
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4961 - Shadowlawn Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Brenda Dawson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Shadowlawn Elementary School

Shadowlawn Elementary School located at 149 NW 49 Street in the city of Miami was built 1926 in one of the first suburbs of Miami. The population then, was predominantly White, middle class. Originally, Shadowlawn Elementary School was a two story "L"-shaped building housing 300-400 students in grades one through six. Shadowlawn Elementary School was integrated in 1963 when a few Black families moved into the neighborhood. The population increased to an extent that required portables and relocatables to accommodate almost 1,200 students. In 1974, sixth graders were moved to Miami Edison Middle. During this period, the student population continued to change from White, middle class to Hispanic immigrants. Presently, Shadowlawn Elementary School is a PreKindergarten through fifth grade facility designated as a historical site and is located in what is considered a low socio-economic, predominantly Haitian American community. Of the entire school population, 142 are students enrolled in the Limited English Proficient (LEP) program. Due to the economic fluctuations of the families that are part of Shadowlawn Elementary School's community, the school has a mobility index of 40 that indicates the high level of student relocation. The decrease in student enrollment is mainly due to the upward mobility rate and the fluctuating financial status of families within the community. There is also competition from several nearby private and parochial schools, while talent and technology magnet programs frequently recruit the school's top students. In an effort to meet the challenges of decreasing enrollment, Shadowlawn Elementary School has established numerous extra-curricular and academic programs to enhance its regular curriculum. As of the 2006 school year, Shadowlawn has been designated as a Visual/Performing Arts Center. This program is a collaborative effort between the school and One Art Inc. Students in grades Kindergarten through fifth grade are provided with at least four hours per week of visual and/or performing arts classes, such as music theory and appreciation, keyboarding, fine arts, dance, drama and theatre, and cultural literacy. Shadowlawn Elementary School is also part of the School Improvement Zone initiative which implements and monitors intervention and support strategies to address academic, personnel, physical plant and budgetary needs. The Parent Education Center is an integral part of the school's mission. The program helps parents to understand how to appropriately facilitate their children's learning through regularly scheduled parenting workshops, literacy development coursework, workforce development skills and other identified training needs and services. The retention of new teachers is a priority for the school. The school is working with the District to provide mentoring and role model activities for new teachers. The principal has provided staff with professional development focusing on the utilization of professional learning communities. This process provides for extended dialogue and support to individual and small group assessments of school needs as related to the success of all the school's stakeholders. Based on the 2005-2006 Organizational Performance Improvement Snapshot (OPIS) Survey Education Design (Process Management) and Performance Results (Business Results) were the two areas which needed additional focus within the organization of this school. Staff were strategically involved with self and organizational assessments utilizing the components of "action research" as part of regularly scheduled teacher/staff conversations. Opportunities to review, analyze, and make budgetary and financial recommendations through small group professional learning communities will continue to be included as part of this process. We must become experts in student learning and communities will continue to be included as part of this process. We have become more informed in the process of student learning and achievement. We must become experts in maintaining high student levels of achievement and authentically engaging parents in this learning process.

Given instruction using the Sunshine State Standards, 58 percent of students in grades three through five will score a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 60 percent of students in grades three through five will score a level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 95 percent of students in grade four will score 3.5 or above on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 25 percent reaching the state-required mastery level as documented by scores of the 2007 FCAT Science Test.

Given a schoolwide concentration on student achievement and parental involvement, 70 percent of Shadowlawn parents will attend parent informational meetings and/or participate at workshops, Coffee Chats, Parent Teacher PTA meetings, and school-sponsored activities.

Given intervention activities, there will be 25 percent less referrals related to anger management problems or bullying during the 2006-2007 school year among PreKindergarten through fifth grade students than there were during the 2005-2006 school year as reported by the Student Case Management System (SCMS) Report.

Given the need to increase the use of technology, students in grades K-5 will utilize computer-assisted instructional programs 30 minutes per day for a weekly average of 150 minutes per week.

Given instruction using the Sunshine State Standards, 50 percent of students in grades three through five will attain gold or silver status on the administration of the 2007 FITNESSGRAM Test.

Given instruction using the Sunshine State Standards, 50 percent of students in Kindergarten through fifth grade will participate in the Visual/Performing Arts Program that incorporates music theory and appreciation, keyboarding, dance, drama, and theatre, and cultural literacy with performance opportunities.

Shadowlawn Elementary School will improve its ranking on the State of Florida ROI index report from the 31st percentile in 2004 to the 40th percentile on the next publication of the report.

Based on the OPIS Survey Education Design (Process Management 4.2) and Performance Results (Business Results 4.2) are the two areas which need additional focus within the organization of this school. Staff will be strategically involved with self and organizational assessments utilizing the components of "action research" as part of regularly scheduled teacher/staff conversations. Opportunities to review, analyze, and make budgetary and financial recommendations through small group professional learning communities will continue to be included as part of this process. We must become experts in student learning and achievement. In order for this to happen we must know our product, study what is happening in our school, and use the action research process to improve what is happening to students and adults in this learning community.

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.

Shadowlawn Elementary School

VISION

We at Shadowlawn Elementary School believe that all students will reach their highest potential through the integration of curriculum, high expectations, and family literacy. This belief is founded upon the fact that Shadowlawn Elementary School has created a positive, peaceful, and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents, and other community members.

MISSION

Shadowlawn Elementary School's mission is to provide a multi-faceted educational environment to all stakeholders through the delivery of data-driven curricula. Programs designed to develop family literacy, lifelong learning, and cultural sensitivity will enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the School Advisory Council (SAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan (SIP). This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

CORE VALUES

Excellence

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Integrity

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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. We are committed to provide educational excellence for all.

