet parental needs.   | Cohort Team Members                              | 8/14/2006 | 5/24/2007 | Continuous Improvement Model | \$0.00 |
| Implement the Plan-Do-Study-Act Cycle by analyzing parental involvement data on a quarterly basis in order to target parents for parental involvement activities.                    | Administrators, Cohort Team                      | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide a monthly parent calendar for all parents, in the student's native language, to inform parents of upcoming events and activities.  | Administrators                                   | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Issue the District's Student Code of Conduct to all students, with parent signatures required, to ensure parent understanding of and support for school disciplinary procedures.     | Administrators, Grade Level Chairpersons         | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide timely, bilingual, notification of activities and meetings to all parents in order to encourage parental involvement in PTA, EESAC and other school meetings and activities. | Administrators, PTA Board                        | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |
| Provide parents of Limited English Proficient students with results of quarterly assessments in order to encourage their participation in workshops aligned with students' academic  | Administrators, Bilingual Department Chairperson | 8/14/2006 | 5/24/2007 | District Strategic Plan      | \$0.00 |

|  |                                 |           |           |                         |        |
|--|---------------------------------|-----------|-----------|-------------------------|--------|
| needs.   |                                 |           |           |                         |        |
| Involve Parent Teacher Association (PTA) and community members in the revitalization of the school's biome to increase student science skills. | PTA Chairperson, Administrators | 9/26/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |

## Research-Based Programs

Not Applicable

## Professional Development

Ongoing

MDCPS Volunteer Training provided by the Volunteer Liaison

10/06-5/07

Bilingual Parent Training provided by the Bilingual Department

11/06-1/07

Parent FCAT Training workshops provided by the Third, Fourth, and Fifth Grade Teachers

## Evaluation

This objective will be evaluated utilizing sign-in sheets and teacher logs of parental involvement in workshops, school activities, volunteer activities, and returned, signed, compacts. Progress will be monitored utilizing quarterly parental involvement data submitted by teachers. In addition, the implementation of the above strategies will be monitored as follows:

- 1) Teacher Logs
- 2) Monthly Parent Calendars
- 3) Signed Parent Compacts
- 4) Student Code of Conduct Receipt forms signed by parents
- 5) Workshop Survey
- 6) Workshop Survey in Home Language
- 7) Report Card Pickup Schedule and Sign-In Sheets
- 8) PTA/EESAC Sign-In Sheets
- 9) Picture of Parent Resource Area

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Miami Springs Elementary Community School will be a safe and secure environment for all stakeholders.

### ***Needs Assessment***

An analysis of the referrals for detentions in the 2005-2006 school year indicated a need to review the school wide discipline plan. This analysis also revealed that the primary reason for detention referrals is a high rate of incomplete home learning, class assignments, and classroom conduct.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of detentions during the 2006-2007 school year as compared to the 2005-2006 school year.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |           | ALIGNMENT               | BUDGET |
|--|---|------------|-----------|-------------------------|--------|
|  |   | START      | END       |                         |        |
| Implement a school-wide discipline policy based upon Lee Cantor's Assertive Discipline Model.  | Discipline Committee                        | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Review Code of Student Conduct with students and parents.  | Administrators                              | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Provide parents with information of security procedures and policy.  | Administrators, Discipline Committee        | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |
| Inform parents that the most common cause for detention referrals is students' not turning in home-learning assignments and conduct, and solicit parents' assistance in reducing the number of detention referrals due to uncompleted home-learning assignments and conduct. | Administrators, Discipline Committee        | 10/23/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Provide quarterly recognition of Citizenship Honor Roll students.  | Administrators, Teachers                    | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00 |

### Research-Based Programs

1. PROUD (Peacefully Resolving Our Unsettled Differences)
2. Lee Cantor's Discipline Model

## **Professional Development**

8/06

Review of Promoting and Maintaining a Safe Learning Environment Guidelines provided by Administration

