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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 5061 - Dr. Carlos J. Finlay Elementary School

*FeederPattern:* Southwest Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Silvia Tarafa

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Dr. Carlos J. Finlay Elementary School*

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Dr. Carlos J. Finlay Elementary, located on the west side of the University Park Campus of Florida International University (FIU), is a Title I, dual language program school in which children speak and learn in English 60 percent of the day and speak and learn in Spanish for the remaining 40 percent. This program allows literacy skills to be reinforced in both languages. Dr. Carlos J. Finlay Elementary collaborates with FIU's College of Education (COE). As a Professional Development School (PDS), the university and school faculties work together to facilitate high levels of learning, promote an exemplary school environment for preparing teachers and create opportunities for school-based inquiries. The collaboration calls for ongoing field and student teaching placements of FIU students and professional development opportunities for Finlay Elementary teachers. Dr. Carlos J. Finlay Elementary and the COE faculty work jointly on action research projects and the supervision of student interns.

The educational program at Dr. Carlos J. Finlay Elementary fosters a bilingual/biliterate education, which is customized to meet the needs of our student population. The school follows the K-12 Comprehensive Research-based Reading Plan, Houghton Mifflin Reading Program, Language Arts/Reading, Math and Social Studies pacing guides and Early Success and Soar to Success Intervention Programs. Use of innovative programs and strategies include CRISS, America Reads, Families Learning at School and Home (FLASH/FLAP) and the All Aboard FIU internship collaboration. We also offer an Exceptional Student Education Program for students with learning disabilities and varying exceptionalities. In addition, our gifted program, a language arts program, incorporates critical thinking, higher-order skills and creative activities promoting horizontal as well as vertical growth. An Academic Education Program (AEP) enhances our already challenging dual language program where literature and journalism is used to enhance thinking skills and promote critical thinking. Additionally, the teaching enrichment activities to monitoring (TEAM) encourages and creates a thinking skills classroom which facilitates the identification of minority student for the gifted program. Students also use technology to produce multimedia publications of their work.

Given instruction using the Competency-based Curriculum, the Sunshine State Standards and the Core Curriculum Reading Program, students in grades 3 – 5 will improve their reading skills as evidenced by 71% of students scoring Level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their mathematics skills as evidenced by 73% of students scoring Level 3 or higher on the 2007 FCAT Mathematics Test. I

Given instruction using the Sunshine State Standards, 56% of students with disabilities will score Level of 3 or higher.

Given instruction using the Sunshine State Standards, 84% of our students in fourth grade will meet the state standard by scoring at or above a 3.5 on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 50% of students in grade 5 will score 3 or above as evidenced on the 2007 FCAT Science Test.

Given an emphasis to increase parental/community involvement, 61% of our parents and families will attend at least one workshop or parent event in 2006-07 as evidenced by the attendance rosters.

Given the emphasis on student attendance, 96.46% of our students will be in attendance based on the 2006-2007 Percentage of Attendance Report from the Cognos Viewer.

Given an emphasis to increase teacher usage in technology, teachers will attend at least three technology workshops in 2006-07.

Given instruction in physical education using the Competency-Based Curriculum, 88% of students in third through fifth grades will receive gold or silver medals as measured by the FITNESSGRAM.

Given instruction using the Sunshine State Standards, 71% of the students in third through fifth grade will participate in the school art gallery and different musical shows when comparing the amount of students in the 2006-07 rosters to the 2005-2006 to 2006-2007.

Dr. Carlos J. Finlay Elementary will improve its ranking on the State of Florida ROI index publication from the 71st percentile in 2004 to the 72nd percentile on the next publication of the index.

The Leadership Team analyzed the results of the Organizational Performance Improvement Snapshot Survey (OPIS), a survey administered to all staff members at the beginning of the year. Although the ratings were high in all of the seven categories, the survey reflects an opportunity for improvement in area of informing the faculty and staff regarding the allocation of human and financial resources secured. To improve on this area, the Continuous Improvement Model (CIM) will continue to be employed. The Leadership Team will provide the faculty and staff information through faculty and EESAC meetings about our school's allocation of monies.

## 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.

## **Dr. Carlos J. Finlay Elementary School**

### VISION

Our vision at Dr. Carlos J Finlay Elementary is to have our students become bilingual/biliterate; responsible and productive citizens in a global society.