School Demographics

Shadowlawn Elementary School is a PreKindergarten through fifth grade educational facility located at 149 NW 49 Street in Miami, Florida. Shadowlawn Elementary School is located in a low-socio-economic, predominantly Haitian American community. The student population of 338 is 82.6 percent Black, 15.1 percent Hispanic, 1.3 percent White, and 0.9 percent other. Of the entire school population 142 are students enrolled in the Limited English Proficient (LEP) program. Due to the economic fluctuations of the families that are part of the Shadowlawn Elementary School community, the school has a student mobility index of 40 that indicates the high level of student relocation. Presently, staff demographics include 24 percent White, 50 percent Black and 26 percent Hispanic. There are 8 males and 26 female instructors on staff. Professional certification include 26 percent of teachers with Master degrees and 9 percent with Specialist and/or Doctorate degrees. The average number of years taught is thirteen. Six percent of the staff are new teachers. Significant data including School Demographic and Academic Profile, Florida Comprehensive Achievement Test (FCAT) results, and Adequate Yearly Progress (AYP) report in compliance with the No Child Left Behind (NCLB) requirements were analyzed and evaluated in order to develop the goals set forth in the 2006-2007 School Improvement Plan (SIP).

School Foundation

Leadership:

The mission of the school is clearly communicated by the supervisor and shared among the members of the organization. The supervisor provides a work environment that facilitates job performance and encourages participation in activities/projects that will be made useful for career advancement. (OPIS Survey Score 4.4)

District Strategic Planning Alignment:

A more defined system for understanding how this organization's plan is aligned with the district's School Improvement Zone Initiative is needed to strengthen the overall vision. It is viewed that a process for the sharing of ideas between all organizational levels is needed. (OPIS Survey Score 4.2)

Stakeholder Engagement:

The needs of the customers are addressed and are viewed as very important and a major focus in all school efforts. (OPIS Survey Score 4.4)

Faculty & Staff:

Survey results indicate that there is a definite sense of unity among all staff members. They feel appreciated and receive encouragement and recognition for their work. (OPIS Survey Score 4.2)

Data/Information/Knowledge Management:

OPIS Survey results reflect that the faculty is confident and comfortable in accessing, analyzing, and utilizing data to drive instruction. (OPIS Survey Score 4.4)

Education Design:

This will be a priority focus area. Survey results indicate that there is a need to promote teacher efficacy and to implement a system that will allow for assessment of the effectiveness, efficiency, and quality of their process and product. (OPIS Survey Score 4.2)

Performance Results:

Survey results indicate that available resources are effectively used as evidenced by increased student achievement and stakeholder involvement. There is evidence that there is a need for additional professional development in the area of budget and finance. (OPIS Survey Score 4.2)

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Shadowlawn Elementary School recruits and retains teachers through various means. We attend Career Fairs, visit community colleges and promote the schools success stories through news articles, radio programs, and Dade Partner relationships.

New teachers are mentored and engaged through regular professional learning communities. The average number of years taught in the school is thirteen. There is evidence through the OPIS Survey that most teachers remain in the school due to the genuine feeling of respect and gratitude shown by administrators, colleagues, community members and students.

FIRST LAST/Employee I.D. Number/Assignment/Certification:

Tewana Reddick/204649/Reading Coach/Elementary Ed. 1-6

Norma Del Valle/126487/Grade 2 Teacher/Book Keeping 7-12, Elementary Ed. 1-6, ESOL endorsed

Jule Williams/127417/Grade 2 Teacher/Elementary Ed. 1-6, ESOL endorsed

Sylvia Hernandez/165175/Grade 3 Teacher/Primary Age 3-Grade 3, ESOL endorsed

Gloria Argentina Pittella/231208/Grade 5 Teacher/Elementary Ed. 1-6, ESOL endorsed

Joan Harris-Watson/136345/Kindergarten Teacher/Kindergarten-Early Childhood Ed., Nursery-Kindergarten, English 5-9, Elementary Ed. 1-6, ESOL endorsed

Jamie Degiacomo/1922513/Grade 3 Teacher/Elementary ed. 1-6, ESOL endorsed

Ruth Mesadieu/246720/Grade 3 Teacher/Elementary Ed. 1-6, ESOL endorsed

Wade Forbes/244194/Grade 5 Teacher/Elementary Ed. 1-6, ESOL endorsed

Norma Campbell/244383/Grade 1 Teacher/Elementary Ed. 1-6

Racquel Rodriguez/240870/Science Lab Instructor-Science Facilitator/Elementary Ed. 1-6

Betty Deal/049068/Grade 4 Teacher/Elementary Ed. K-6

Waulene Eleby/207253/Grade 1 Teacher/Primary Ed. K-3, Elementary Ed. 1-6, ESOL endorsed

Brenda Graham/075629/Grade 2 Teacher/Elementary Ed. 1-6, Admin/Sup K-12, ESOL endorsed

Geanne Georges/154277/Bilingual Education Teacher/Elementary Ed. 1-6, Foreign Language/French K-12, ESOL endorsement

Timothy Thomas/141758/Music Teacher/Music K-12

Hiroshima Soto/226593/Art Teacher/Art K-12

Donald Bierwiler/160008/Media Specialist/Elementary Ed. 1-6, Mentally Handicapped 1-12, Media Specialist PreK-12, ESOL endorsed

Mona Abou-Assali/202401/Primary Resource Teacher for the Performing Arts/Early Childhood Ed., Elementary Ed. 1-6, ESOL endorsed

Joyce Barnes/061786/Reading Coach/Nursery-Kindergarten, Ed. Leadership (all levels), Elementary Ed. 1-6, ESOL endorsed