9/06

KAPOW Training Workshop for Guidance Counselor and Fifth Grade Teachers provided by District

10/06-11/06

Professional Development for discipline procedures provided by Discipline Committee

10/06-05/07

Functional Assessment of Behavior/Behavior Intervention Plan provided by District

10/06-05/07

Review of Lee Cantor's Assertive Discipline Model by Discipline Committee

## **Evaluation**

1. Newsletter about safety procedures sent to parents
2. Visitor sign-in log
3. Signed Lunch Agreements
4. Lee Cantor's Assertive Discipline Model displayed in classrooms and sent home
5. Detention Room Log
6. Detention Referral Forms

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

Staff members will demonstrate an increase in their usage of technology to enhance student achievement.

### ***Needs Assessment***

An analysis of the technology usage for the 2005-2006 school year indicates a need to expand teacher utilization of computer and web-based programs. As a result, Miami Springs Elementary Community School teachers will implement many enrichment and tutorial computer and web-based programs to increase student achievement scores. This will allow teachers to monitor students' needs and progress throughout the school year.



## Measurable Objective

Given an emphasis on the use of technology in education, staff members will augment their usage of computer and web-based programs by five percentage points as evidenced by the STAR survey in the 2006-2007 school year.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |           | ALIGNMENT               | BUDGET   |
|---|--|------------|-----------|-------------------------|----------|
|   |  | START      | END       |                         |          |
| Increase teacher use of Read 180 for targeted students in grade five, and students with disabilities in grades four and five, to provide high interest reading strategies to students.                            | Administrators, Grade Level Chairpersons   | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00   |
| Increase teacher use of computer-assisted support for reading and mathematics instruction through programs such as Riverdeep and FCAT Explorer to increase student skills.  | Administrators, Grade Level Chairpersons   | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00   |
| Increase teacher utilization of the Learning Today internet program for Limited English Proficient (LEP) students levels I, II, and III, in grades one through five, to enhance reading and language arts skills. | Administrators, Bilingual Department Chairperson                                   | 9/5/2006   | 5/24/2007 | District Strategic Plan | \$0.00   |
| Increase teacher utilization of the Accelerated Reader program and Reading Plus to increase the reading comprehension skills of students.   | Administrators, Media Specialist, Grade Level Chairpersons                         | 8/14/2006  | 5/24/2007 | District Strategic Plan | \$0.00   |
| Implement Accelerated Mathematics Program to increase the MathematicS skills of students.   | Administrators, Grade level chairpersons and Mathematics and Technology Committees | 11/13/2006 | 5/24/2007 | District Strategic Plan | \$399.00 |

### Research-Based Programs

1. Read 180
2. Learning Today
3. Reading Plus

## **Professional Development**

8/06

Training for targeted staff for Reading Plus given by District

9/06

Training for LEP teachers for Learning Today given by Publisher

10/06-5/07

Edusoft Training provided by Regional Center III and Edusoft School Coordinator

8/06 - 5/07

Data Analysis Training provided by Administration and Cohort team

11/06-1/07

Training for all staff for Accelerated Mathematics given by publisher.

## **Evaluation**

1. Monitor EduSoft Reports
2. Computer programs print-out reports and logs
3. Diagnostic reports for Accelerated Reader
4. Review of teachers' lesson plans
5. Review of best-practices related to utilization of technology in the classroom by the school's Professional Development Team

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 8 STATEMENT:**

Fourth and fifth grade students will demonstrate high achievement in physical fitness.

### **Needs Assessment**

Based on physical education teachers' analysis of the FITNESSGRAM results for the 2005-2006 school year, 43 percent of students met high standards. In order to increase the number of students meeting high standards on the FITNESSGRAM, students need to increase upper body strength, cardiovascular endurance, and participation in aerobic activities.