### MISSION

Dr. Carlos J Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

### CORE VALUES

Dr. Carlos J. Finlay Elementary is committed to the values exposed by the District: Excellence, Integrity, Equity and Citizenship. Excellence: We pursue the highest standards in academic achievement and professional development performance. Integrity: We build positive relationships through honesty, and respect which enhances the child's social, academic and emotional well-being. Equity: We foster an environment that serves all students and aspires to eliminate the achievement gap. Citizenship: We celebrate the diversity of our community by working as a team to ensure that our students become biliterate, productive citizens in our global society.

## *School Demographics*

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Dr. Carlos J. Finlay Elementary is located on the west side of the University Park Campus of Florida International University (FIU). Dr. Carlos J. Finlay Elementary serves students from the city of Sweetwater, the designated attendance boundaries. As a professional development school working collaboratively with FIU, Dr. Finlay Elementary also offers FIU staff a limited number of allocated slots for their children. Instruction is provided in traditional classroom setting and is enhanced by our dual language program. It serves 663 students in grades prekindergarten through fifth grade. The student population is comprised of 94.7% Hispanic, 3.6% Non-Hispanic White students, 1% African-American Non Hispanic, and .7% other. Over 83% of our students participate in the free and reduced lunch program, qualifying to be a Title I School. The teachers serving these students are part of a faculty comprising of 89% Hispanic and 11% African-American. Part of this faculty includes beginning teachers to Miami-Dade County Public School system. Although new teachers are an integral part of our school, they also present unique challenges, because of their inexperience and lack of familiarity with the curriculum and the Miami-Dade Public School System. In addition, due to teacher shortages, professionals that are not educators are permitted to take an exam in order to be certified. Although this is helping to overcome shortages, it also creates a situation in which classroom management, and record keeping must be addressed and taught. These challenges, however, create additional opportunities for our staff members to act as mentors. As the mentors familiarize our new staff members with the curriculum and District procedures, they in turn reinforce their own knowledge and professional practices.

The educational program at Dr. Carlos J. Finlay Elementary fosters a bilingual/biliterate education, which is customized to meet the needs of our student population. The school follows the K-12 Comprehensive Research-based Reading Plan (CRRP), Comprehensive Mathematics and Science Plan and the Competency Based Curriculum (CBC), supplementing these with their own innovative programs. Such programs include America Reads, Families Learning at School and Home (FLASH/FLAP) and the All Aboard FIU internship collaboration. An Exceptional Student Education Program is offered for students who have met criteria. In addition, our gifted program, a language arts program, incorporates critical thinking, higher-order skills and creative activities promoting horizontal as well as vertical growth. An Academic Education Program (AEP) enhances our already challenging dual language program where literature is used to enhance thinking skills and promote critical thinking. Additionally, the Teaching Enrichment Activities to Monitoring (TEAM) program encourages and creates a thinking skills classroom which facilitates the identification of minority student for the gifted program. Students also use technology to produce multimedia publications of their work.

As one of the many strengths of Dr. Carlos J. Finlay Elementary we have highly qualified administrators and teachers. Silvia P. Tarafa, the principal of Dr. Carlos J. Finlay Elementary, is a professional educator with over 20 years of experience in Miami-Dade County Public schools. Her mission is to collaborate with students, parents, teachers, and the community to provide a high quality, child-centered, bilingual education. At Dr. Carlos J. Finlay Elementary, 36% of the teachers have Master's Degrees and four percent have Specialist's Degrees. In addition, five teachers have been recognized as National Board Certified Teachers and our Reading Coach has been recognized as Florida's Adult and Community Professor of the year for the state of Florida.

Dr. Carlos J. Finlay Elementary and its Parent Teacher Association have joined efforts with Florida International University professors and volunteers to provide a myriad of activities, workshops, and literacy classes to support our parents educational growth. The communication between our school and its community is critical if we are to support our students in their quest for academic excellence. We have implemented a parent resource center that provides our families with educational as well as community news. Dr. Carlos J. Finlay Elementary has been the recipient of the "Barbara Bush Literacy Grant" which allows our parents and students to attend English courses at our school during the evenings. Several grants that have been awarded and have extended learning opportunities to our students are the "Fifth Dimension" grant, the "IBM" grants, the "Reading Companion" grant and the "Mondo Publishing" grant. Other rewards and recognitions that have honored Dr. Carlos J. Finlay Elementary School in the past years are as follows:

