

---

# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

---



*School Name:* 5041 - Silver Bluff Elementary School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Brenda Dawkins, Ed.D.

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Silver Bluff Elementary School*

---

Silver Bluff Elementary School, situated in the city of Miami, has been serving the needs of the community since 1925. The area is predominantly composed of families from a lower middle socio-economic level. The faculty educates 650 students in pre-kindergarten through fifth grade. The student body is 92 percent Hispanic, five percent White, one percent Black, and one percent Other. Currently, 33 percent of the students are of Limited English Proficiency, which consists of 59 Level I students, 49 Level II students, 33 Level III students, and 66 Level IV students. Eighty-six percent of the students qualify to receive free or reduced lunch. Additionally, 23 percent of the students receive Exceptional Student Education services (ESE). The ESE department consists of 34 Emotionally Handicapped students (EH), 37 Specific Learning Disabilities students (SLD), 35 Speech and/or Language Impaired students, nine Other Health Impaired students, and 35 Gifted students. The student mobility index is 27 percent and Silver Bluff Elementary School has a stability rate of 94 percent. The staff of Silver Bluff Elementary School is committed to providing all students in the community with a positive learning environment. The Silver Bluff Elementary School faculty together with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this plan as school-wide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by \_\_\_% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students in grades three through five will improve their reading skills as evidenced by 51% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 51% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), students of Limited English Proficiency (LEP) in grades three through five will improve their mathematics skills as evidenced by 56% scoring at

FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by an increase of one percent of students scoring at or above 4.0 on the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards (SSS), students in grade five will increase their scientific process skills as evidenced by \_\_\_% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Science Test.

Silver Bluff Elementary School will increase parent/family/community involvement as evidenced by a two percent increase in the number of parent inservices held during the 2006-2007 school year as documented in sign-in logs.

Given a need to maintain a safe environment, Silver Bluff Elementary School will improve school wide discipline and safety as evidenced by a 50 percent decrease in the number of suspensions documented during the 2006-2007 school year.

Silver Bluff Elementary School will increase technology implementation as evidenced by a 25% increase in the number of technology training sessions offered to the faculty during the 2006-2007 school year, as compared to the 2005-2006 school year as documented in sign-in logs.

Given school-wide focus on health and physical fitness, students in grades four and five will improve their physical fitness skills as evidenced by a one percentage point gain in students obtaining a level Gold and Silver in the 2007 FITNESSGRAM.

Given instruction using the Sunshine State Standards for Music, students in grades one through five will increase their exposure to music by one percent as evidenced by student participation rosters for musical events.

Silver Bluff Elementary's ROI percentile ranking will increase by at least one percentage point.

Results of the 2006-2007 Organizational Performance Improvement Snapshot Survey indicate that the faculty at Silver Bluff Elementary lacks information related to the fiscal operations of the school and the faculty perceives that they operate with insufficient resources. In order to address these concerns, the administration will provide training for faculty in the area of financial operations. In addition, a survey will be conducted among the faculty in order to determine with specificity which resources are lacking. This program will be carried out through workshops, which will be conducted during the monthly faculty and EESAC meetings.

# 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.

## **Silver Bluff Elementary School**

### VISION

We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

### MISSION

Our mission is to focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st Century.

### CORE VALUES

We adhere to the Miami-Dade County Public Schools' core values.