Barbara Rosenblatt/046256/Parent Education Teacher/Admin. Support K-12, Early Childhood Ed. Nursery-Kindergarten, Elementary Ed. 1-6

Joan Weinbaum/093326/Counselor/Elementary Ed. 1-6, Guidance Counseling PreK-12

Robyn Williams/263850/ESE Varying Exceptionalities Teachers/ESE K-12

Jesse Ugglia/275637/Grade 4 Teacher/Elementary Ed. 1-6

Sarah Marson/276077/Grade 3 Teacher/Elementary Ed. 1-6

Allison Malcolm/275697/Grade 1 Teacher/Elementary Ed. 1-6

Billy Martinez/244238/Kindergarten Teacher/Early Childhood Nursery-2, Elementary Ed. 1-6

Dominique choute/273234/Varying Exceptionalities Teacher/Special Education K-12

Cory Perry/245648/Physical Fitness Teacher/Health and Physical Teacher

• Highly Qualified, Certified Administrators:

BRENDA J. DAWSON, PRINCIPAL

Over the past several years, Brenda J. Dawson, Principal at Shadowlawn Elementary School, has brought the school and community from an overlooked, depressed, and illiterate season, into a competitive level of notoriety, hope, and increased student performance. Mrs. Dawson's 35 years as an educator has afforded her many experiences and honors in the field of education and community service. She has been nominated as Miami-Dade County School Principal of the Year, she has received several proclamations from the County Commission for school achievement, and she received district acknowledgement as an exemplary administrator in the area of exceptional student and speech education. Most recently, Mrs. Dawson was saluted by the City of Miami for her contributions and creative involvement as an educator and heroine in the support of the city's commitment to come together as One City-One Future. Additionally, Congressman Kendrick B. Meek publicly congratulated Mrs. Dawson for her testimony of faith as it is exposed through her dedication and works of charity for the disenfranchised members of our society. Mrs. Dawson holds a Bachelor's Degree in Education with a minor in Sociology. Her concentrated areas of study include exceptional student education and the teaching of remedial reading. Her Master's Degree is in School Administration with extended course work in Educational Leadership. Mrs. Dawson's first 15 years with Miami-Dade County Public School System were spent as an exceptional student education teacher at the elementary and secondary levels, a consulting teacher model, an educational specialist and assistant principal. As principal she opened one of the first secondary exceptional education centers in Miami-Dade County. During the past six years, Mrs. Dawson has extended her leadership skills into a closer look at the "whole child", his / her family, and community. This interest has led her to develop and implement programs and services that are directed toward the strengthening of the family structure, and providing academic, self-development support systems for students and adults. The contacts and resources that she encounters through these efforts have greatly benefited the attainment of support services needed at Shadowlawn Elementary School. Statistics clearly note that there is a regular increase in the percent of students meeting grade level, or high standards, as measured by state and federal guidelines. Recent test results indicate that students tested at Shadowlawn Elementary School exceeded the requirements needed to make adequate yearly progress based on federally established standards. Mrs. Dawson's leadership style, skills, community contacts, resources, and relationships, along with her faith and dedication, are what can and will continue to elevate this school, families, and community to reach new heights.

GLADYS GIMENEZ, ASSISTANT PRINCIPAL

Ms. Gladys Gimenez has served in low and high performing schools. She has worked as a first, second, and third grade teacher. As a teacher she served as a grade level chairperson, peer teacher in charge of beginning teachers, and faculty council member. Ms. Gimenez has completed the Executive Training Program for principalship. Ms. Gimenez has served as an assistant principal in charge of the Exceptional Student Education and standard curriculum programs, site program coordinator for Title I, and Test Chairperson. Ms. Gimenez provided Sign Language workshops for parents and bus drivers. The Assistant Principal also participated in a reading conference in Houston, TX. She has utilized volunteers from Miami-Dade Community College Interamerican Campus to implement the KAPOW program to improve reading, writing, and math skills. Ms. Gimenez developed grade level tracking calendars to identify skills to be taught, facilitated multi-grade academic workshops for parents to improve students' academic achievement. She was part of the administrative team that assisted her previous school in moving from a "D" to an "A". She conducted and facilitated professional development trainings on FCAT strategies, curriculum, data analysis, ethics, and Character Education. She served as liaison to Dade Partner in order to utilize business support to enhance student achievement and created a database for property control to achieve a perfect property audit. She coordinated school wide projects with the Parent Teacher Association, community, and staff to improve parental involvement and student achievement. Ms. Gimenez implemented a Saturday Tutorial Program as well as before, during, and after school tutorial program. She implemented a mentoring program with the University of Florida and Miami Senior High, coordinated monthly reading seminars and academic workshops to improve parental involvement and student achievement. She monitored the Extended Foreign Language Program.

Ms. Gimenez was nominated for Council of Exceptional Children / Exceptional Student Education Administrator of the Year. She served as a representative for state textbook adoption, and participated in District Interview Committees. Additionally, she showed consistent performance in the areas of student services management and community relation. Her involvement with various parent community groups assisted in promoting positive image for the school.

• Teacher Mentoring:

All new teachers new to the profession and/or school system will be involved in the New Teacher Orientations provided by the District. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies through mentorship and coaching. Professional Growth Teams, the pairing of veteran teachers with new teachers, or those who will benefit from additional support, will be facilitated to provide additional growth activities on an individual basis. New teachers will also participate in training sessions and receive follow-up, one-on-one mentoring, and coaching provided by the reading leader, administrative team, and grade level chairpersons. The principal has set up quarterly new teacher and administrative sharing sessions that provide extended dialogue and support.