Florida School Recognition Award

Recipient of Washington Mutual Education Fund monies

Superintendent's Gold Award

Superintendent's Platinum Award

Miami-Dade County Office of the Mayor and Board of County Commissioners Commendation for many achievement and academic services

United Way Student Campaign

Proclamation from the City of Miami

Miami-Dade County Public School Golden Apple Award

Dade County Public Schools School Volunteer Program Certificate of Appreciation

Proclamation from Miami-Dade County

# *School Foundation*

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## ***Leadership:***

The administrative team at Dr. Carlos J. Finlay Elementary primarily uses the school's values to guide the staff. The administrative team creates a positive and safe environment involving all employees in the day to day operation of the school. The mission statement listed on our web site and parent-student handbook is visible in all classrooms and throughout the school. A review of the survey results in the area of Leadership indicate a very positive overall score of 4.9.

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

The faculty and staff at Dr. Carlos J. Finlay Elementary is committed to following the mandates set forth by the District. Stakeholders are actively involved in all facets of goal setting implementations, decision making, evaluation and re-alignment of goals within the school. The school operates within the scope of the Continuous Improvement Model(CIM)for all strategic planning objectives. An overall score of 4.8 in the area of Strategic Planning indicates the involvement of our school community in sharing ideas and information regarding the scope of our work.

## ***Stakeholder Engagement:***

Dr. Carlos J. Finlay Elementary is a professional development school, which aspires to link with the community in several ways. Throughout the school year, stakeholders come together to improve student learning. Teacher, parents, and community members collaborate through PTA and EESAC meetings, ongoing parent workshops and involvement with Dade Partners. In addition, FIU staff collaborates with the school to implement a parental outreach program known as FLAP/FLASH. Our Community Involvement Specialist enhances our parent involvement through training and outreach programs. The school received a score of 4.8.

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

Faculty members at Dr. Carlos J. Finlay Elementary are supported and recognized for the high standards they set and their quality teaching. Teachers are empowered by attending continuous professional development in-services. The Teacher Mentoring Program provides beginning teachers with support and assistance from seasoned teachers. An overall score of 4.9 in the Human Resource Focus Category on the survey indicates that the overall school climate is a safe, friendly and nurturing environment for all staff. In addition, grade level teams are responsible for writing and reviewing lesson plans, discussing successful teaching practices and aligning instruction to data. Grade level teams are provided common planning time in order to share successful teaching practices. In addition faculty members review student data to align instruction with professional development opportunities.

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

On the six items related to measurement, analysis, and knowledge management, the school received a score of 4.9. Since assessment and monitoring are key components of the school's Continuous Improvement Model (CIM), the Leadership Team places great importance on the data collection analysis. Moreover, the Leadership Team in collaboration with other stakeholders has developed systems for using data as tool for improving student achievement and the overall operation of the school. Student performance data from the state and district

assessments is analyzed. The school Leadership Team meets with grade levels, chair persons, Reading Leadership Team, EESAC, and other faculty members to align goals, objectives, and strategies in order to improve performance. This information allows teachers to analyze their student's strengths and weaknesses and to provide appropriate instruction that facilitates growth while providing the necessary support.

### ***Education Design:***

The results of the survey (4.8) indicate that the stakeholders in the organization feel supported to provide a high quality education. Faculty and staff at Dr. Carlos J. Finlay Elementary are very satisfied with their job as evidenced through their high levels of involvement, education, productivity, and commitment to the school. The staff works cohesively focusing on the general welfare and achievement of the students. There is a high level of satisfaction on behalf of the staff.

Dr. Carlos J. Finlay Elementary employs the Continuous Improvement Plan (CIM) method for developing and implementing a research-based School Improvement Plan. The school has many committees that meet to address specific issues and processes. Additionally, the curriculum committee and sub-committees meet to discuss other critical and pending issues. As issues arise, committees composed of parents, community leaders, teachers, and/or administrators, are formed. The Leadership Team brainstorms about designated issues and makes recommendations impacting the school. The Educational Excellence School Advisory Committee (EESAC) provides support and guidance in decision making. The community at large is welcome to attend meetings and offer recommendations.

The CIM model has contributed directly to improve student achievement in all core curriculum areas. As a data-driven model, it charts the course for program implementation and systematic change.

