
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3901 - North Hialeah Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: John Schoeck

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

North Hialeah Elementary School

North Hialeah Elementary School is located in the largely Hispanic city of Hialeah, Florida. The school was built in 1950, and is unique because it is a bilingual school. It is surrounded by modest, single family homes and receives Title One funding to enhance the school's academic programs. Communication between the school and the parents is in both English and Spanish. The current school population reflects the following ethnic representations: Hispanic, 97 percent, African American, .6 percent, White Non-Hispanic, 1.7 percent, and Other, .8 percent. The Exceptional Student Education (ESE) students fall into five categories: Emotionally Handicapped (EH) (26 students), Learning Disabled (LD) (26 students), Varying Exceptionalities (VE) (1 student), Speech and Language (5 students), and Gifted (34 students).

The school offers the following programs: Gifted, Teaching Enrichment to Minority Students (TEAM), Academic Excellence Program (AEP), Extended Foreign Language (EFL), Emotionally Handicapped (EH), and Learning Disabled (LD). The school also offers a YMCA after school program to service our students. The faculty, staff, and Educational Excellence School Advisory Council analyzed data such as Stanford Achievement Test (SAT) results, Florida Comprehension Assessment Test (FCAT) results, the School Report Card, Climate Survey, and other pertinent data. As a result, North Hialeah Elementary will address the following objectives and priorities for the 2006-2007 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-two percent of students achieving level 3 or higher in reading as measured by the administration of the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their reading skills as evidenced by fifty-one percent of students meeting high standards in reading as measured by the administration of the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-one percent of students achieving level 3 or higher in mathematics as measured by the administration of the 2007 FCAT Mathematics Assessment. Sixty-one percent of the standard curriculum group will make learning gains as determined by the administration of the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students (LEP) will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by ninety percent of the students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by forty-one percent of the students achieving level 3 or higher on the 2007 administration of the FCAT Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a total of fifteen hundred hours of participation in school-based activities as evidenced by sign-in logs.

Given an emphasis on a safe and orderly environment, the average daily attendance rate will increase from 95.32 percent to an average daily rate of 96.32 percent as evidenced by the 2007 Yearly Average Daily Attendance Report.

Given an emphasis on the use of technology for the 2006-2007 school year, teachers in grades two through five will implement the software program Reading Plus to improve reading skills and strategies as evidenced by the Reading Plus Report.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four through five will improve their overall performance by one percent meeting high standards in the 2006-2007 administration of the FITNESSGRAM Test.

Given the emphasis on the benefits of participating in a music program, the number of North Hialeah Elementary students able to read rhythmic and melodic notation will increase by at least three percent as measured by a pre and post test.

North Hialeah Elementary School will improve its ranking on the State of Florida Return on Investment Index publication from the 53rd percentile for the 2004-2005 school year to the 54th percentile on the next publication of the Index.

Based on the results of the Organizational Performance Snapshot Survey Tool, the following areas are being targeted by the School Improvement Plan for areas in need for improvement: Strategic Planning and Human Resources Focus. North Hialeah Elementary is committed to involve their teachers in the organizational process. The faculty and staff will have access to performance data, Climate Survey, School Report Card, and Organization Performance Improvement Snapshot Survey Results. This accessibility will equip the faculty and staff with a clear focus for goals and the ability to target areas in need for improvement. Roles and responsibilities for new objectives will be shared with all faculty and staff. Leadership teams will share information about the school during faculty meetings and monthly curriculum meetings. The Midyear Progress Report will be shared with the faculty and staff and input will be used to make amendments to the documents. Minutes from EESAC meetings will be shared with the faculty. Recommendations and input from the staff will be used as part of the decision making process. North Hialeah is committed to improving its human resource focus. A professional needs survey will be used to help create a professional development calendar for the school year based on teachers' needs. Opportunities for growth and career advancement through professional development will be provided through school funds and EESAC monies.

Professional development opportunities and career advancement will also be posted on a designated bulletin board located in the teachers' lounge. Teacher recognition will also be a top priority at North Hialeah Elementary. Teachers will be highlighted during the morning announcements for their outstanding performance and commitment to excellence. Teachers will be acknowledged for their quality work by receiving positive feedback and incentives from the administration. Teachers will be afforded the opportunities for addressing school concerns and issues through several venues such as: EESCAC Committee, Teacher/Principal Chat Day, and grade level curriculum meetings. Team work activities such as social functions, school softball games, and team building activities will help create stronger working bonds and promote positive school morale.

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.

North Hialeah Elementary School

VISION

The North Hialeah Elementary faculty and staff will motivate students to maximize their academic potential and foster their social and moral growth as they prepare to become literate, productive members of society.

MISSION

Students at North Hialeah Elementary will be engaged in the process of learning. A strong academic foundation will be the focus of all instruction. Cooperative learning, home learning, and technology will be used to develop every student's critical and creative thinking skills.

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.

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We foster an environment that serves all students and aspires to eliminate the achievement gap.

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We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

North Hialeah Elementary School is located in the largely Hispanic city of Hialeah, Florida. The school address is 4251 East 5th Avenue, Hialeah, Florida. The school was built in 1950, and is unique because it is a bilingual school. It is surrounded by modest, single family homes and receives Title One funding to enhance the school's academic programs. Communication between the school and the parents is in both English and Spanish. The current school population reflects the following ethnic representations: Hispanic, 97 percent, African American, .6 percent, White Non-Hispanic, 1.7 percent, and Other, .8 percent.