## *School Demographics*

---

Silver Bluff Elementary School, situated in the city of Miami, has been serving the needs of the community since 1925. The area is predominantly composed of families from a lower middle socio-economic level. The faculty educates 660 students in pre-kindergarten through fifth grade. The student body is 92 percent Hispanic, five percent White, one percent Black, and one percent Other. Currently, 33 percent of students are of Limited English Proficiency, which consists of 59 Level I, 49 Level II, 33 Level III, and 66 Level IV students. Eighty-six percent of students qualify to receive free or reduced lunch. Additionally, 23 percent of the students receive Exceptional Student Education services (ESE). The ESE department consists of 34 Emotionally Handicapped students (EH), 37 Specific Learning Disabilities students (SLD), 35 students Speech and/or Language Impaired students, nine other Health Impaired students, and 35 Gifted students. An Academic Excellence Program in Chess is offered to select students in grades three through five, two days a week. Before/during/after school tutoring programs are also offered to reinforce skills in Reading, Mathematics, Writing, and Science. In addition, a variety of community school programs are available in the areas of Judo, Cooking, Dance, Homework Assistance, and Modeling. Currently, approximately one third of the student population participates in after-school care programs. The student mobility index is 25 percent and Silver Bluff Elementary School has a stability rate of 75 percent. The staff of Silver Bluff Elementary School has highly qualified teachers, with 45 percent holding advanced degrees (18 Masters Degrees, five Specialists Degrees, and one Doctoral Degree). The school has been awarded the 2005 Florida Department of Education's Five Star School Award for exemplary community involvement. Silver Bluff Elementary has received this prestigious award for the past three consecutive years.

# *School Foundation*

---

## ***Leadership:***

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 1a, which indicates that most faculty and staff understand the school's mission. Weakness is Item 1g, which shows that the school personnel does not always perceive that their opinions are taken into account.

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

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 2b, which indicates that faculty and staff know the organization's plans. Weakness is Item 2a which reveals that staff perceives they lack input into the organization's plans for the future.

## ***Stakeholder Engagement:***

The 2006 Organizational Performance Improvement Snapshot Survey reflects that the strength is Items 3a, which indicates that stakeholders are aware of the needs of their customers. Weakness is Item 3d which shows that the staff perceives they are unable to communicate their level of dissatisfaction with their work.

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

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 5e, which indicates that most staff members agree that Silver Bluff Elementary is a safe work environment. Weakness is Item 5d which shows that faculty and staff perceive that they may not be recognized for their work.

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

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strengths are Items 4a, 4b, and 4c, which indicate staff understand how their performances are rated and know how to make changes from their analysis of their work quality. Weakness are Items 4e and 4f, which reveal that staff members perceive that they are not totally informed on how the organization is doing and they also lack the important information needed to complete their work. At Silver Bluff Elementary, the staff is monitored through IPEGS, Professional Development Plans (PDP), certification, and annual evaluations.

## ***Education Design:***

The 2006 Organizational Performance Improvement Snapshot Survey reveals that strength is Item 6b, which reflects staff members at Silver Bluff Elementary School know how to measure, analyze, and modify the quality of their work; have control over their work processes; and perceive that the products of their work results in high quality and excellence. Weakness is Item 6a, which reveals teachers and staff perceive that they do not receive the necessary resources to complete their job.

The students at Silver Bluff Elementary School are provided with extended learning opportunities through activities beyond the school day that promote achievement in academic subjects. Before/after school tutorials are offered to

assist students who need remediation within the core subject areas. Teachers target students' deficiencies and work on strategies to enhance their skills within these areas. An after-school Academic Excellence Program is offered to foster higher order critical thinking skills.

***Performance Results:***

The 2006 Organizational Performance Improvement Snapshot Survey reflects that in the area of Performance/Business Results our strongest areas were 7a, 7b and 7f. Stakeholders overwhelmingly were satisfied with the high quality of performance provided by the teachers and staff. Item 7c, however, was our weakest in this section which shows that Silver Bluff faculty lacks understanding of the fiscal operation of the school.



# ***Additional Requirements***

Only for schools under state sanction

---

## **• High Quality, Highly Qualified Teachers:**

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. Therefore, all teachers employed at Silver Bluff Elementary School hold full state certification, with a minimum of a Bachelor's Degree and have demonstrated subject-matter competency in each core academic subject taught. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in NCLB are provided.