### ***Performance Results:***

As one of the many tools available that impact decision-making, the M-DCPS survey, measuring participants' attitudes as they relate to Business Results, indicated a total rating of 4.8. Faculty and staff strongly agree with the overall allocation of the human and financial resources secured in order to provide a high quality education for all students. In addition, opportunities for parent/community education are provided.



## 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 type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Students at Dr. Carlos J. Finlay will be literate members of society.

### **Needs Assessment**

Based on the 2006 FCAT Reading Assessment, 70% of our students scored Level 3 or higher; 77% of our third graders, 62% of our fourth graders and 72% of our fifth graders scored Level 3 or higher. Subtests and Content Cluster Analysis Results demonstrate a need in the area of Comparisons. In addition, third grade students demonstrated a need in Main Idea/Author Purpose and fourth and fifth grade students demonstrated a need in Reference and Research. Furthermore, 44% of students with disabilities (SWD'S) scored at state mastery level, an increase of 6% as compared to the 2005 administration. These results indicate that the reading objectives/strategies used were successful but should be enhanced to increase the NCLB standards that require 51% of the subgroups score at the state mastery level.

### 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 Competency-based Curriculum, the Sunshine State Standards and the Core Curriculum Reading Program, students in grades 3 – 5 will improve their reading skills as evidenced by 71% of students scoring Level 3 or above on the 2007 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the CIM to analyze the 2006 DIBELS scores and results from other assessments to identify students that are strategic and intensive, to guide their instruction and determine appropriate intervention strategies.	Leadership Team, Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate technology software such as LEXIA to enhance student reading comprehension and phonemic awareness skills to target students in the lowest quartile.	Teachers, Media Specialist, Reading Leader.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide "All Aboard" FIU tutorial program which provides direct one to one instruction in phonemic awareness, fluency, vocabulary and comprehension	FIU professors, Reading Coach, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an inhouse and after school tutorial program which includes Options, Lexia and Steck-Vaughn, to target students in the lowest quartile and students with disabilities.	Reading Coach, Teachers, Tutorial Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00
Provide hourly certified teachers to target language development in English and Spanish, emphasizing comparisons, reference and research and main idea.	Administrator, hourly teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$10000.00
Incorporate FCAT question task cards into daily lessons to maintain and accelerate students scoring Level 3 and higher on the FCAT	Teachers, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the CRRP and the District approved intervention programs as well as Project Plus and America Reads.	Reading Coach, Tutorial Team, Project Plus Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00
Assess students bi-monthly with the Accelerated Reader program to improve reading comprehension.	Teachers, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

District adopted Houghton Mifflin Reading Series, Lexia, Options, Riverdeep, and Steck-Vaughn.

## **Professional Development**

As a result of the 2005-2006 Subtests and Content Cluster Analysis Results, students demonstrated a need in the areas of Comparison and Reference and Research. Therefore, teachers will attend district workshops and seminars, such as Project Creating Independence through Student-Owned Strategies (CRISS) and Using Literacy Centers and Managing the 2-Hour Block, that primarily target strategies to increase results in these areas. In addition, in-house workshops will be provided to enhance reading comprehension and vocabulary.

## **Evaluation**

The evaluation component will include 2007 FCAT Reading Test. The district interim reading assessments as well as the assessments from DIBELS and DAR, and the reports generated from STAR Reader, Accelerated Reader and Lexia programs will be analyzed in order to make necessary adjustments to the curriculum. Measuring Up will be the evaluation tool used in the tutorial program.

## 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 type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

All students will demonstrate increased performance in mathematics.

**Needs Assessment**

Based on the 2006 FCAT Math Assessment, 72% of our students scored Level 3 or higher; 74% percent of third grade students, 63% of fourth grade students and 70% of fifth grade students received Level 3 or higher. Subtests and Content Clusters Analysis Results demonstrated a need in the area of geometry. In addition, third and fourth grade students demonstrated a need in the area of data analysis, and fifth grade students demonstrated a need in the area of number sense. Furthermore, 28% of students with disabilities scored Level 3 or higher.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their mathematics skills as evidenced by 73% of students scoring Level 3 or higher on the 2007 FCAT Mathematics Test. I