The Exceptional Student Education (ESE) students fall into five categories: Emotionally Handicapped (EH)(26 students), Learning Disabled (LD)(26 students), Varying Exceptionalities (VE) (1 student), Speech and Language (12 students), and Gifted (34 students). The school currently has two self contained EH units with two full-time trained paraprofessionals and a full-time Behavior Management Teacher (B.M.T). The average class size for each unit is ten to fifteen students. The EH students also benefit from the services performed by a certified counselor who is in-house for fifteen hours a week. They also receive additional counseling from independent agencies as needed or according to their Individual Education Plan (I.E.P). Each student has an Individualized Education Plan (I.E.P), or Education Plan (E.P), which is reviewed and updated with the participation of the parents and general education teachers. Individualized Educational Plans are rewritten yearly. Educational Plans (E.P.) are rewritten every other year. The Individual Education Plans (I.E.P) are used to meet each student's individual needs. An inclusion method of instruction is being implemented from kindergarten through fifth grades. The inclusion method provides a co-teaching environment with support facilitators also providing services. The gifted students are pulled from their regular classrooms for twelve hours a week and given gifted instruction through the content areas of language arts, reading, and social studies. Each gifted student has an Educational Plan (E.P) which is reviewed and updated with parent participation every two years. A speech pathologist comes to the school for one and one-half days a week. She works with students between half an hour and one hour a day, based on the child's Individualized Education Plan. The school has 311 Limited English Proficiency students. They receive instruction from English Speakers of Other Languages (ESOL) certified teachers. English Speakers of Other Languages (ESOL) students level one and two also receive Content Curriculum in the Home Language (CCHL) instruction in math for 1/2 hour a day. North Hialeah Elementary School employs 63 full-time staff members and 22 part-time staff members. Of these, two are administrators, thirty- two are homeroom teachers, five are ESE teachers, one is a guidance counselor, one is a media specialist, eleven are paraprofessionals, twelve are cafeteria workers, six are custodial, four are clerical, and one is a security guard. Beginning teachers make up nine percent of the teaching staff. The staff's average teaching time in Florida is ten years. Forty-four percent of the teaching staff holds an advanced degree.

North Hialeah Elementary provides numerous extended learning opportunities for improving student achievement at the school. Any students not meeting state level mastery (FCAT level 1 and 2), as well as all third grade retainees, will be targeted for an in-house intensive intervention program executed by trained paraprofessionals. The intervention programs are the following: Early Success, Voyager, and Soar to Success. In addition, all FCAT level 3 students will also be targeted for enrichment services held during the school day. North Hialeah Elementary is a choice school, therefore Supplemental Educational Services will be provided after school according to the No Child Left Behind Act (NCLB).

North Hialeah Elementary will follow the Eight Step Instructional Process. The Student Performance Indicator (SPI) will be utilized to identify student needs initially. In accordance with the Sunshine State Standards, the District's instructional timeline and assessment strategies to guide instruction, will be implemented. This approach will ascertain that the individual needs of students are met, hence improving student achievement in all areas of core curriculum.

School Foundation

Leadership:

The area of leadership received a 4.2 score on the Miami Dade County Public School Survey. The leadership team sets the direction for the school. Goals are identified according to student performance data, climate survey, and professional development needs assessment. The mission and vision of the school is posted throughout the school to ensure cooperation and cohesiveness. The leadership team shares information on district policy and curriculum changes through faculty meetings and monthly curriculum meetings. They encourage learning by providing opportunities for teachers to participate in in-house professional development, district workshops and curriculum fairs. They create a positive working environment by providing clear expectations and by responding with positive feedback.

District Strategic Planning Alignment:

The area of strategic planning received a 4.0 score on the Miami Dade County Public School Survey. Strategic planning was the lowest ranked area of the Organizational Performance Improvement Survey. Deficient areas were identified and targeted based on this school performance data. Goals and objectives for the School Improvement Plan are brainstormed, discussed, and developed with the EESAC Committee, leadership team, and faculty members. A rough draft is approved by the EESAC Committee and presented to the staff for revision. Input by the staff is valued and considered for the final draft. All objectives are aligned with district and state goals. ESSAC minutes are available to all staff members for input.

Stakeholder Engagement:

The area of stakeholder engagement received a 4.2 score on the Miami Dade County Public School Survey. The customers are our main focus as we identify goals and objectives for the school. We serve the parents and children of North Hialeah Elementary and provide different venues to help keep us in touch with their needs. Employees are active stakeholders in the day to day operation of the school, through participation in committees and the major decision making process. North Hialeah parents are actively involved in the improvement planning process, as are community business leaders.

Faculty & Staff:

The area of faculty and staff received a 4.1 score on the Miami Dade County Public School Survey. Human resource focus was ranked low on the survey and is an area in need of improvement. The eighty-five full and part-time employees that make up the entire North Hialeah staff are dedicated to working as one efficient team. There are twenty-four staff members with advanced degrees and the average teaching time in Florida is ten years. Each member brings his/her own expertise, experience and qualities to the running of the school. In addition, all instructional staff members have received numerous professional development classes to assist with meeting the school's educational goals. Faculty and staff are part of the decision making process.

Data/Information/Knowledge Management:

The area of data, information, and knowledge management received a 4.4 score on the Miami Dade County Public School Survey. The results of the Organizational Performance Improvement Survey indicated that this was the

strongest area of assessment. This area was rated at 4.4 on a 1 to 5 scale. School generated reports on student progress are monitored at all monthly grade level meetings. In addition, North Hialeah Elementary utilizes district reports and the " Edusoft" evaluation reports to monitor and access continuous student progress.