• School Advisory Council:

The Educational Excellence School Advisory Council reviewed, analyzed, and evaluated pertinent data such as the School's Demographic Profile, FCAT Reports, and School Demographic and Academic Profile, and formulated objectives as school-wide priorities. The council has scheduled meetings, will notify participants, and will create agendas as per state and district guidelines. Concerns related to academic progress, safety, instructional materials, and supplies would be other areas addressed by the Educational Excellence School Advisory Council. The council will support the efforts of the Parent Teacher Association (PTA) in achieving a higher level of parental involvement.

• Extended Learning Opportunities

The Extended School Day at Shadowlawn Elementary has two basic components. The first, the Intervention/Remediation portion of the program was designed for those students who are at moderate to high risk, as determined by the baseline data of the DIBELS, SAT 10, and FCAT results from the 2005-2006 school year.

Based on these results students have been placed according to their needs where small-group focused instruction is provided. Primary students are engaged in activities in "Early Success", and intermediate students are engaged in those strategies employing "Soar to Success". Additional strategies include the use of centers throughout the rooms that help enhance the learning environment.

The second portion of Shadowlawn's Extended Day Program is the Visual/Performing Arts component. Students in grades K-5 who have been identified as low risk or above average, as determined by the DIBELS, SAT 10, or 2005-2006 FCAT assessments are enrolled in this program.

The Visual/Performing Arts Program is designed to enhance the basic academic core program. Research supports the integration of the "arts." These activities include:

- Music Theory and Appreciation
- Keyboarding
- Fine Arts
- Dance
- Drama and Theatre

- Cultural Literacy

Additionally, services are being provided to selected students whose parents have taken advantage of tutorial support through identified S.E.S. (Supplemental Educational Services) agencies.

• **School Wide Improvement Model**

Shadowlawn Elementary School will incorporate the Continuous Improvement Model (CIM). The CIM will involve an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps will include: test score disaggregating, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Shadowlawn Elementary School’s third through fifth grade students will increase their performance on the 2007 FCAT Reading Test.

Needs Assessment

An analysis of 2006 FCAT results indicate that 58 percent of students in grades three through five are reading and/or performing at or above grade level. Students in grade three experience most difficulty with the Comparisons and Reference/Research content clusters. Students in grade four experience most difficulty in the Main Idea/Author's Purpose and Reference/Research content clusters. Students in grade five experience difficulty with the Words/Phrases and Main Idea/Author's Purpose content clusters. Therefore, performance demands additional intensive instruction in the areas of need in reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 58 percent of students in grades three through five will score a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor remedial intervention programs such as Early Success, Soar to Success, and Voyager, for below level students.	Administrators, K-5 Reading and Language Arts Teachers, Reading Coaches, ESE Teachers, Bilingual Education Teachers	8/7/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Just Read Florida Initiative in conjunction with the students' reading progress to make informed decisions about their reading instruction.	Administrators, K-5 Teachers, and Reading Coaches	08/07/2006	05/30/2007	District-wide literacy plan	\$0.00
Implement and monitor CRISS strategies to support reading instruction.	Administrators, K-5 Teachers, and Reading Coaches	08/07/2006	05/30/2007	Continuous Improvement Model	\$0.00
Monitor the implementation of the Houghton-Mifflin "Legacy of Literacy" Reading series as a core reading program which is in alignment with the Sunshine State standards.	Administrators, Grade K-5 Reading and Language Arts Teachers, Bilingual Education Teacher, Media Specialist, Reading Coaches	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement motivational reading strategies in conjunction with the use of the Accelerated Reader Program for students in grades one through five.	Administrators, K-5 Reading and Language Arts Teachers, Reading Coaches, ESE Teachers, and Bilingual Education Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Provide computer-assisted instruction management and instructional support through the use of Reading Plus, Success Maker, Riverdeep, and FCAT Explorer Programs.	Administrators, K-5 Reading and Language Arts Teachers, Computer Specialist, Bilingual Education Teacher, and Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$585.00
Utilize the Continuous Improvement Model (CIM) to create benchmark assessments focused on Reading content clusters of low mastery.	Administrators, K-5 Teachers, Reading Coaches, Media Specialist, Parent Education, and Counselor	08/07/2006	05/30/2007	District Strategic Plan	\$1500.00
Provide strategic instructional intervention through in-house tutoring for targeted students who do not demonstrate mastery of state standards as identified on district and school site test data.	Administrators, Reading Coaches, Special Area Tutors, Curriculum Specialist	08/07/2006	05/30/2007	District-wide literacy plan	\$6000.00
Implement and monitor the Extended Day	Administrators, K-5 Teachers,	08/07/2006	05/30/2007	District Strategic	\$1055.00

and Extended Year Program.	Reading Coaches, Media Specialist, Parent Education, and Counselor			Plan	
Initiate a Reading Book Club that will provide opportunities for high performing students to utilize their critical thinking skills.	Administrators, Media Specialist, Reading Coaches, and counselor	08/07/2006	05/30/2007	District-wide literacy plan	\$700.00

Research-Based Programs

Houghton Mifflin (core reading program), CReating Independence through Student Owned Strategies (CRISS), SuccessMaker, Riverdeep, Voyager, Early Success, Soar to Success, and Reading Plus

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day in the following: DIBELS, DAR, Student Performance Indicator (SPI), Voyager, Big Five, Sunshine State Standards, Question/Answer Relationships, Literature/Reading Deficiencies, K-5 Comprehensive Plan Assessment Guide, CRISS training, Becoming Effective Active Readers (BEAR) Project, Opening Worlds of Literacy (OWL) Project, Developing Reading and Writing (DRAW), Best Practices, facilitate professional development opportunities and resources through mentoring, modeling of lessons, and training designed to enhance the delivery of the reading instruction through the effective use of the Houghton Mifflin Reading Program, 8-Step Continuous Improvement Model, Reading Endorsement training, Edusoft training, and Professional Growth training.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Reading Test, school-developed bi-weekly assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, SuccessMaker reports, Accelerated Reader reports, Diagnostic Assessment of Reading (DAR) assessments, Reading Plus reports, District assessments, Florida Kindergarten Readiness Screener (FLKRS) assessments, the Peabody Picture Vocabulary Test (PPVT), the 2007 SAT 10 Reading Test, and Houghton Mifflin "Legacy of Literacy" assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Shadowlawn Elementary School’s third through fifth grade students will increase their performance on the 2007 FCAT Mathematics Test.

Needs Assessment

An analysis of 2006 FCAT results indicate that 58 percent of students in grades three through five are performing at or above grade level in Mathematics. Students in grade three experience most difficulty in the areas of Number Sense, Geometry, and Data Analysis. Students in grade four experience most difficulty in the area of Measurement. Students in grades five have more difficulty in the areas of Number Sense and Measurement. Therefore, performance demands additional intensive instruction in the areas of need in mathematics.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 60 percent of students in grades three through five will score a level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the District's suggested Mathematics Long-Range Plan(s) for 2006-2007 school year in grades Kindergarten through five.	Administrators and K-5 Mathematics Teachers	08/07/2006	05/30/2007	Small Learning Communities	\$0.00
Identify students in all NCLB identified subgroups scoring below state mastery level on the 2006 FCAT Mathematics Test and use disaggregated data to work collaboratively with classroom teachers to develop instructional strategies that will facilitate the remediation of deficits and the meeting of grade level expectations.	Administrators and K-5 Mathematics Teachers	08/07/2006	05/30/2007	Small Learning Communities	\$0.00
Analyze results from site-created bi-weekly formative assessments and district-devised quarterly summative assessments and utilize the data to develop prescriptive instructional program strategies for low performing students.	Administrators and Grade 1-5 Mathematics Teachers	08/07/2006	05/30/2007	Small Learning Communities	\$0.00
Implement daily practice mathematics drills to engage students in the memorization and mastery of basic facts.	Administrators, K-5 Mathematics Teachers, and ESE Teachers	08/07/2006	05/30/2007	Small Learning Communities	\$0.00
Implement and monitor CRISS strategies to support mathematics instruction.	Administrators and K-5 Mathematics Teachers	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement and monitor tutorial sessions for targeted students and monitor progress using school developed bi-weekly assessments.	Administrators and K-5 Mathematics Teachers	08/07/2006	05/30/2007	Continuous Improvement Model	\$6000.00
Increase instructional math time through the implementation of the Extended Day and Extended Year Program.	Administrators and K-5 Mathematics Teachers	08/07/2006	05/30/2007	District Strategic Plan	\$1055.00

Research-Based Programs

Scott Foresman (core mathematics program), SuccessMaker, Riverdeep, CReating Independence through Student Owned Strategies (CRISS)

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day in using manipulatives to teach hands-on mathematics, Algebraic Thinking, Problem Solving, CRISS, Test Taking Skills, and the 8-Step Continuous Improvement Model.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Mathematics Test, school-developed bi-weekly assessments, FCAT Explorer reports, Riverdeep reports, SuccessMaker reports, Teacher grades, and District assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Shadowlawn Elementary School's fourth grade students will increase their performance on the 2007 FCAT Writing Test.

Needs Assessment

An analysis of 2006 FCAT results indicate that 94 percent of fourth grade students scored a level 3.5 or above on the FCAT Writing Plus Test; of those students 81 and 92 percent scored at a level 3.5 or higher for expository and narrative writing respectively.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 95 percent of students in grade four will score 3.5 or above on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer and assess monthly writing prompts to direct the writing skill development of students in kindergarten through fifth grade.	Administrators, Grade 4 Writing Teacher, K-5 Teachers, ESE Teachers, and Bilingual Education Teacher	08/07/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide professional development opportunities and resources through mentoring, modeling of lessons, and training focused on promoting effective writing practices and rubric scoring.	Administrators, Grade 4 Writing Teacher, Reading Coach, and Curriculum Specialist	08/07/2006	05/30/2007	District-wide literacy plan	\$0.00
Utilize Writing across the curriculum strategies in kindergarten through fifth grade.	Administrators, K-5 Teachers, and Bilingual Education Teachers	08/07/2006	05/30/2007	District-wide literacy plan	\$0.00
Utilize the media center as a technology-based publishing center.	Administrators, Media Specialist, Reading Coach, Classroom Teachers	08/07/2006	05/30/2007	District-wide literacy plan	\$0.00
Identify students not meeting the state writing requirements, as delineated by school and district assessment results, and provide tutorial services and monthly assessments to assist the enhancement of writing skills.	Administrators, Grade 4 Reading and Language Arts Teacher and Reading Coach	08/07/2006	05/30/2007	District-wide literacy plan	\$0.00
Establish a Direct Instruction Writing Laboratory for third and fourth grade students to improve their writing, grammar, and vocabulary skills.	Administrators, Third and Fourth grade Reading and Language Arts Teachers, and Reading Coaches	08/07/2006	05/30/2007	District-wide literacy plan	\$0.00
Establish a writing team to analyze and provide accurate feedback of student writing.	Administrators and Reading Coaches	08/07/2006	05/30/2007	Continuous Improvement Model	\$0.00
Increase instructional time and student performance in writing through the information and monitoring of the Extended Year Program.	Administrators, Fourth Grade Reading and Language Arts Teacher, and Reading Coaches	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Continue with the "Dream Team," a weeklong, intensive, holistic, and sequenced after school student workshop of the writing process for fourth grade students prior to testing.	Administrators, Fourth Grade Reading and Language Arts Teacher, and Reading Coaches	2/12/2007	2/16/2007	District-wide literacy plan	\$500.00
Utilize CRISS strategies at all grade levels to	Administrators and Pre-K through	08/07/2006	05/30/2007	Universal Pre-K	\$0.00

enhance expository writing skills.	fifth grade Teachers	
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Research-Based Programs

Houghton Mifflin/Reader Writer Workshop, Creating Independence through Student Owned Strategies (CRISS)

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day in the following: the writing process, rubric scoring, best practices, CRISS (to facilitate professional development opportunities and resources through mentoring, modeling of lessons, and training designed to enhance the delivery of the reading instruction through the effective use of penmanship, and the 8-Step Continuous Improvement Model

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Writing Plus Test, monthly writing assessments, and school-developed bi-weekly/quarterly assessments.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Shadowlawn Elementary School's fifth grade students will increase their science performance skills to meet high standards.