Given instruction using the Sunshine State Standards, 56% of students with disabilities will score Level of 3 or higher.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students in our lowest quartile with before or after-school tutoring using Riverdeep, FCAT Explorer and Comprehensive Math Assessment Program.	Administrator, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$6100.00
Incorporate basic math skills into the Science Lab program.	Science Lab Instructor, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Establish a school bank in order to stimulate real life banking situations.	PTA/Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Enhance mathematical skills by utilizing computer based programs such as Riverdeep and FCAT Explorer.	Teachers, Math Coordinator, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the CIM to analyze the 2006 math scores to identify students that strategic and intensive, to guide their instruction and determine appropriate intervention strategies.	Leadership Team, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase mathematical speed and accuracy through participation in a school wide weekly math drill.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Hire an additional teacher for the SWD subgroup to focus on professional development in the area of mathematics. In addition, resource and inclusion class sizes have been reduced.	Administrator, SWD Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate FCAT math cards into daily lessons to maintain and accelerate the number of students scoring Level 3 or higher on the FCAT.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Harcourt, Riverdeep, and FCAT Explorer

## **Professional Development**

As a result of the 2005-2006 Subtests and Content Cluster Analysis Results, students school-wide demonstrated a need in the areas of geometry, data analysis and number sense; therefore, teachers will attend district workshops and seminars such as Principals and Standards for School Mathematics that target these areas. In addition, in-house workshops will be given to address these deficiencies.

## **Evaluation**

The evaluation component will include the district interim mathematics assessments and the 2007 FCAT Mathematics Test. The district interim mathematics assessments will be analyzed in order to make necessary adjustments to the curriculum. Measuring Up for mathematics will be used as the evaluation tool for the tutorial program.

## 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 type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

**Needs Assessment**

Based on the 2006 FCAT Writing Results, 83% of students in fourth grade scored at or above a combined score of 3.5. Furthermore, 93% of students in fourth grade scored 3.5 or above in Expository Writing while 75% scored 3.5 or above in Narrative Writing. Although this indicates that writing objectives and strategies were successful, further instruction is needed in learning an array of organizational patterns which encourages higher order thinking to improve writing.

**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, 84% of our students in fourth grade will meet the state standard by scoring at or above a 3.5 on the 2007 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize grade level writing prompts in grades 3 through 5 on a monthly basis.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Improve students' writing skills using daily journal writing activities.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and monitor the implementation of the Progress Monitoring Plan for targeted students in need of assistance.	Leadership Team, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote the school-wide participation of Feria Ole, a Spanish writing contest.	Lead Teacher, Spanish Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct school-wide writing focusing on narrative and expository texts.	Teachers, Lead Teacher, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate writing skills into the Art and Music Program using the six point rubric, targeting narrative writing.	Art and Music Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize expository and narrative writing samples to assess progress, identify effective writing strategies, and improve students' writing skills using the six point rubric.	Teachers, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide fourth grade students in our lowest quartile with after-school tutoring using Performance Writing.	Administrator, Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$6100.00

## Research-Based Programs

Houghton Mifflin



## **Professional Development**

Based on the 2006 FCAT Writing + Test, students demonstrated a need in the area of organization. In response to this need, teachers will attend professional development workshops such as Developing Leaders and Writers (DRAW) and Writing + for Grades 3 and 4. In-house inservices will also be provided to target narrative writing and the use of the rubric.

## **Evaluation**

The evaluation component will include the 2007 FCAT Writing + Test as the final data of evaluation, but will also incorporate monthly writing samples and the district assessment(s) as a progress monitoring tool. Writing Performance will be the evaluation tool used in the tutorial program.

## 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 type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

The school will provide a comprehensive science curriculum to increase the scientific knowledge of all students.

### ***Needs Assessment***

Based on the 2006 FCAT Science Results, 26% of the students in fifth grade scored Level of 3 or higher. An analysis of data demonstrated a need for improvement in the areas of Earth and Space and Physical and Chemical Sciences.

## Measurable Objective

Given instruction using the Sunshine State Standards, 50% of students in grade 5 will score 3 or above as evidenced on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate the use of the Science Lab for grades 2 through 5.	Science Lab Instructor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement science word of the week through morning announcements in Spanish and English.	Teachers, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and monitor the implementation of the Progress Monitoring Plan, using the Continuous Improvement Model, for targeted students in the mastery of the science objectives.	Leadership Team, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide parent workshop for Student Science Fair	Science Fair Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Science teachers and Science Lab instructor with inservices in the areas of Earth and Space and Physical and Chemical Sciences.	Administrators, Science Teachers, Science Lab Instructor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Science Fair and an Invention Convention to promote trial and error process.	Science Fair Coordinator, Science Teachers and Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide guest speakers to present themes and activities related to science.	Leadership Team, Teachers and Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the FOSS Kits to provide hands on exploration of scientific concepts.	Science Lab Instructor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

McGraw Hill Science Series and FOSS kits.