Education Design:

Our vision for a strong educational design is to provide a strong academic foundation to maximize the potential of all students. This is the driving function of North Hialeah Elementary School. It is accomplished through identifying areas of needed improvement, developing a plan to remediate those needs and implementing the plan using the 8-Step Continuous Improvement Model. This is all accomplished with the development of our school improvement plan.

An array of extended learning opportunities is offered to students in various grade levels to meet their learning needs. The disaggregation of recent state test results was used as a primary means for identifying students who are struggling. Fourth and fifth grade students who scored at achievement levels 1 and 2 on the Florida Comprehensive Achievement Test (FCAT) in reading and/or mathematics, and third grade students who received less than a forty-five percentile on the Stanford Achievement Test are strategically targeted for intensive intervention during the school day. Kindergarten, first, and second graders who scored Intensive on the DIBELS are also targeted for the reading intervention during the school day. Students whose scores reflected an achievement level 3 on the F.C.A.T in reading are being provided extended learning opportunities after school hours using an enrichment tutorial model. All fourth grade students will be targeted for writing instruction based on their needs at the Writing Clinic during the months of December and January.

School-wide Improvement Model:

North Hialeah will incorporate the Continuous Improvement Model (CIM) school-wide. Using this data-driven, results-oriented improvement model, the school will address improving teaching and learning through disaggregating data to guide instruction.

Advanced Courses Initiatives & Post Unitary Commitments:

North Hialeah Elementary seeks to increase the number of Gifted Program referrals for minority students and low-socioeconomic status students. The school's extended day programs, such as Chess Club and the Newspaper Club provide the students with opportunities to promote higher thinking. In addition, the school has one T.E.A.M (Teaching Enrichment Activities to Minority Students) class per grade level to help foster thinking skills and increase the number of referrals to the gifted program.

Performance Results:

The incidents of suspensions for the 2004-2005 school year was 1.5% of the total school population. The percentage of children with more than 21 days absent was 2.4% of the total population. During the 2004-2005 school year North Hialeah Elementary School had a total of 15 incidents of violence as per the Florida School Indicators Report.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

High quality teachers are recruited and screened through aggressive recruitment practices and interviewing processes. The principal and selected staff took part of the 2006-2007 Job Fair and identified potential candidates based on their credentials and interviewing merit. These candidates were pursued and provided with a follow up interview with the administrative team and reading coach. Their interview covered an array of questions to help determine the level of experience, knowledge and expertise in the areas of reading and in classroom management. Candidates were ranked and chosen according to their performance and credentials. These highly qualified teachers are retained by being provided with a high level of support and professional development. The Reading and Writing Leaders provide in-house professional development on the Comprehensive Reading Research Plan and data analysis and model lessons for the new teachers. Support teams are created to help provide assistance in school procedure and school policy. Professional Growth Teams meet and discuss PACES with the new teachers to ensure high level of competence and effective teaching techniques.

• Highly Qualified, Certified Administrators:

Mr. John G. Schoeck has been a principal for the past thirteen years, the last five of which he has served at North Hialeah Elementary School. He brings to this position an array of experiences such as experience as a classroom teacher for fourteen years, adult education reading teacher, and the leadership skills of an assistant principal. He earned a Bachelor's degree in Elementary Education from Florida Atlantic University in 1973, a Master's degree in Elementary Education and Reading from Nova Southeastern University in 1981 and an Educational Leadership certificate also from Nova Southeastern University in 1988. In addition, in 1985 he was honored with the Associate Master Teacher Award from the State of Florida for instructional knowledge and performance. Mr. Schoeck has been a member of the Dade County Administrators and the KAPLAN organization since 1988. He has received numerous awards for participation from our Dade-County Partners. Mr. Schoeck believes that in order to increase student achievement, professional development is the key. The training and many in-services that he has provided for his staff have been successful at increasing student achievement. The workshops include, but are not limited to: Creating Independent Student-Owned Strategies, Guided Reading, Comprehensive Reading Plan Training, Best Practices, Reciprocal Teaching, FCAT Procedure, Effective Writing, Math Hands-on Training, Compass Learning, and RiverDeep. He is actively involved in the monitoring process. He participates in monthly Curriculum Team Meetings with each grade level to monitor student progress. Mr. Schoeck feels that attendance and tardiness are also big indicators of student success, therefore he has implemented a school wide attendance program, which has increased the attendance percentage of our students. Mr. Schoeck's professionalism and high standards for himself and his staff are one of his greatest attributes.

Ms. Chavez is a second year assistant principal at North Hialeah Elementary. She earned her Bachelor's of Arts degree in English Literature at Rutgers University, a Master's of Science degree in Elementary Education from Florida International University, and completed an add-on certificate in Educational Leadership from Nova Southeastern University. Ms. Chavez also obtained add-on certification in the areas of Gifted and Primary Education. She was a teacher of Gifted students at the elementary level for eight years, and during that time she held various leadership roles including Department Chairperson where she initiated and created a parent handbook and monitored the Educational Plan process. She also served as the reading resource teacher where she modeled effective instructional strategies using CRISS and reciprocal teaching methods. She also created, implemented, and monitored an FCAT tutoring program. Ms. Chavez also participated in the Reading First grant as a Reading Coach in the middle school for two years. She served as a stable resource for professional development, monitoring progress and student data analysis throughout the school year in order to improve reading instruction. She is bilingual, proactive and a team player. Throughout the 2006-2007 school year she worked cooperatively with the administrative team and staff to increase student performance gains that resulted in a four point increase in the overall school grading score. Her vast experience in curriculum has been a definite asset to the

students and staff of North Hialeah Elementary. She can often be found many times assisting teachers with curriculum development and innovative lessons. She has the ability to deal with detail and the demeanor to face professional challenges. This enhances her qualities of leadership, dedication, and diligence. Her academic vision ensures that each teacher receives proper professional training so that no child is left behind.