Needs Assessment

The results of the 2006 Science Test reflect that 0 percent of fifth grade students met high standards. Therefore, fifth grade students need improvement in the areas of Physical and Chemical Science, Earth and Space Science, Life and Environmental Science, and Scientific Thinking as evidenced by average mastery scores of 33, 29, 38, and 42 percent respectively. This year concerted instructional effort in these areas should result in an increase of student achievement in Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 25 percent reaching the state-required mastery level as documented by scores of the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use our new Science Lab to provide students with hands-on/minds-on activities in Science and to model lessons for teachers that focus on the Science "E's" (Engagement, Exploration, Elaboration, and Evaluation).	Administrators, K-5 Science Teachers, and Science Lab Teacher/Science Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Use the Sunshine State Standards to drive cross curricular small-group Extended Day instructional sessions.	Administrators, SECME Coordinator, Grade 4-5 Science Teachers, and Science Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Use classroom and Science Lab experiments to expose students to the scientific method by providing them with a myriad of activities, which will culminate as part of a schoolwide science fair.	Administrators, K-5 Science Teachers, and Science Lab Teacher/Science Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a common planning period for teachers to provide opportunities for teachers to infuse science concepts across the curriculum.	Administrators	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide professional development opportunities through mentoring, modeling of lessons, and training for teachers focusing on the Science "E's" (Engagement, Exploration, Elaboration, and Evaluation) that provide hands-on/minds-on experiences to students utilizing existing resources.	Administrators, K-5 Science Teachers, and Science Lab Teacher/Science Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$1000.00
Implement and monitor the Science, Engineering, Communication, Mathematics Enhancement (SECME) Program in grades three through five utilizing existing resources and technology.	Administrators, SECME Coordinator, Grade Science 3-5 Teachers, and Science Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$500.00
Administer monthly assessments to all students in grades four and five in order to drive the instructional focus and monitor student achievement toward the mastery of all state standards in Science.	Administrators, Grade 3-5 Teachers, and Science Lab Teacher/Science Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman, Full Option Science System (FOSS), Creating Independence through Student Owned Strategies (CRISS), and Spectrum Lab Missions

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day with FOSS, the schoolwide SECME Program, the 8-Step Continuous Improvement Model, and CRISS.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Science Test, School Improvement Zone pre/post tests, and School Improvement Zone monthly assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Increase parental involvement of all students with a major focus on the parents of students in the lowest quartile.

Needs Assessment

An analysis of 2005-2006 Title I parent attendance logs indicate that 65 percent of the parents at Shadowlawn Elementary School participated in school-sponsored events and activities. This number included parents of students in the lowest quartile. Continued use of home visits, meetings, and workshops for targeted parents, as well as Parent Academy workshops and events will take place on a scheduled basis.

Measurable Objective

Given a schoolwide concentration on student achievement and parental involvement, 70 percent of Shadowlawn parents will attend parent informational meetings and/or participate at workshops, Coffee Chats, Parent Teacher PTA meetings, and school-sponsored activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enhance parents' knowledge of available community resources regarding nutrition and health care, personal finances, substance abuse, Human Immunodeficiency Virus (HIV), civil rights and responsibilities, Immigration Law, and various other government agencies.	Administrators, Parent Education Teacher, Counselor, and Community Resource Personnel	08/07/2006	05/30/2007	Community Partnerships	\$0.00
Continue to maintain an incentive program utilizing prizes and a parent store to reward parents for attending and volunteering at school-sponsored events.	Parent Education Teacher and Dade Partners	08/07/2006	05/30/2007	Community Partnerships	\$0.00
Use Parent Academy and community resources, nursing professionals from Miami Dade Junior College, Kombit members from the Haitian Community, and Bilingual Parent Outreach Program (BPOP) personnel to provide workshops and inservices for parents.	Administrators, Parent Education Teacher, Miami-Dade Community School Staff, and Community Resource Personnel	08/07/2006	05/30/2007	Community Partnerships	\$0.00
Enhance parenting and literacy skills of Shadowlawn parents with instructional workshops, Coffee Chats, and the Parent Academy Bilingual Parent Outreach Program (BPOP) workshops, activities, and events provided through the Parent Resource Center.	Parent Education Teacher, Parent Involvement Specialist, and Media Specialist	08/07/2006	05/30/2007	Communities of Practice	\$1000.00
Monitor daily parent ESOL classes held Monday through Thursday mornings.	Administrators and Parent Education Teacher	08/07/2006	05/30/2007	Dual Language Education	\$8000.00
Maintain parent - school communication through the use of student progress reports, flyers, report cards, newsletters, parent - teacher conferences, homevisits, and parent planned activities.	Administrators, Parent Education Teacher, and K-5 Teachers,	08/07/2006	05/30/2007	Community Partnerships	\$2000.00
Utilize a full-time Parent Education Teacher to implement and coordinate Parent Activities.	Administrators and Parent Education Teacher	08/07/2006	05/30/2007	Community Partnerships	\$53000.00

Utilize a full-time Community Involvement Specialist to make home visits to recruit and increase parent participation at informational meetings, PTA, and school-sponsored activities.	Administrators	08/07/2006	05/30/2007	Community Partnerships	\$21000.00
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Research-Based Programs

SuccessMaker and National Standards of Parental and Family Involvement programs by the National Parent Teacher Student Association

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day for Volunteer Orientation (instructional staff only), Professional Learning Communities, Technology for Teachers, Guided Reading for Beginners, and ESOL Endorsement: Methods of Teaching ESOL.

Evaluation

This objective will be evaluated by the results of 2006-2007 Title I parent attendance logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Shadowlawn Elementary School's PreKindergarten through fifth grade students will reduce the number of referrals related to anger management and bullying.

Needs Assessment

An analysis of the 2005-2006 Student Case Management System (SCMS) Report indicates that there were 25 student referrals related to anger management problems or bullying.

Measurable Objective

Given intervention activities, there will be 25 percent less referrals related to anger management problems or bullying during the 2006-2007 school year among PreKindergarten through fifth grade students than there were during the 2005-2006 school year as reported by the Student Case Management System (SCMS) Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development in classroom management and pedestrian safety.	Administrators and representatives of the WalkSafe program	08/07/2006	05/30/2007	Academic Teams	\$0.00
Invite MDCPS school police to address students' negative behaviors at informational meetings.	Administrators	08/07/2006	05/30/2007	Mentoring Opportunities	\$0.00
Provide an intervention plan for the school guidance counselor to support strategies for selected at-risk students.	Administrators and Counselor	08/07/2006	05/30/2007	Communities of Practice	\$0.00
Implement and monitor a program of anger management/bullying workshops for students and parents, presented by the nursing staff at Miami-Dade Junior College campus.	Administrators, Parent Education Teacher, Counselor, Classroom Teachers, and nursing staff at Miami-Dade Junior College	08/07/2006	05/30/2007	Community Partnerships	\$0.00
Continue the implementation of articulation and transition activities for students entering and exiting the school.	Administrators and Counselor	08/07/2006	05/30/2007	Transition and Articulation Programs	\$0.00
Participate in the 5000 Role Models Program.	Administrators and 5000 Role Models Liaison	10/04/2006	05/30/2007	Community Partnerships	\$200.00
Infuse, implement, and monitor Character Education at all grade levels across all curriculum areas.	Administrators, Counselor, and Classroom Teachers	08/07/2006	05/30/2007	Mentoring Opportunities	\$0.00
Implement the WalkSafe Program	Administrators and representatives of the WalkSafe program	10/01/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harry Wong "Assertive Discipline Program", MDCPS TRUST: Substance Education Curriculum, Proudly Infusing Non-Violence, MDCPS Character Education Division of Social Studies, The Child Assault Prevention (CAP) Project of South Florida, and Bully Proofing Your School: A Comprehensive Approach for Elementary School (Carla Garrity, Ph. D; Kathryn Jens Ph. D; William Porter Ph. D)

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day for schoolsite inservice, district, and WalkSafe program training.

Evaluation

This objective will be evaluated by the results of the 2006-2007 Student Case Management System (SCMS) 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Shadowlawn Elementary School's kindergarten through fifth grade students will increase their time spent with computer applications and other technology in order to improve overall performance on Sunshine State Standards.

Needs Assessment

An inhouse survey of the use of computer-assisted instruction reveals that students in grades K-5 used computer-assisted instruction 81 minutes per week during the 2005-2006 school year.

Measurable Objective

Given the need to increase the use of technology, students in grades K-5 will utilize computer-assisted instructional programs 30 minutes per day for a weekly average of 150 minutes per week.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor students' progress to determine strengths and areas of intervention through consistent monitoring of 2006-2007 monthly diagnostic AR reports, school-wide AR summary reports, SuccessMaker reports, Reading Plus reports, RiverDeep reports, and FCAT Explorer reports	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/07/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide a minimum of four hours per week of computer-assisted instruction for all students in grades three through five.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/07/2006	05/30/2007	Academic Teams	\$0.00
Increase instructional time using computers through the implementation and monitoring of the Extended Day and Extended Year Program.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/07/2006	05/30/2007	Continuous Improvement Model	\$0.00
Administer and assess STAR Reading reports to determine the reading level of each student for small group interventions, leveling reading groups, and determining appropriate levels for instructional software.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/07/2006	05/33/2007	District Strategic Plan	\$500.00
Provide a monthly "Smarty Party," as an incentive for those students achieving Accelerated Reader and/or SuccessMaker goals.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	08/07/2006	05/30/2007	Academic Teams	\$300.00
Monitor the support provided by the microsystems computer technician to maintain a computer lab and the school's computer network as well as assist teachers in the delivery of computer-assisted instruction.	Administrators and Computer Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$40000.00

Research-Based Programs

SuccessMaker, Reading Plus, RiverDeep, Accelerated Reader, and FCAT Explorer

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day for various inhouse services, district-supported professional development in addition to SuccessMaker Reading Plus training.

Evaluation

This objective will be evaluated by the consistent monitoring of 2006-2007 monthly "time on task" school-generated summary reports for SuccessMaker and Reading Plus.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Shadowlawn Elementary School's third through fifth grade students will increase their performance on the administration of the 2007 FITNESSGRAM Test.

Needs Assessment

An analysis of student performance on the 2005-2006 FITNESSGRAM Test indicates that 19.5 percent of students earned gold or silver status.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grades three through five will attain gold or silver status on the administration of the 2007 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development opportunities through various workshops for teachers focusing on a comprehensive fitness program for school-aged children and youth.	Administrators, Physical Fitness Instructor, and Fourth and Fifth Grade Teachers	08/07/2006	05/30/2007	Mentoring Opportunities	\$0.00
Administer and monitor monthly assessments of all students in grades three through five to measure progress of skills.	Administrators, Physical Fitness Instructor, and Fourth and Fifth Grade Teachers	08/07/2006	05/30/2007	Continuous Improvement Model	\$0.00
Use the Sunshine State Standards to implement various physical fitness activities through team sports, cardiovascular endurance, muscular strength, gymnastics, and rhythm.	Administrators and Physical Fitness Instructor	08/07/2006	05/30/2007	Continuous Improvement Model	\$0.00
Use CRISS strategies to incorporate physical fitness activities across the curriculum and through home learning.	Administrators, Physical Fitness Instructor, and K-5 Classroom Teachers	08/07/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

CRISS, The Cooper Institute for Aerobics Research, and FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to the Physical Education Teacher and other appropriate staff during the extended professional development day for Elementary Physical Education Workshops.

Evaluation

This objective will be evaluated by the results of monthly assessments and the 2006-2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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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:

Shadowlawn Elementary School's Kindergarten through fifth grade students will increase participation in the Visual/Performing Arts Program during the 2006-2007 school year.

Needs Assessment

During the 2005-2006 school year there was no opportunity to participate in visual or performing arts enrichment activities outside of regularly scheduled specials. In order to increase participation in such activities, enrichment programs focused on the performing arts should be integrated within the core curriculum and Extended Day program.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in Kindergarten through fifth grade will participate in the Visual/Performing Arts Program that incorporates music theory and appreciation, keyboarding, dance, drama, and theatre, and cultural literacy with performance opportunities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in the Children's Trust "Out of School" program which co-partners with the One Art "Kids Off Streets" program to improve literacy and academic performance through performing arts.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art personnel	08/07/2006	05/30/2007	Expanding arts opportunities	\$0.00
Provide the opportunity for second through fifth grade students to participate in an Extended Day program that incorporates music theory and appreciation, keyboarding, dance, drama and theatre, and cultural literacy with performance opportunities.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art personnel	08/07/2006	05/30/2007	Expanding arts opportunities	\$0.00
Develop and showcase at least one theme based music project at each grade level utilizing CRISS strategies.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art personnel	04/01/2007	05/30/2007	Expanding arts opportunities	\$500.00
Develop visual and performing arts activities that include Limited English Proficient students and African Americans directed toward the improvement of pride in their cultural heritage.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art personnel	08/07/2006	05/30/2007	Dual Language Education	\$0.00
Develop a cultural literacy laboratory program that incorporates performing arts skills within daily curriculum for Kindergarten through second grade students.	Administrators and Classroom Teachers	9/1/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

Macmillan (core music program)

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day for district inservice training, school site workshops, Dance Improvisations, Dance Initiatives, Introduction to String Teaching Techniques, Marching Band Repertoire, Music Technology 1 and 2, and Watercolor Professional Development for Art Teachers.

Evaluation

This objective will be evaluated by the participation of students in grades two through five in the Extended Day Visual and Performing Arts Program as evidenced by class rosters and daily attendance logs.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Shadowlawn Elementary School will improve student performance by developing cost effective programs that produce a high return on investment and high learning gains.

Needs Assessment

The most recent data provided from the FLDOE indicate that in 2004 Shadowlawn Elementary School ranked at the 31st percentile on the State of Florida ROI (Return on Investment) index.

Measurable Objective

Shadowlawn Elementary School will improve its ranking on the State of Florida ROI index report from the 31st percentile in 2004 to the 40th percentile on the next publication of the report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Acquire information about the use of financial resources in relation to school programs.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Communities of Practice	\$0.00
Collaborate with the District on resource allocation.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The Principal will be provided with district budget and finance inservice training as well as Return On Investment training.

Evaluation

This objective will be evaluated by the 2006-2007 Florida Department of Education Annual Report Card's Return on Investment (ROI) index report.

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 funds from the Title I school budget be used towards the purchase of a new school marquis as well as attendance incentives for teachers and students.

Training:

The EESAC recommended staff training in areas that needed to be addressed, including safety and discipline and technology-based professional development, as well as that required for Shadowlawn's Professional Learning Communities.

Instructional Materials:

The EESAC recommended support to purchase research-based supplemental reading and math resource materials.

Technology:

The EESAC recommended working collaboratively with the administration to develop a technology plan that promotes upgrading and maintenance of schoolwide computers and software as well as the infrastructure that supports them.

Staffing:

The EESAC recommended the continuation of the Title I Parent Involvement Teacher position. Also, one Title I paraprofessional were surplus in lieu of a full-time computer specialist.

Student Support Services:

The EESAC recommended the use of outside resources, the PTA, the WalkSafe Program, and Child Study Team (CST) members to deliver services to the students and their families.

Other Matters of Resource Allocation:

The EESAC recommended and assisted in the development of an implementation plan for the expenditure of any available funds that could be used to facilitate student achievement.

Benchmarking:

The EESAC recommended the continuation of parent training sessions to provide information to stakeholders on benchmarking, grade level expectations, and test taking skills.

School Safety & Discipline:

The EESAC recommended the continuation of a discipline committee and the implementation of the WalkSafe Program.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$9,840.00
Goal 2: Mathematics	\$7,055.00
Goal 3: Writing	\$500.00
Goal 4: Science	\$1,500.00
Goal 5: Parental Involvement	\$85,000.00
Goal 6: Discipline & Safety	\$200.00
Goal 7: Technology	\$40,800.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$500.00
Goal 10: Return On Investment	\$0.00
Total:	\$145,395.00

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