## **• Highly Qualified, Certified Administrators:**

Dr. Brenda Dawkins has been a principal for six years and an assistant principal for six years with Miami-Dade County Public Schools. Dr. Dawkins holds a Bachelor's Degree in Elementary Education, a Master's Degree in Exceptional Student Education and a Doctoral Degree in Educational Leadership. Under her leadership, a variety of educational programs and initiatives that have positively impacted student achievement have been initiated. Before and after-school tutorial programs in reading, writing, mathematics, and science have been implemented; research-based integrated learning systems to meet the diverse needs of students (such as Academy of Reading); and supervision of grade level collaborative planning. During her administration, student attendance improved and student achievement has improved, as evidenced by improvements in overall grade designation. In 2000-2001, Silver Bluff Elementary School received the State grade of "D", "C" in 2001-2002, "B" in 2002-2003, "A" in 2003-2004, "B" in 2004-2005, and C in 2005-2006. Under Dr. Dawkins' leadership and guidance, Silver Bluff Elementary School was among eight schools in the county in 2003, 2004, and 2005, to be awarded the Florida Department of Education's Five Star School Award for exemplary programs, which fully integrate school and community involvement to produce higher student achievement. During the past 6 years, parental involvement has increased 24 percent as evidenced by the attendance of parents at Family Learning Institutes. Dr. Dawkins was the recipient of Council for Exceptional Student Education Elementary Administrator of the Year Award in 1998 and a nominee in 2000. In addition, she was nominated for Assistant Principal of the Year in 1997 and for Teacher of the Year in 1989. In 2005 she was the Coral Gables Feeder Pattern nominee for Principal of the Year. She is an active member of Dade-County Association of School Administrators, National Alliance of Black School Educators, Association for Supervision and Curriculum Development, and Florida Leaders.net.

Mrs. Zuyin Companioni joined the administration team in December of 2005 where she assumed the responsibilities of staffings, student services, tutoring, and PSELL. Mrs. Companioni holds a Bachelor's Degree in Education, a Master's Degree in Exceptional Student Education, and a Specialist's Degree in Educational Leadership and is currently completing her Doctoral Degree in Education Leadership. Mrs. Companioni is the Vice President of the Foreign Language Association of Dade-County Public Schools.

## **• Teacher Mentoring:**

Silver Bluff Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's IPEGS manual. At the beginning of the school year, all new teachers participate in the Beginning Teacher Orientation provided by the District, as well as school sponsored orientations to familiarize themselves with Miami-Dade County Public Schools' policies and procedures. All new teachers are provided with the M-DCPS Employee Handbook, School Handbook, and Opening of School materials. Silver Bluff Elementary conducts an on-site orientation to lend assistance with long range planning, setting goals, and effective classroom management strategies using a mentoring model. This model pairs experienced teachers with beginning teachers. All beginning teachers are assigned a Professional Growth Team comprised of members mutually agreed upon by the

teachers and the administrative staff. Grade level meetings are conducted on a weekly basis with an administrator to address concerns. Staff development activities are provided to new teachers with additional curriculum support and opportunities for professional growth. Monthly faculty meetings incorporate a “Best Practices” component, which provides all teachers with innovative ways of implementing benchmarks in all core subjects.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at Silver Bluff Elementary School is dedicated to promoting an environment that supports the school’s goals for the improvement of student performance. The EESAC is comprised of faculty, administration, parents, students, and community members. The EESAC meets monthly throughout the school year on the first Wednesday of the month. All interested parties are invited to analyze and discuss issues pertaining to school improvement.

### **• Extended Learning Opportunities**

The students at Silver Bluff Elementary School are provided with extended learning opportunities in Reading, Mathematics, Writing, and Science. Before-school, during-school, and after-school tutoring programs are offered to assist students needing remediation within the core subject areas. Teachers focus on the individual student’s deficiencies and implement strategies to enhance their skills within these areas. An after-school Academic Excellence Program in Chess is offered to promote higher order critical thinking skills. Additional remedial assistance is provided throughout the school day for third grade students who scored in the lowest 25th percentile.

### **• School Wide Improvement Model**

Silver Bluff Elementary School will utilize the 8-Step Continuous Improvement Model. The model is comprised of an 8-step data-driven process that assesses students on a regular basis for enrichment and remediation. The steps include test scores, disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance, and monitoring of the progress.

District Curriculum Pacing Guides in Reading, Math and Science will be implemented in grades kindergarten through five. In addition, a site-developed Reading Focus Benchmark Calendar will be incorporated by teachers in grades three through five. Literacy team meetings, weekly grade level meetings, and monthly meetings with administrators will be held to monitor student progress and disaggregate data.