• Teacher Mentoring:

All teachers are required to participate in the Professional Assessment and Comprehensive Evaluation System (PACES) program for evaluation. There is a Professional Growth Team which assists teachers who need assistance. All teachers develop a Professional Development Plan which is used to guide their professional growth and to enhance their teaching skills. Beginning teachers are assigned two teachers to help them guide their professional development. The Reading Leader and Writing Leader train all new teachers in the Comprehensive Reading Plan (CRRP). The Reading Leader and the Writing Leader observe, debrief and model components of the Comprehensive Reading Plan (CRRP) to ensure that it is implemented effectively. The Reading and Writing Leaders are also involved in monthly curriculum team meetings with the administration. They monitor data and provide support for students not meeting standards. The Reading and Writing Leaders meet with teachers at grade level meetings to coordinate the school wide academic program in reading and writing. Grade level chairpersons conduct team meetings and lesson plans are developed as a team effort.

• School Advisory Council:

North Hialeah Elementary's Educational Excellence School Advisory Council (EESAC) is comprised of teachers, students, parents, administrators, educational support personnel and community business representatives. Each member of the council is elected by its own group of constituents. The purpose of the EESAC is to define a vision and establish goals for improvement of student achievement. The council meets regularly to monitor the progress of the goals and objectives and to address school related concerns. Items are discussed on the agenda and put to a vote. Decisions are made to improve student achievement in a collaborative manner.

• Extended Learning Opportunities

North Hialeah Elementary provides a variety of extended learning opportunities during the school year:

- 1) All FCAT Level 3 students will be provided a reading enrichment program before and afterschool, using reading research-based materials (Soar to Success) and FCAT passages. Summative Assessment to be used is the reading tutorial pre and post test.
- 2) Identified Tier 1 first and second grade students will be provided a reading tutorial using research-based materials (Early Success) and/or America Reads materials afterschool. Summative Assessment to be used is a reading tutorial pre and post test.
- 3) Identified students reading, on or above grade level, will be provided an academic excellence program afterschool focusing on critical thinking skills, in order to enhance student achievement.
- 4) Writing Clinic will be provided to all fourth grade students each Saturday during the months of December through January to provide students additional practice in writing skills. Summative Assessment to be used is a pre and post test writing test.

5) Identified students scoring a U or 1 on the FCAT Writing Rubric will be provided additional writing instruction in small groups afterschool using FCAT writing materials and the Houghton Mifflin Basal Series. The FCAT Writes pre-test and mid-year test will be used to initially identify students.

6) Supplemental educational services providers will be providing afterschool tutoring to targeted students using their materials.

Monitoring student progress will be conducted through monthly assessments in Reading, Writing, and Mathematics. Data will be recorded on the in-house Assessment Profile.

• School Wide Improvement Model

North Hialeah Elementary will follow the 8-Step Continuous Improvement Model. North Hialeah disaggregates test data: uses Student Performance Indicator (SPI) to identify students not meeting high standards on the F.C.A.T and S.A.T and uses the content clusters to target instructional deficiencies. North Hialeah Sets an instructional timeline: It will align the goals and objectives on the School Improvement Plan based on the school needs. In accordance with the Sunshine State Standards, the District's instructional timeline and assessment strategies to guide instruction will be implemented. North Hialeah sets instructional focus: Content clusters are used to target areas of instruction and weekly grade level meetings are used to monitor instructional practices. North Hialeah implements frequent assessments: DIBELS Assessments, Houghton Mifflin Integrated Theme Tests, Writing Pre and Post Test, Science Pre and Post Test, and Math Pre and Post Test, are used for monthly progress monitoring and to guide instruction. Assessments will be used to identify areas of strengths and weaknesses. North Hialeah will provide tutorials: Bi-weekly assessments will help target students for tutorials. Identified FCAT Level 1 and FCAT Level 2 students will be provided an intensive reading intervention program during the school day using research based materials: Voyager, SOAR, and Early Success. All TIER 1 Kindergarten, First, and Second grade students will be provided a reading tutorial using intensive intervention materials: Voyager and Early Success. Identified FCAT Level 1 students in mathematics will be provided differentiated instruction in small groups during the day using research based materials such as Scott Foresman Math Series. This approach will ascertain that the individual needs of students are met, hence improving student achievement in all areas of the core curriculum. North Hialeah provides enrichment activities: Identified students reading on or above grade level will be provided an academic excellence program afterschool on critical thinking skills, in order to enhance student achievement. North Hialeah maintains strategies: It develops instructional calendars in the areas of Reading, Writing, Mathematics and Science to delineate instruction and monitors the maintenance of benchmarks. North Hialeah monitors progress: Students are monitored through monthly assessments and in house Assessment Profile.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