## Measurable Objective

Given instruction based on M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness levels as evidenced by thirty percent of the students meeting high standards on the 2006-2007 end-of-year evaluation.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)               | TIMELINE  |           | ALIGNMENT               | BUDGET |
|--|---|-----------|-----------|-------------------------|--------|
|  |   | START     | END       |                         |        |
| Provide all students with appropriate warm-up activities to prevent injury.                          | P.E. Teachers   | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Implement strengthening exercises to tone muscles.   | P.E. Teachers   | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Implement relay races and shuttle runs to enhance student endurance and cardiovascular health.       | P.E. Teachers   | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Utilize team sports to promote sportsmanship while enhancing cardiovascular health.                  | P.E. Teachers   | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Implement half mile and mile long runs to assist students in endurance building.                     | P.E. Teachers   | 8/14/2006 | 5/24/2007 | District Strategic Plan | \$0.00 |
| Promote the free-breakfast program to all students to increase the number of participating students. | Administrators, Cafeteria Committee, Food Service Manager | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

## Research-Based Programs

FitnessGram

## **Professional Development**

11/06-12/06

FITNESSGRAM and Fitness Activities

1/07

Manipulative Activities related to physical education

2/07

Fitness Walking

3/07

Rhythmic Activities

5/07

Fit to Achieve

## **Evaluation**

1. Teacher Lesson Plans
2. Teacher Observations
3. Body Mass Index
4. Fitness Logs
5. Quarterly review of Breakfast Program
6. FITNESSGRAM Test

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 9 STATEMENT:***

Students will demonstrate an increase of participation in all enrichment programs offered at Miami Springs Elementary.

### ***Needs Assessment***

Enrollment information for September 2005 shows that 27 percent of students enrolled at Miami Springs Elementary were enrolled in enrichment classes which include math, reading, Tae Kwo Do, dance, cheerleading, strings, and guitar. The enrollment logs also show that in May 2006 the percentage of students enrolled in the enrichment classes decreased from 27 percent to 26 percent.

## Measurable Objective

Given an emphasis on the benefits of participating in an enrichment program, the number of students enrolled in enrichment classes will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                   | TIMELINE  |           | ALIGNMENT                  | BUDGET |
|--|---|-----------|-----------|----------------------------|--------|
|  |   | START     | END       |                            |        |
| Provide students and parents with after school enrichment class schedules and those offered during school hours. | After School Care Program<br>Administrator and Administration | 9/12/2006 | 5/30/2007 | District Strategic<br>Plan | \$0.00 |
| Provide opportunities for students to showcase their talents at a variety of daytime and nighttime events.       | Student Activities Director and<br>Cohort Team Members        | 9/5/2006  | 5/24/2007 | District Strategic<br>Plan | \$0.00 |
| Provide athletic opportunities to enhance students' motor skills.  | After School Care Program<br>Administrator and Administration | 9/18/2006 | 5/30/2007 | District Strategic<br>Plan | \$0.00 |
| Provide special interest clubs and classes to engage students in the arts.                                       | Administrators, Special Area<br>Department Chairperson        | 9/18/2006 | 5/24/2007 | District Strategic<br>Plan | \$0.00 |
| Schedule field trips wherein students can demonstrate their artistic abilities within the community.             | Administrators, After School Care<br>Program Administrator    | 9/5/2006  | 5/24/2007 | District Strategic<br>Plan | \$0.00 |

## Research-Based Programs

Not Applicable

## Professional Development

8/06-5/07

Staff training provided by After-School Program Administrator

9/06

Academic Excellence Program Print Journalism Training provided by District

10/06

Academic Excellence Program Chess Training provided by District

## **Evaluation**

1. Enrichment class schedule and sign-in sheets
2. ASC Monthly Activity Report



## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

To have a high return of investment.

**Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004, Miami Springs Elementary Community School ranked at the 79th percentile on the State of Florida Return on Investment (ROI) index.