## **Professional Development**

Based on the 2006 Fifth Grade FCAT Science Subtest Results, students demonstrated deficiencies in the areas of Earth and Space and Physical and Chemical Sciences. In response to this need, teachers will receive training in Science pedagogy as needed. Training sessions will include "hands-on" Science, the scientific method, and infusing technology to enhance Science instruction. Workshops will include Science and Mathematics Integrated with Learning Experiences (SMILE), Creating Independence through Student-Owned Strategies (CRISS) and other training opportunities provided by the District's Math and Science department.

## **Evaluation**

The assessment components will include the Edusoft pre-test and midyear test; the 2007 FCAT Science Test as the final data of evaluation.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

The school will provide increased opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

Based on the 2005-2006 parent involvement rosters at Dr. Carlos J. Finlay Elementary, 60% of our parents and families attended workshops, literacy classes and family events to promote their child's emotional, social and academic growth.

## Measurable Objective

Given an emphasis to increase parental/community involvement, 61% of our parents and families will attend at least one workshop or parent event in 2006-07 as evidenced by the attendance rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for parent involvement in different school events.	Art Teacher, Music Teacher, Teachers, Leadership Team, Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide parents with inservices related to academic, social and emotional development appropriate by grade level.	Leadership Team, Counselor, Teachers, CIS	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote involvement for parents/community members to increase the usage of resources in the media center and Parent/Community Outreach Access Center through brochures, letters, flyers, and home visits. (PTA Standard III: Communications and PTA Standard VI: Collaborating with Community)	Media Specialist, Counselor, Reading Coach, CIS, Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote Parent/Teacher Association at events held at school and through written notification. (PTA Standard I: Communicating)	Teachers, Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Generate annual/monthly calendars, flyers, brochures, letters and website in English and Spanish on school-related events. (PTA Standard I: Communicating)	Administrators, Teachers, Counselor, Media Specialist, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Meet all perspective parents and students to encourage daily attendance and participation at school events, literacy classes, workshops and inservices. (PTA Standard I: Communicating and PTA Standard III: Student Learning)	Leadership Team, Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote attendance to enhance adult literacy program through the use of the IBM Reading Companion Program in the Families Learning at Home and School (FLASH) program. (PTA Standard II: Parenting and PTA Standard VI: Collaborating with Community)	Reading Coach, FIU Liaison, Teachers, Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

National P.T.A. Standards

## **Professional Development**

District personnel and Adult Literacy Educators will provide inservices to faculty and staff to provide strategies to recruit parents and involve them with their child's education.

## **Evaluation**

2006-2007 attendance rosters for the Families Learning at School and Home (FLASH) and parental workshops.

## 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 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 type="checkbox"/>

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

The school will provide a safe and disciplined environment for all students.

### ***Needs Assessment***

An analysis of the 2005-2006 Student Attendance Reports demonstrated that student attendance has been at 96% and above. The Percentage of Attendance Report from the Cognos Viewer shows that 96.29% of our students were in attendance for the 2005-2006 school year.



## Measurable Objective

Given the emphasis on student attendance, 96.46% of our students will be in attendance based on the 2006-2007 Percentage of Attendance Report from the Cognos Viewer.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement home visitations as needed throughout the year to ensure discipline and attendance.	CIS, Counselor, Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Recognize classes with monthly perfect attendance with pizza and ice-cream parties.	Administrators, Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the Ronald McDonald Attendance Reward Program for individual student monthly perfect attendance and classrooms with 10 consecutive days of perfect attendance.	Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Target excessive absences and tardies through phone and personal visitations.	CIS	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage discipline and safety through our Morning Announcement Incentive Program, "Good Manners".	Administrators, Teachers, Media Specialist, Project Plus Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Establish a collaborative effort with our parents to promote discipline and safety through parent inservices.	Administrators, Leadership Team, Counselor, CIS	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue with "Daily Attendance Drawing" through closed circuit t.v. morning announcements to promote daily school attendance.	Aministrators, Media Specialist, TV Crew	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00

### Research-Based Programs

N/A

### Professional Development

Professional Development in achieving strategies to increase student attendance such as workshops provided by Regional Center V for administrators.