In North Hialeah sixty-one percent of the students in grades three through five met high standards in reading on the 2005 Florida Comprehensive Achievement Test (FCAT). Sixty percent of students made a year's worth of progress in reading and sixty-eight percent of struggling students made a year's worth of progress in reading. Strengths in the 2006 FCAT reading scores indicate that all Hispanic and Economically Disadvantaged students met adequate yearly progress according to the criteria set forth by the No Child Left Behind Act (NCLB). According to content cluster reading score results, certain benchmarks were identified as areas of weaknesses in each grade. Third grade was identified as needing improvement in reference and research skills. Fourth grade was identified as needing improvement in reference and research skills and word phrases. Fifth grade was identified as needing improvement in word phrases and main idea.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-two percent of students achieving level 3 or higher in reading as measured by the administration of the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency(LEP)students will improve their reading skills as evidenced by fifty-one percent of students meeting high standards in reading as measured by the administration of the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborative planning between ESOL teachers and general education teachers will take place in the classroom to ensure that reading skills are being taught and reinforced in the home language.	Classroom teachers ESOL teachers	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Implement the resource and inclusion model for service delivery to identified SWD students in grades three, four, and five.	Administration Classroom Teachers	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Utilize Accelerated Reader to monitor independent reading for students in grades two through five.	Administration Media Specialist Reading Coach	09/30/2006	05/13/2007	District-wide literacy plan	\$0.00
Provide and monitor guided reading instruction for all students reading below grade level.	Administration Classroom Teachers Reading Coach	09/30/2006	05/13/2007	District-wide literacy plan	\$0.00
Target identified areas of deficiency for their grade level as reported by the reading content cluster school report.	Administration Classroom Teachers Reading Coach	09/30/2006	05/13/2007	District-wide literacy plan	\$0.00
Provide to all FCAT Level 1 and Level 2 students an additional hour of reading instruction during the day using the reading intensive intervention materials.	Administration Reading Coach	09/30/2006	05/13/2007	District-wide literacy plan	\$0.00
Monitor students through monthly Houghton Mifflin Integrated Theme Test and use data to provide differentiated instruction following the CRRP model.	Administration Classroom Teachers Reading Coach	9/30/2006	05/13/2007	District-wide literacy plan	\$0.00
Conduct weekly grade level meetings with administration and leadership teams in order to monitor student progress in reading and use pacing guide to guide instruction.	Administration Reading Coach	09/30/2006	05/13/2007	Small Learning Communities	\$0.00
Monitor the progress of LEP students using	Administration	9/30/2006	5/13/2007	District Strategic	\$15000.00

monthly integrated theme test assessments.	ESOL teachers		Plan	
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Research-Based Programs

Houghton Mifflin Basal Reading Series
Comprehensive Research-Based Reading Plan

Professional Development

Houghton Mifflin Reading Series Training
Comprehensive Research-Based Reading Plan Training
Reciprocal Teaching
Diagnostic Assessment in Reading
Differentiated Instruction
Guided Reading
Intervention Programs (Voyager, Soar to Success, Success for All)

Evaluation

Formative Assessments include:
Houghton Mifflin Integrated Theme Test
District Reading Interim Test
Reading Tutorial Pre and Post Test

Summative Assessments include:
2007 FCAT Reading Assessment

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

At North Hialeah Elementary, sixty percent of the students in grades three through five met high standards in mathematics on the 2006 Florida Comprehensive Achievement Test (FCAT). This score indicates an increase of one percentage point from the previous year. Sixty percent of the students made a year's worth of progress in mathematics. Strengths in the 2006 FCAT Mathematics scores included learning gains as compared with 2005 FCAT Mathematics scores. The sub-groups of Hispanic students met mathematic proficiency according to the criteria set by Adequate Yearly Progress. A weakness was that Limited English Proficient students and Economically Disadvantaged students did not meet the criteria for adequate yearly progress in mathematics according to standards set by the No Child Left Behind Act (NCLB). According to the content cluster mathematics score results, certain benchmarks were identified as areas of weakness in each grade. Third grade was identified as needing improvement in geometry and data analysis. Fourth grade was identified as needing improvement in geometry, algebraic thinking, and data analysis. Fifth grade was identified as needing improvement in number sense, algebraic thinking and data analysis.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-one percent of students achieving level 3 or higher in mathematics as measured by the administration of the 2007 FCAT Mathematics Assessment. Sixty-one percent of the standard curriculum group will make learning gains as determined by the administration of the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students (LEP) will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer interim mathematics assessments and use data to monitor student progress, target benchmarks and drive instruction.	Administration Classroom Teachers	09/30/2006	05/13/2007	Continuous Improvement Model	\$0.00
Identify and provide tutoring to all third, fourth and fifth grade students performing below grade level in mathematics during the school day. Pre and post test will be administered to monitor growth in mathematics.	Administration Math Resource Teacher	09/30/2006	05/13/2007	District Strategic Plan	\$3600.00
Monitor students through monthly assessment and use data to provide differentiated instruction.	Administration Classroom Teachers	09/30/2006	05/13/2007	Continuous Improvement Model	\$0.00
Target identified areas of deficiency per grade level as reported by the mathematics content cluster school report and use the math pacing guide to drive instruction	Administration Classroom Teachers	09/30/2006	05/13/2007	District Strategic Plan	\$1150.00
Provide instruction for LEP students using Content Curriculum Home Language Teachers (CCHL) and the classroom teacher during the mathematics instructional block to maximize learning gains.	Administration CCHL Classroom Teachers	09/30/2006	05/13/2007	District Strategic Plan	\$0.00
Monitor progress for Economically Disadvantaged and LEP students using in-house assessment profiles and use data to provide appropriate intervention strategies.	Administration Classroom Teachers	09/30/2006	05/13/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman Mathematics Series

Professional Development

Full Option Science System Training

Mathematic Task Cards Training

FCAT Mathematics Test Item Specifications

Math Software Training

Evaluation

Formative Assessments include:

District Interim Mathematics Tests

Scott Foresman Mathematics Chapter Tests

Summative Assessments include:

2007 FCAT Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grades three through five will maintain a high level of achievement in writing and make learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards.