## Measurable Objective

Miami Springs Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 79th percentile in 2004-2005 to the 80th percentile on the next publication of the index.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                   | TIMELINE  |            | ALIGNMENT               | BUDGET |
|--|---|-----------|------------|-------------------------|--------|
|  |   | START     | END        |                         |        |
| Identify lowest quartile students early and provide additional assistance.   | Administration and Cohort Team                                | 8/18/2006 | 5/30/2007  | District Strategic Plan | \$0.00 |
| Continue to provide high quality teacher professional development and monitor its implementation.  | Administration  | 8/18/2006 | 05/24/2007 | District Strategic Plan | \$0.00 |
| Become more informed about the use of financial resources in relation to school programs.  | Administrators,<br>After-School Care Program<br>Administrator | 9/5/2006  | 5/24/2007  | District Strategic Plan | \$0.00 |
| Collaborate with the district on resource allocation.  | Administrators  | 9/5/2005  | 5/24/2007  | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Administrators,<br>Dade Partners Liaison                      | 9/5/2005  | 5/24/2007  | District Strategic Plan | \$0.00 |
| Consider shared use of facilities, partnering with community agencies.   | Administrators,<br>Dade Partners Liaison                      | 9/5/2005  | 5/24/2007  | District Strategic Plan | \$0.00 |

### Research-Based Programs

Not Applicable

### Professional Development

10/06

Fiscal Management Training Lab for ASC Program

9/06 – 02/07

FTE Workshops

Ongoing

EESAC training for EESAC members

## **Evaluation**

On the next State of Florida Return on Investment (ROI) index publication, Miami Springs Elementary Community School will show progress toward reaching the 80th percentile.

## *EESAC Compliance*

---

| YES                                 | NO                       |  |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i> |

### ***Budget:***

The EESAC recommended that EESAC funds be utilized to purchase school supplies, student incentives, and supplementary materials for teachers.

### ***Training:***

The EESAC recommended that ongoing training be a part of the regularly scheduled EESAC meetings in various topics such as budget, technology and how to increase community partnerships

### ***Instructional Materials:***

The EESAC reviewed and recommended the appropriate instructional materials to supplement the basals provided in most subject areas. It also recommended the planning of a variety of instructional activities to support the curriculum such as Family Math Night and Reading Under the Stars.

### ***Technology:***

The EESAC recommended a needs assessment be conducted to prioritize the hardware and software needs to enhance the instructional program through technology.

### ***Staffing:***

The EESAC recommended that the school provide mentoring to the newly hired personnel to assist them in developing their professional growth.

### ***Student Support Services:***

The EESAC recommended the continuation of the process of School Support Teams and the counseling programs that are provided at the school to meet the needs of the students.

### ***Other Matters of Resource Allocation:***

The EESAC recommended that the school increase its community and business partnerships through holding bi-monthly family night activities at local businesses.

***Benchmarking:***

The EESAC openly discussed the school's strengths and weaknesses in curriculum, and test scores. As a result, assessments, evaluations, and teaching strategies are aligned with the school's action plan in an ongoing basis and reviewed throughout the school year.

***School Safety & Discipline:***

The EESAC recommended that adjustments be made in security measures to ensure the safety of all stakeholders.

## *Budget Summary*

---

| <b>BY GOAL</b>                    | <b>TOTAL BUDGET</b> |
|-----------------------------------|---------------------|
| Goal 1: Reading                   | \$0.00              |
| Goal 2: Mathematics               | \$399.00            |
| Goal 3: Writing                   | \$0.00              |
| Goal 4: Science                   | \$0.00              |
| Goal 5: Parental Involvement      | \$0.00              |
| Goal 6: Discipline & Safety       | \$0.00              |
| Goal 7: Technology                | \$399.00            |
| Goal 8: Health & Physical Fitness | \$0.00              |
| Goal 9: Electives & Special Areas | \$0.00              |
| Goal 10: Return On Investment     | \$0.00              |
| <hr/>                             |                     |
| <b>Total:</b>                     | <b>\$798.00</b>     |

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*