## **Evaluation**

Attendance will be monitored on a daily, weekly, monthly and quarterly basis to ensure that students are coming to school and to identify students with excessive absences. A comparison of the 2005-2006 to the 2006-2007 Percentage of Attendance Report from the Cognos Viewer will be used final data of evaluation.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 7 STATEMENT:**

The school will promote equitable and universal access to technology.

### **Needs Assessment**

Based on the Regional Monthly Inservice Report, teachers attended an average of two workshops in the area of technology. Furthermore, the 2006-07 staff survey results indicate a need for professional development in order to increase teacher usage.

## Measurable Objective

Given an emphasis to increase teacher usage in technology, teachers will attend at least three technology workshops in 2006-07.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain computer lab in order to conduct hands on instruction in computer technology.	Microsystem Technician, Teachers, Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Maintain school web page in order to facilitate technology use for teachers, staff, students, parents and the community.	Media Specialist, Art Teacher, Music Teacher, Microsystems Technician	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Peer-Mentoring in different areas of technology.	Peer Teachers and Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue participation in our annual "La Familia, Technology Week" with our IBM sponsors.	Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the amount of professional development for teachers with in-house inservices, technology vendors and district support specialists.	Media Specialists, Teachers, Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse technology into the instructional program.	Media Specialist and Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate the electronic gradebook	Media Specialist, Lead Teacher, Teachers, Microsystems Tech	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the IBM Reading Companion grant into FLASH, the adult literacy program for students and their families.	Assistant Principal, Reading Coach, FIU Liason	10/16/2006	5/29/2007	Continuous Improvement Model	\$7437.95

## Research-Based Programs

### Professional Development

Teachers will attend district workshops as well as in-house workshops in different areas of technology such as Edusoft-Getting your School Started, Electronic Gradebook, Riverdeep-Destination Math Learning Management System and FCAT Explorer.

## **Evaluation**

The evaluation component will include the 2006-07 Regional Monthly Inservice Report and the 2007-08 Technology Staff Survey.

## 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 type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

The school will promote the overall health and fitness of students.

### ***Needs Assessment***

Based on the numbers of the 2005-2006 FITNESSGRAM award recipients, 87% of our students in third through fifth grades received gold or silver medals. There is still a need to continue to improve the health and fitness of our students.

## Measurable Objective

Given instruction in physical education using the Competency-Based Curriculum, 88% of students in third through fifth grades will receive gold or silver medals as measured by the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that an appropriate amount of instructional time is dedicated to improving cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers, Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate school-wide instruction in the classroom of nutritional values as related to the food groups.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement "Cafeteria Month" in order to promote healthy eating and nutritional awareness.	Administrators, Teachers, Cafeteria Manager	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct a school-wide Field Day event in order to promote physical fitness.	P.E. Coaches, Teachers, Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer a pre-test as a baseline measure utilizing the Fitness Gram.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor the physical education program and assessment component.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

Physical Education Teachers at Carlos J. Finlay will receive training in physical education as provided by the District.

## Evaluation

A comparison will be conducted between the 2005-2006 FITNESSGRAM results to the 2006-2007 Fitness Gram results for students in grades three through five earning a gold or silver award.

## 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 type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

All students will be given the opportunity to develop an appreciation for the arts through a comprehensive music and art curriculum.

**Needs Assessment**

Based on the 2005-2006 data, 70% of the student population participated in the art gallery and music shows. These results indicate that the strategies utilized to increase student participation in the arts were successful, but should be enhanced to include more student participation.



## Measurable Objective

Given instruction using the Sunshine State Standards, 71% of the students in third through fifth grade will participate in the school art gallery and different musical shows when comparing the amount of students in the 2006-07 rosters to the 2005-2006 to 2006-2007.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase student participating in District 11, Creative Visions Exhibition at the Patricia and Phillip Frost Museum at FIU.	Art Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct school art exhibits with local, retired community members.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Facilitate parent/student field trips to cultural events.	FLAP/FLASH COORDINATOR	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate instruction of artists and musicians through celebrations of school-wide events, e.g. African-American, Hispanic Heritage, Career Week.	Leadership Team, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate cultural and social awareness through a holiday musical for grades 3-5.	Music Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote participation in the annual Art Gallery Night	Art Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote participation in the annual musical talent show.	Music Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate dance movement and artistic expressions through Families Learning Arts Program (FLAP).	FLASH/FLAP Coordinator	8/17/2006	5/29/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Sunshine State Standards, Competency-based Curriculum

## Professional Development

The Music and Art Teachers will participate in district training and conferences in their areas.