Needs Assessment

Results from the 2006 FCAT indicate that eighty-nine percent of the students in North Hialeah Elementary met high standards in writing. Strengths include that our mean score in Writing increased from 3.5 to 3.6 as indicated by the 2006 FCAT Writing Test. Seventy percent of the Limited English Proficient students improved writing performance by two percent as compared to the previous FCAT Writing scores. Weaknesses include the percentage of students scoring high standards on the 2006 FCAT Writing decreased from a eighty-three percent to seventy-eight percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by ninety percent of the students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement writing scope and sequence based on the Sunshine State Standards.	Administration Classroom Teachers	09/30/2006	05/13/2007	District-wide literacy plan	\$0.00
Participate in a monthly school-wide writing prompt.	Administration Classroom Teachers	09/30/2006	05/13/2007	District-wide literacy plan	\$0.00
Implement "Write Night" to all fourth grade students to increase writing proficiency with parental support.	Classroom Teachers Parents	09/30/2006	05/13/2007	District-wide literacy plan	\$300.00
Provide weekly Friday Writing Clinics, during the month of December and January targeting specific skills for all fourth grade students.	Writing Leader Classroom Teachers	11/17/2006	2/2/2007	District Strategic Plan	\$0.00
Target high potential writers for tutoring in a Writing Enrichment Club	Administration Writing Leader	9/20/2006	1/31/2007	District Strategic Plan	\$0.00
Tutor deficient students in writing skills, including Limited English Proficient students and Students with Disabilities. Adminster Pre and Post Test to monitor progress.	Administration Writing Leader ESOL Teachers	09/30/2006	05/13/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

Four Squares of Writing Program

Effective Writing Program

Evaluation

Formative Assessments include:

Writing Pre and Post Test

Monthly Writing Prompts

Summative Assessments include:

2007 FCAT Writing Plus Assessment

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

Students at North Hialeah need to improve their science skills so that they can achieve at the level of the Miami-Dade County mean scale score on the FCAT Science. According to the content cluster science score results, certain benchmarks were identified as areas of weakness in fifth grade. Fifth grade was identified as needing improvement in Earth Space Science and Life Environment.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by forty-one percent of the students achieving level 3 or higher on the 2007 administration of the FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Full Option Science System (FOSS) Kits to integrate math and science curriculum.	Administration Classroom Teachers	09/30/2006	05/13/2007	District Strategic Plan	\$0.00
Administer a pre and post test in science to grades three through five.	Administration Classroom Teachers	09/30/2006	05/13/2007	Continuous Improvement Model	\$0.00
Use science quarterly test to provide differentiated instruction.	Administration Classroom Teachers	09/30/2006	05/13/2007	District Strategic Plan	\$0.00
Conduct a school-wide Science Fair.	Administration Science Coordinator	09/30/2006	05/13/2007	District Strategic Plan	\$1150.00
Use data from pre and post test to guide science instruction.	Administration Science Chairperson Classroom Teachers	10/18/2006	5/19/2007	District-wide literacy plan	\$1150.00

Research-Based Programs

McGraw-Hill Science Series

Professional Development

Full Option Science System Training

Evaluation

Formative Assessments include:

Science Pre and Post Test

McGraw Hill Science Chapter Tests

Summative Assessments include:

2007 FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parents of students who attend North Hialeah Elementary will be active participants in their child's education.

Needs Assessment

North Hialeah's parent attendance rosters show that fourteen hundred hours of parent participation were logged into North Hialeah's roster during the 05-06 school year. There is a need for an increase of parent participation in school activities. Studies have shown that parent participation is directly related to student success. Parent contact hours will be logged at every school event which includes parent participation. In this way, North Hialeah will have an accurate, valid, and quantifiable way of measuring parent involvement. Parent activities will include Open House, Parent Workshops, volunteer hours, school activities and field trips.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a total of fifteen hundred hours of participation in school-based activities as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote the parent resource center by providing parents opportunities to visit the center and gather resources for their children.	Administration Counselor	09/30/2006	05/13/2007	District Strategic Plan	\$0.00
Maintain volunteer logs and parent participation lists.	Administration Community Involvement Specialist	09/14/2006	05/13/2007	District Strategic Plan	\$0.00
Provide workshops in both English and Spanish to parents to increase participation.	Administration	09/30/2006	05/13/2007	District Strategic Plan	\$0.00
Provide workshops to all parents, through the Parent Academy, to increase achievement on the Florida Comprehensive Achievement Test.	Administration Community Involvement Specialist	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Provide workshops to assist parents with the educational, social and emotional development of their child.	Administration Counselor	09/30/2006	05/13/2007	District Strategic Plan	\$9900.00
Utilize school website to disseminate information about important school events.	Administration Community Involvement Specialist	09/30/2006	05/13/2007	District Strategic Plan	\$0.00

Research-Based Programs

Florida Department of Education “Ride the Wave” to Success in the Classroom, Just Read Families! “Getting Started”

<http://www.justreadfamilies.org/greatideas.html>

Families Building, Better Readers “Blueprint Activities” <http://www.justreadflorida.com/docs/fbbr-blueprint.pdf3>.

Professional Development

Community Involvement Specialist District Advisory Council/Parent Meetings

Evaluation

An increase in the number of parent involvement hours will correspond to an increased level of achievement by students as measured by the 2007 administration of the FCAT Assessments.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

North Hialeah will improve its final overall percentage of average daily attendance.

Needs Assessment

Given that North Hialeah Elementary had an average daily attendance rate of 95.32 percent, the average daily attendance rate needs to be improved. According to the Dade County Public Schools Truancy Report, a total of 1770 absences were reported in the 2005-2006 school year, 128 of those absences being unexcused.