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

### ***GOAL 1 STATEMENT:***

Reading

### ***Needs Assessment***

Results of the 2006 FCAT Reading test indicates that 68 percent of students in grades three through five scored at the State mastery level. An analysis of student performance on the Reading 2005-2006 FCAT Achievement Test indicates that the weakest content cluster in reading for third grade students was Reference/Research, performing at 50 percent mastery. Third grade students demonstrated strength on Main Idea/Purpose, performing at 59 percent mastery. The weakest content cluster in reading for fourth grade students was Reference/Research, where students scored at 50 percent. Fourth grade students demonstrated strength on Words/Phrases, performing at 67 percent mastery. The weakest content cluster in reading for fifth grade students was Words/Phrases, performing at 57 percent. Fifth grade students demonstrated strength on Research/Reference and Comparisons, performing at 67 percent mastery.

An analysis of data shows that 16 percent of Students With Disabilities and 43 percent of Limited English Proficiency in grades three through five did not meet Adequate Yearly Progress (AYP) in Reading. In order to meet AYP for 2006-2007, 23 percent of SWD and one percent of LEP students in grades three through five must meet State mastery. In order to address these targeted deficiencies, these students will receive supplemental instruction and should continue to utilize research-based resources that enhance vocabulary, reference/research, main idea, retelling, and strategies to improve overall reading skills.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by \_\_\_% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency(LEP)students in grades three through five will improve their reading skills as evidenced by 51% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 51% scoring at FCAT 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		
Promote Family Library Night to encourage reading amongst all grade levels.	Principal, Community School Assistant Principal, Reading Coach, Media Specialist, Classroom Teachers	09/01/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a site-developed focus benchmark calendar and the District's Curriculum Pacing Guides in grades kindergarten through fifth to drive instruction of the Reading Sunshine State Standards (SSS).	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Provide before/after school tutorial assistance to the Students With Disabilities and Limited English Proficiency students in grades three through five.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2006	03/01/2007	District Strategic Plan	\$2500.00
Utilize research-based instructional technology programs with third through fifth grade Students With Disabilities and Limited English Proficiency students targeting phonemic awareness and comprehension.	Principal, Reading Coach, Technology Coordinator, Exceptional Student Education and teachers of English for Speakers of Other Languages	09/01/2006	5/30/2007	District Strategic Plan	\$5000.00
Provide tutorial assistance to third through fifth grade students before, during, and after-school hours utilizing highly qualified instructors to target students' deficient reading skills and schoolwide weakest	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2006	03/01/2007	District Strategic Plan	\$2500.00

Reading content clusters.					
Utilize Edusoft and PMRN reports to analyze third through fifth grade data resulting from District-Interim Assessments, site-developed benchmark assessments, and DIBELS assessments to target students' deficiencies in reading.	Principal, Assistant Principal, Reading Coach, Technology Coordinator Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Accelerated Reader in grades one through five to monitor independent reading levels and reading performance.	Principal, Assistant Principal, Reading Coach, Media Specialist, Classroom Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00

### **Research-Based Programs**

Houghton Mifflin State Adopted Series, Voyager Intervention, Early Success, Soar to Success, and Learning Today software program.

### **Professional Development**

Houghton Mifflin, Riverdeep, Learning Today, Voyager, Early Success, Soar to Success, FCAT Explorer, Destination Reading, Differentiated-Instruction, and Edusoft.

### **Evaluation**

This objective will be evaluated using scores from 2007 FCAT Reading Test. District Interim Assessments as well as site-developed benchmark assessments will be administered throughout the year to monitor student progress. Teacher lesson plans using IPEGS guidelines will be used to monitor instruction.

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

### ***GOAL 2 STATEMENT:***

Mathematics

### ***Needs Assessment***

Results of the 2006 FCAT Mathematics test indicates that 57 percent of students in grades three through five scored at the State mastery level. An analysis of student performance on the Mathematics 2005-2006 FCAT Achievement Test indicates that the weakest content clusters in mathematics for third grade students were Geometry and Data Analysis. The data indicates that our students scored 57 percent on each. Third grade students demonstrated strength on Algebraic Thinking, performing at 67 percent. The weakest content cluster in mathematics for fourth grade students was Algebraic Thinking. The data indicates that our students scored at 43 percent on Algebraic Thinking. Fourth grade students demonstrated strength on Measurement, performing at 62 percent. The weakest content cluster in Mathematics for fifth grade students was Geometry and Number Sense, performing at 38 percent. Fifth grade students demonstrated strength on Measurement and Algebraic Thinking, performing at 45 percent mastery on each.

Scores on the 2006 FCAT Mathematics Test also indicate that students are not meeting Adequate Yearly Progress (AYP), students in grades three through five have not demonstrated acceptable levels of learning in Mathematics. An analysis of data shows that 48 percent of Hispanic students, 46 percent of Economically Disadvantaged students, 46 percent of Limited English Proficiency students, and 22 percent of Students With Disabilities met Adequate Yearly Progress (AYP) in Mathematics. In order to address these needs, progress monitoring and data driven decision-making will be an integral part of our weekly grade level meetings.

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



## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), students of Limited English Proficiency (LEP) in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their mathematics skills as evidenced by 56% scoring at FCAT 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		
Utilize Edusoft reports to analyze third through fifth grade data resulting from District Interim Assessments to target students' deficiencies in mathematics.	Principal, Assistant Principal, Reading Coach, Technology Coordinator, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Post homework and messages on schoolnotes.com. Provide parents teacher e-mail addresses to keep communication open between parent and teachers in grades four and five.	Principal, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Provide before/after school tutorial assistance to third through fifth grade Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students With Disabilities' identified deficiencies in mathematics benchmarks.	Principal, Assistant Principal, Classroom Teachers	09/01/2006	03/01/2007	District Strategic Plan	\$1500.00
Implement a mathematics vocabulary folder in grades four and five.	Principal, Assistant Principal, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Provide parent workshops on mathematics	Principal, Assistant Principal,	10/01/2006	05/30/2007	District Strategic	\$0.00

FCAT skills, homework skills, and organizational skills.	Classroom Teachers			Plan	
Utilize research-based instructional technology programs with students in grades three through five (i.e. Accelerated Math in fourth and fifth grades, Star Math, Riverdeep, FCAT Explorer, Math Flash).	Principal, Technology Coordinator, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Implement District's Curriculum Pacing Guides to drive instruction of the Mathematics Sunshine State Standards (SSS).	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton-Mifflin Mathematics Series

## Professional Development

Houghton Mifflin, FCAT Explorer, Destination Math, Accelerated Math, Star Math, and Math Facts in a Flash.

## Evaluation

This objective will be evaluated by scores of the 2007 FCAT Mathematics Test. District Interim Assessments will be administered throughout the year to monitor student progress. Teacher lesson plans using IPEGS guidelines will be used to monitor instruction.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Writing

**Needs Assessment**

An analysis of student performance on the 2005-2006 FCAT Writing+ test indicates that 25 percent of all students in grade four have scored below 3.5. All students will continue to receive instruction to improve upon their writing skills which are aligned to the Sunshine State Standards.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by an increase of one percent of students scoring at or above 4.0 on the 2007 FCAT Writing+ Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote the writing process throughout a variety of school events including contests and a school-wide writing fair.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Model writing lessons and provide teachers with training in holistic scoring.	Principal, Reading Coach	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Provide before/after school tutorial assistance in writing to students in grade 4.	Principal, Assistant Principal, Classroom Teachers	09/01/2006	03/01/2007	District Strategic Plan	\$3000.00
Implement Sanron Enterprise's Teach Me Writing program in grades kindergarten through fifth.	Principal, Assistant Principal, Reading Coach, Classroom teachers	09/14/06	05/30/07	District Strategic Plan	\$10000.00
Monitor adequate progress in writing by administering the District Pre/Post Writing tests to modify instruction as needed.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Houghton Mifflin Reading Series, and the Sanron Enterprise's Teach Me Writing program.

### Professional Development

Sanron Enterprise's Teach Me Writing, 4th Grade Writing workshops, and training sessions for teachers in holistic scoring.

## **Evaluation**

The objective will be evaluated by scores of the 2007 FCAT Writing+ Test. Progress monitoring will be conducted through the administration of the District Pre/Post Writing Tests.

## 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*

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

### ***GOAL 4 STATEMENT:***

Science

### ***Needs Assessment***

Scores of the 2006 FCAT Science Test indicate 24 percent of students in grade five have demonstrated mastery in science, scoring at FCAT Level 3 or higher. Students scored four percent less than the District mean scores, and 11 percent less than the State mean scores. The Science 2005-2006 FCAT data indicates that the weakest content cluster in science for fifth grade students was Earth Space Science. Our students scored at 43 percent. The strongest content clusters were Physical/Chemical and Scientific Thinking, each at 50 percent. All students will continue to be instructed in science concepts utilizing the Sunshine State Standards.

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade five will increase their scientific process skills as evidenced by \_\_% scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase awareness of the scientific process through hands-on investigations culminating in the annual school-wide Science Fair.	Principal, Assistant Principal, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the District Curriculum Pacing Guide and curriculum mapping utilizing the Sunshine State Standards (SSS).	Principal, Classroom Teacher	09/01/2006	5/30/2007	District Strategic Plan	\$0.00
Administer P-SELL science pre/post test to students in grades three through five.	Principal, Assistant Principal, Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Provide before school tutorial assistance in scientific process skills to students in grade five.	Principal, Assistant Principal, Classroom Teachers	09/01/2006	03/01/2007	District Strategic Plan	\$1000.00
Provide third through fifth grade teachers with hands-on science workshops, mentoring and modeling of lessons to enhance scientific inquiry through the University of Miami's P-SELL program.	Principal, Assistant Principal	09/01/2006	5/30/200	District Strategic Plan	\$0.00

### Research-Based Programs

McGraw-Hill State-Adopted Series, FOSS Kits and the University of Miami's P-SELL program.

### Professional Development

P-SELL training by the University of Miami for teachers in grades three through five, and District Professional Development.

## **Evaluation**

This objective will be evaluated by scores of the 2007 FCAT Science Test. P-SELL pre/post assessments will be administered throughout the year to monitor student progress in grades three through five.



## 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 checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Parental Involvement

### ***Needs Assessment***

Seven parent workshops were held during the 2005-2006 school year, of which an average of 33 percent of parents attended. An increased number of parental workshops will be offered in the evening to accommodate parents' work schedules.

## Measurable Objective

Silver Bluff Elementary School will increase parent/family/community involvement as evidenced by a two percent increase in the number of parent inservices held during the 2006-2007 school year as documented in sign-in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide workshops for parents in their home language targeting areas in which they can support their child's academic achievement.	Principal, Assistant Principal, Reading Coach	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct membership drives and provide incentives to increase PTA membership.	Principal, PTA	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Maintain a Parent Resource Center in the main office where parents can readily access pertinent school information.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Encourage parental involvement through monthly school calendars, newsletters, school website, and Connect-Ed Communications.	Principal, Assistant Principal, Technology Coordinator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Promote parent participation in The Parent Academy.	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Sponsor Report Card Night to allow another opportunity for parents/guardians to meet with their child's teacher after school hours to discuss their academic progress.	Principal, Classroom Teachers	01/01/2007	02/01/2007	District Strategic Plan	\$0.00

### Research-Based Programs

The National Parents' Teacher Association is a nationally recognized organization that has researched the effects of parental involvement on student achievement (National PTA Standards for Parents and Family Involvement Programs).

### Professional Development

Family Literacy meetings for grades kindergarten through second, FCAT Preparation workshops in grades three through five, and technology inservices in grades three through five.

## **Evaluation**

Parent attendance rosters of all school-sponsored meetings and workshops will be used to evaluate this objective.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Discipline and Safety

### ***Needs Assessment***

School records indicate that there were 29 suspensions during the 2005-2006 year, a total of 0.58% for the school year. In an effort to decrease this suspension rate as well as to promote and maintain a safe learning environment the number of out-of-school suspensions will decrease by 50%.

## Measurable Objective

Given a need to maintain a safe environment, Silver Bluff Elementary School will improve school wide discipline and safety as evidenced by a 50 percent decrease in the number of suspensions documented during the 2006–2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote fourth and fifth grade student participation in the Crime Watch Program.	Principal, Crime Watch Sponsor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Promote fourth and fifth grade student participation in the Safety Patrol Program.	Principal, Safety Patrol Sponsor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Review safety guidelines with all students during scheduled physical education classes.	Principal, Physical Education teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Assign cafeteria monitors to supervise students during scheduled lunch times.	Principal, Assistant Principal	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Sponsor a school bus safety program.	Principal, Assistant Principal, Counselor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Post Security Monitors throughout the school building to supervise student movements.	Principal, Assistant Principal, Security Monitors	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

This objective will be evaluated using the data from the school's suspension reports for the 2006-2007 school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Technology

### ***Needs Assessment***

Results of student performance on the 2006 FCAT Reading assessment indicates that the weakness content clusters in third grade are Reference and Research; fourth grade is Reference and Research; and fifth grade is Words/Phrases. Additional classroom use of technology will increase students' technological skills and academic achievement in Reading.

Results of an on-site school needs assessment survey indicated that teachers need additional professional development in the area of technology integration. The 2005 State Star Survey revealed teachers scored in the intermediate levels of technology competency and classroom integration.

## Measurable Objective

Silver Bluff Elementary School will increase technology implementation as evidenced by a 25% increase in the number of technology training sessions offered to the faculty during the 2006-2007 school year, as compared to the 2005-2006 school year as documented in sign-in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development for teachers in the area of effective classroom technology integration.	Principal, Assistant Principal, Technology Coordinator, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote school-wide use of e-mail as a viable form of communication amongst all staff and classroom teachers.	Principal, Assistant Principal, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide ongoing classroom teacher support on basic computer skills in order to promote the utilization of technological resources.	Principal, Technology Coordinator, Classroom Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for teachers on how to successfully implement Accelerated Reader and Star Reading.	Principal, Reading Coach, Technology, Coordinator, Media Specialist, Classroom Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expose teachers to online resources in the area of Reading (i.e. Division of Language Arts, Library Media, Teacher Portal, Learn Lab, etc.).	Principal, Technology Coordinator, Reading Coach, Classroom Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expand the usage of Learning Today in kindergarten through first grade.	Principal, Technology Coordinator, Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$7000.00

### Research-Based Programs

Not Applicable

### Professional Development

Learning Today, FCAT Explorer, Riverdeep, District Portal, Accelerated Reader, PMRN, Atomic Learning, Star Reading, Star Math, Accelerated Math, Math Facts, web-based resources in the area of Reading, and Edusoft workshops.

## **Evaluation**

This objective will be evaluated by documentation of teacher participation in professional development.



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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 8 STATEMENT:***

Health and Physical Fitness

***Needs Assessment***

Results from the Physical Fitness 2005-2006 FITNESSGRAM indicates that 88 percent of the students in grades four and five adequately performed on the Miami-Dade County FITNESSGRAM.

## Measurable Objective

Given school-wide focus on health and physical fitness, students in grades four and five will improve their physical fitness skills as evidenced by a one percentage point gain in students obtaining a level Gold and Silver in the 2007 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase student exposure to the importance of good nutrition by displaying posters/bulletins throughout the cafeteria.	Principal, Food Services Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement exercises/activities during physical education classes that enhance students' upper body strength using pushups.	Principal, Physical Education teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement exercises/activities during physical education classes that enhance students' abdominal strength using sit-ups.	Principal, Physical Education teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement exercises/activities during physical education classes that enhance students' endurance using step aerobics and running.	Principal, Assistant Principal, Physical Education teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage schoolwide student participation in Jump Rope for Heart.	Principal, Assistant Principal, Physical Education Teachers	12/01/2006	1/1/2007	District Strategic Plan	\$0.00
Promote schoolwide student participation in annual field day activities.	Principal, Assistant Principal, Physical Education Teachers	3/1/2007	3/1/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Teachers will participate in workshops and seminars provided by the District related to physical fitness. Teachers will consult with the American Heart Association for training and development related to execution of the Jump Rope for Heart program. Teachers will attend a workshop provided by the United States Tennis Association.

## **Evaluation**

This objective will be evaluated using the results from the 2007 Miami-Dade County FITNESSGRAM.

## 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"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Electives and Special Areas

**Needs Assessment**

Data indicates that Silver Bluff Elementary School students participated in ten field trips and/or activities that promoted musical awareness during the 2005-2006 school year. An increase in the number of field trips and/or activities that promote musical awareness will promote higher order thinking skills and overall academic achievement amongst students.

## Measurable Objective

Given instruction using the Sunshine State Standards for Music, students in grades one through five will increase their exposure to music by one percent as evidenced by student participation rosters for musical events.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote student participation in on site and off site musical activities.	Principal, Assistant Principal, Music teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide before and after-school programs in percussion, chorus, violin, trumpets and recorders.	Principal, Assistant Principal Community Education, Music teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide field trips to theatrical and musical performances.	Principal, Assistant Principal, Music teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Prepare and train students for music recitals (i.e. Superintendent's Honor Music Festival, Holiday Shows, Hispanic Heritage program, etc.).	Principal, Music teacher	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a training program for third through fifth grade violinists with assistance from the New World School of the Art's Outreach Training Program.	Principal, Assistant Principal, Music teacher	11/02/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated by an increase in student participation in musical activities as evidenced by student participation rosters for musical events conducted throughout the 2006-2007 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 10 STATEMENT:***

Return on Investment

***Needs Assessment***

Compared to similar schools, Silver Bluff Elementary's percentile ranking is 26 and the percent of the highest ROI value is 49%.

## Measurable Objective

Silver Bluff Elementary's ROI percentile ranking will increase by at least one percentage point.

### 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.	Principal, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

## *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 budgetary guidelines to be utilized in the execution of the Silver Bluff Elementary School Improvement Plan will be jointly developed between the EESAC, administration, faculty, staff and all interested stakeholders. Said guidelines will be developed, implemented and monitored during the monthly EESAC meetings as evidenced by the EESAC meeting agendas, minutes, and sign-in rosters.

### ***Training:***

Ongoing training of the members of the EESAC will be conducted utilizing District personnel in order to ensure that all EESAC members are fully apprised of the information necessary for the execution of their responsibilities.

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

Individual members of the EESAC participated in committees that developed the goals, objectives, and strategies of the School Improvement Plan. Each committee had at least one representative of the EESAC among its members.

### ***Technology:***

In order to support strategies to improve mathematics skills among fourth and fifth grade students, the EESAC facilitated the acquisition of the Accelerated Math program.

### ***Staffing:***

The EESAC will ensure that adequate resources are made available to the administration and staff in order to maximize the effectiveness with which staff carries out their responsibilities under the School Improvement Plan.



***Student Support Services:***

The EESAC will ensure that adequate resources are made available to the administration and staff in order to provide the students with the appropriate assistance necessary to enhance their educational experience

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

The EESAC will ensure that adequate resources are made available to administration and staff in order to execute the goals, objectives, and strategies of the School Improvement Plan. In addition the EESAC provided funds for student incentives for FCAT performance.

***Benchmarking:***

The EESAC will ensure that adequate monitoring of student progress takes place in order to facilitate academic success during the 2006-2007 school year.

***School Safety & Discipline:***

The EESAC will ensure that adequate resources are made available to administration and staff in order to execute the goals, objectives and strategies of the School Improvement Plan.

## *Budget Summary*

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$10,000.00
Goal 2: Mathematics	\$1,500.00
Goal 3: Writing	\$13,000.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$7,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$32,500.00</b>

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

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

*Required Signatures:*

---

*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

---

*EESAC Student Representative, as applicable*

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

---

*Region Superintendent*