## **Evaluation**

Based on the 2006-2007 student rosters for art and music activities, student involvement in the art gallery and music shows will increase when compared to the 2005-2006 student rosters.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 10 STATEMENT:**

Dr. Carlos J. Finlay Elementary will rank at or above the 72nd percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2004-2005, Dr. Carlos J. Finlay Elementary ranked at the 71st percentile on the State of Florida ROI index.

## Measurable Objective

Dr. Carlos J. Finlay Elementary will improve its ranking on the State of Florida ROI index publication from the 71st percentile in 2004 to the 72nd percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Secure grants in order to allocate additional monies and resources to target student's needs.	Administrators, Leadership Team and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify highly qualified teachers to conduct tutorials.	Administrators, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Partner with community agencies to assist in the education process of the students.	Administrators, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantages of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor student attendance.	Leadership Team, Community Involvement Specialist, Registrar	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

N/A

### Professional Development

In order to obtain the desired ROI, professional development will be obtained through District Budget Meetings, District Trainings, Dade Partner's Meetings, Title I Meetings, and Title I Trainings. Information will be provided to the staff to enhance their instruction and student achievement.

### Evaluation

Dr. Carlos J. Finlay Elementary will show progress towards reaching the 72nd percentile on the next state of Florida ROI index publication.

## *EESAC Compliance*

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

### ***Budget:***

The monies allocated by the state have been approved by EESAC for support staff, materials, and equipment that will enhance students' academic performance and augment the Dual Language Program and the specific individual needs of our students.

### ***Training:***

EESAC recommends the attendance and promotion of parent/teacher workshops, which are conducted at our school site. They have also agreed with the school's recommendation to continue schoolwide staff development in reading, writing, mathematics, science and technology.

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

To supplement classroom materials, EESAC has the opportunity to preview books, workbooks, computer software, and supplies which will ultimately be obtained to further assist students who are working at a lower academic level and to support the tutorial programs in reading, writing, and mathematics.

### ***Technology:***

EESAC is made aware of the technological provisions that exist at our school. Our school consists of three to five computers with Internet access and a minimum of one printer per classroom. Also, the Media Center houses fifteen computers with Internet access and a laser printer which are accessible to students, parents, and staff. Finally, our school maintains a computer laboratory with thirty computers with Internet access, two laser printers, a smart board, and various peripheral hardware to enhance the learning environment. An abundance of software is available in the Media Center to compliment the instructional activities across every academic area.

### ***Staffing:***

EESAC recommends that all staff members be cognizant of all new employees, Florida International University representatives, and volunteers. They also support the recommendations of the hiring of paraprofessionals, hourly certified teachers, and retired teachers to enhance the delivery of our Dual Language Program.

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

EESAC recommends the continuation of the process of Child Study Teams and the counseling programs that are provided at our school. The school's counselor, psychologist, speech therapist, and social worker will collaborate to meet the students' needs on an individual basis.

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

The EESAC recommends the continuation of collaboration with Florida International University through grants that compliment the dual language arts and mathematics programs. Donations made by the school's Dade Partners provide the school with miscellaneous materials that make everyday activities a success. Middle and High School student volunteers, retired teachers, professional collaborations with FIU professors, America Reads and Project Plus employees assist in the intra-curricular and extra curricular programs that promote student success. Our school also provides a family literacy program (FLASH/FLAP) that teaches English to Spanish-speaking adults as well as a homework laboratory for children to complete their assignments.

### ***Benchmarking:***

Our school benchmarks and outlines set goals and objectives to be implemented throughout the school year. Assessments, evaluations, and teaching strategies are aligned with the school's action plan in an on-going/yearly basis and reviewed throughout the school year.

### ***School Safety & Discipline:***

The EESAC works collaboratively with the faculty and student body to ensure a safe and secure work environment. This entails developing and implementing a school wide discipline program, providing clear and precise goals for securing our school grounds. Furthermore, in-services will be provided to all faculty and staff on school safety, discipline and upcoming security measures.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$16,000.00
Goal 2: Mathematics	\$6,100.00
Goal 3: Writing	\$6,100.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$7,437.95
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$36,137.95</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:*

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*Principal*

---

*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*