Measurable Objective

Given an emphasis on a safe and orderly environment, the average daily attendance rate will increase from 95.32 percent to an average daily rate of 96.32 percent as evidenced by the 2007 Yearly Average Daily Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize data from Truancy Reports to target students and provide resources.	Administration Community Involvement Specialist	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Monitor truancy rate monthly through district truancy reports.	Administration	09/30/2006	5/13/2007	District Strategic Plan	\$0.00
Utilize Visiting Teacher to make home visits for identified excessive truant students.	Administration Visiting Teacher	10/19/2006	5/19/2007	District Strategic Plan	\$0.00
Announce students' birthdays daily on the morning show and provide small birthday tokens to help increase school attendance.	Administration Media Specialist	9/20/2006	5/13/2007	District Strategic Plan	\$0.00
Utilize the Community Involvement Specialist for home visits and parent contact.	Administration Community Involvement Specialist	9/30/2006	5/13/2007	District Strategic Plan	\$9900.00
Implement a school wide attendance incentive program which includes lunch with the assistant principal, ice cream parties for best attendance, and individual awards for perfect school attendance.	Administration	09/30/2006	05/13/2007	District Strategic Plan	\$250.00

Research-Based Programs

Truancy Intervention Program (TIP)

CIM

Professional Development

Truancy Intervention Program Training

Evaluation

The average daily attendance rate will increase from 95.32 percent to an average daily rate of 96.32 percent as evidenced by the 2007 Yearly Average Daily Attendance Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

North Hialeah Elementary teachers will acquire the knowledge, skills, and competencies needed to increase their use of technology in the delivery of reading instruction in the classroom to increase student achievement.

Needs Assessment

In order to improve the use of technology in the classroom, as a teaching tool, North Hialeah Elementary School teachers, in grades two through five, will be trained on a new software program, Reading Plus. Teachers will acquire the skills necessary to implement the program as an enhancement in the reading program in their classroom.

Measurable Objective

Given an emphasis on the use of technology for the 2006-2007 school year, teachers in grades two through five will implement the software program Reading Plus to improve reading skills and strategies as evidenced by the Reading Plus Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor Reading Plus progress during weekly grade level meetings.	Administration	10/10/2006	5/13/2007	District Strategic Plan	\$0.00
Provide resources to promote the use of technology in the classroom.	Administration	10/10/2006	5/13/2007	District Strategic Plan	\$0.00
Provide faculty professional development opportunities in the usage of technology in the classroom.	Administration Computer Specialist	10/18/2006	5/19/2007	District Strategic Plan	\$0.00
Implement the Reading Plus program in grades two through five in the classrooms.	Administration Computer Specialist	10/10/2006	5/13/2007	District Strategic Plan	\$0.00
Participate in a workshop that instructs teachers on how to use and implement the Reading Plus software program.	Administration Computer Specialist/Grade Book Manager	10/10/2006	5/13/2007	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

Reading Plus Training

Evaluation

Teachers will collect monthly data reports from Reading Plus to assess students' improvement in their reading skills and strategies.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Students in grades four through five will maintain a high level of achievement in the FITNESSGRAM program, which is mandated by Miami Dade County Public Schools.

Needs Assessment

Based on scientific research, an increased level of physical fitness correlates with higher academic achievement; good health is a prerequisite for higher-level thinking. Consequently, there is a need for North Hialeah Elementary students in second and third grades to be exposed to the different skills and aspects involved in the mandated Miami-Dade County Public School FITNESSGRAM Test, as they will all be tested when they become fourth and fifth graders. There is also a need to increase student awareness in fourth and fifth grade, so that they can improve their overall achievement score, specifically in the cardiovascular endurance aspect of the FITNESSGRAM Test. In order to monitor progress a Fall baseline pre-test of the FITNESSGRAM test will be administered on October of 2006, and a Spring post-test of the FITNESSGRAM test will then be administered on March of 2007. Fourth and fifth grade students will make a forty-eight percent improvement between pre-test and post-test.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four through five will improve their overall performance by one percent meeting high standards in the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Perform ten push-ups and ten curl-ups daily in order to improve upper/lower body strength as well as overall fitness.	Administration Physical Education teachers	9/30/2006	5/14/2007	District Strategic Plan	\$0.00
Increase students' running and walking distance between August 2006 and April 2007.	Administration Physical Education teachers	9/30/2006	5/14/2007	District Strategic Plan	\$0.00
Perform a variety of activities and skills during their daily physical education classes, which will enhance students' cardiovascular endurance.	Administration Physical education teachers	9/30/2006	05/14/2007	District Strategic Plan	\$0.00
Participate in a variety of flexibility and agility activities.	Administration Physical Education teachers	9/30/2006	5/14/2007	District Strategic Plan	\$0.00
Participate in a thirty minute physical education class four days a week.	Administration Physical Education teachers	9/30/2006	5/14/2007	District Strategic Plan	\$0.00

Research-Based Programs

Miami Dade County FITNESSGRAM Program

Professional Development

Miami-Dade County Public School FITNESSGRAM Workshop

Evaluation

Student progress will be measured by a four percent increase through the administration of the mandated Miami-Dade County Public Schools FITNESSGRAM pre and post test, which will be administered in 2006-2007.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

The number of North Hialeah Elementary students in third grade who are successfully able to read rhythmic and melodic notation will be increased.

Needs Assessment

North Hialeah Elementary students need to increase their ability to read standard rhythmic and melodic notation on the treble clef in 2/4, 3/4 and 4/4 meter.

Measurable Objective

Given the emphasis on the benefits of participating in a music program, the number of North Hialeah Elementary students able to read rhythmic and melodic notation will increase by at least three percent as measured by a pre and post test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Dictate rhythmic and melodic notation.	Administration Music Teacher	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Direct students in vocal warm-ups.	Administration Music Teacher	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Produce original compositions using rhythmic and melodic notation taught in class.	Administration Music Teachers	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Improve sight reading with "Sing on Sight".	Administration Music Teachers	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Reinforce note reading skills using melodic instruments.	Administration Music Teacher	9/30/2006	5/13/2007	District Strategic Plan	\$0.00
Improve note reading skills using technology including "Music ACE".	Administration Music Teacher	9/30/2006	5/13/2007	District Strategic Plan	\$0.00

Research-Based Programs

"Share the Music" by Macmillan/Mcgraw-Hill

"Music Express" by John Jacobsons/The Musci Resource for Growing Minds

Professional Development

The Music Teachers National Conference

Evaluation

A three percent increase in the number of students successfully able to read rhythmic and melodic notation will be measured by a pre and post test in music.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

North Hialeah Elementary School will rank above the 53rd percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, North Hialeah Elementary ranked at the 53rd percentile on the State of Florida Return on Investment Index.

Measurable Objective

North Hialeah Elementary School will improve its ranking on the State of Florida Return on Investment Index publication from the 53rd percentile for the 2004-2005 school year to the 54th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration	10/7/2006	5/20/2007	District Strategic Plan	\$0.00
Consider configuration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	10/7/2006	5/20/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	10/7/2006	5/20/2007	Community Partnerships	\$0.00
Collaborate with district on resource allocation.	Administration	10/7/2006	5/20/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series

Scott Foresman Mathematics Series

McGraw Hill Science Series

Truancy Intervention Program

FITNESSGRAM Program

"Share the Music" by Macmillan McGraw-Hill

Continuous Improvement Model (CIM)

Professional Development

Houghton Mifflin Reading Series Training
Comprehensive Research-Based Reading Plan Training
Reciprocal Teaching
Diagnostic Assessment in Reading
Differentiated Instruction
Guided Reading
Intervention Programs (Voyager, Soar to Success, Success for All)
Full Option Science System Training
Mathematic Task Cards Training
FCAT Mathematics Test Item Specifications
Truancy Intervention Program Training
Miami Dade County FITNESSGRAM Program

Evaluation

On the next State of Florida Return On Index publication, North Hialeah Elementary School will show progress toward reaching the 54th percentile.

EESAC Compliance

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

Budget:

The Educational Excellence School Advisory Committee recommended that the budget would support the Educational Excellence School Advisory Committee (EESAC) objectives and strategies. These included allocations to purchase curriculum materials, incentives, and educational programs to support student achievement, and aides to provide intervention programs to target students.

Training:

The Educational Excellence School Advisory Committee also recommended that funds for staff development be provided during the 2006-2007 school year. The Educational Excellence School Advisory Council will fund inservice training and convention enrollment fees for teachers.

Instructional Materials:

Educational Excellence School Advisory Council (EESAC) will be funding teacher assistants for small group tutoring. Educational Excellence School Advisory Committee will also be funding the purchase of books and support materials for the Accelerated Reader Program.

Technology:

Educational Excellence School Advisory Council will work together with the technology expert and teachers to incorporate Reading Plus into the school program so that students can access the program to enhance learning. Those students who have internet access at home will be encouraged to access the Reading Plus Program and Compass Learning from their homes. Reading Plus will be incorporated into the regular school program and the Exceptional Student Education (ESE) Program.

Staffing:

Educational Excellence School Advisory Council recommended that funds be used for the purchase of aides.

Student Support Services:

Educational Excellence School Advisory Council recommended that school counseling services be provided for students to help improve self-esteem, study habits, and school achievement. Staff will use the Cooperative Consultation Process to work together to develop strategies to improve achievement and detect areas of concern. A community involvement specialist serves as a liaison between school and parents.

Other Matters of Resource Allocation:

The Educational Excellence Student Advisory Council recommended allocating some of its funds for a Professional Development Fund to allow teachers to attend conferences and seminars in their fields of expertise, interest and other areas of concern. Additional funds will also be set aside for teacher resources.

Benchmarking:

The Educational Excellence Student Advisory Council members recommended and chaired the school-wide brainstorming sessions that identified objectives, strategies, and appropriate benchmarks. These recorded notes and the End of the Year Progress Report, Content Cluster Reports, and Adequate Yearly Progress Report were the basis for the 2006-2007 school improvement plan.

School Safety & Discipline:

Educational Excellence School Advisory Council recommended the continuation of the school safety patrol club. This club supervised by the teacher (sponsor), ensures that the safety rules are followed during the morning arrival and the afternoon dismissals. A full-time school security guard is a member of the staff and provides additional supervision. Discipline plans are individually developed by each teacher. School handbooks are distributed at the beginning of the year and set guidelines for behavior and requirements. A mandatory uniform policy was implemented last year. This includes a hierarchy of consequences for students who are repeat offenders. Attendance continues to be our main priority. Our Community Involvement Specialist and visiting teacher monitors excessive absences and tardies by making phone calls and visiting homes of truant students. Schoolwide motivational programs are used to encourage and reward good attendance.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$4,750.00
Goal 3: Writing	\$300.00
Goal 4: Science	\$2,300.00
Goal 5: Parental Involvement	\$9,900.00
Goal 6: Discipline & Safety	\$10,150.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$42,400.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent