
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5091 - South Pointe Elementary School

FeederPattern: Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Melanie Fishman

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Pointe Elementary School

South Pointe Elementary School was established in 1991 as an experimental school through a partnership between Miami-Dade County Public Schools and Education Alternatives, Inc. (EAI), a private, for-profit corporation. The educational philosophy of this joint venture was based on the Tesseract Model which held that all children are unique entities that require Personal Education Plans. Tesseract methods are based on a broad liberal arts curriculum integrated with authentic assessment. Children were also provided with opportunities to learn based on whatever medium they were comfortable with. Assessments consisted of formal and informal self-assessments as well as portfolio development. Due to a lack of evidence supporting significant improvement in student achievement, South Pointe Elementary returned to the jurisdiction of Miami-Dade County Public Schools in 1995.

Presently, South Pointe is a pre-kindergarten through grade six school with 504 students. Ethnically, the school's student population is 61 percent Hispanic, 22 percent White, 13 percent Black and four percent are of other ethnic designations. Of these groups, 73 percent are on free or reduced lunch, 23 percent are Limited English Proficient, 24 percent are gifted and 5 percent have other exceptionalities.

South Pointe's small two-story campus sits on 5 acres of land on the south end of South Beach. Programs offered during the school day include a full time gifted program in grades one through six and an ESE inclusion program at all grade levels. After-school enrichment programs include an Academic Excellence Program focusing on Chess, and for those students in need, a variety of tutoring programs are offered in the areas of Reading and Mathematics. An after school care program consisting of homework help and fun extra curricular activities are also offered for a nominal fee.

Although no longer working under the Tesseract Model, South Pointe continues to foster each student's intellectual and emotional development, love of learning, and strength of character in an encouraging and collaborative environment. In order to continue achieving this goal, the 2006-2007 School Improvement Plan will focus on the following objectives:

Given instruction using the Sunshine State Standards, students in grades three through six will demonstrate high standards of performance in reading as evidenced by a minimum of 82 percent of students scoring at or above achievement level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through six will demonstrate high standards of performance in mathematics as evidenced by a minimum of 83 percent of students scoring at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by a minimum of 96 percent of students achieving at or above 3.5 on the 2007 administration of the FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grade five will demonstrate high standards of performance in science as evidenced by a minimum of 56 percent of students scoring at or above achievement level 3 on the 2007 administration of the FCAT Science Assessment.

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers by 15 percent, from 113 to 130, as documented by the district's record of registered parent volunteers for the 2006-2007 school year.

Given an emphasis on the Code of Student Conduct as it relates to discipline and safety, student behavior will improve as evidenced by a 5 percentage point decrease in the number of student suspensions, as documented by the number of Student Case Management forms entered for the 2006-2007 school year.

Given increased emphasis on the use of technology in education, students in grades three through six will use the Reading Plus program to increase their reading fluency rate by a minimum of 40 percentage points and increase their comprehension skills by a minimum of 25 percentage points as documented by Reading Plus Site Rate and Level Reports.

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four through six will demonstrate high standards of performance in physical fitness as evidenced by a minimum of 77 percent of students achieving Silver and Gold status on the FITNESSGRAM.

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent, from 35 in the 2005-2006 school year to a minimum of 39 referrals 2006-2007 school year.

Given increased emphasis on cost effectiveness in schools, South Pointe Elementary will improve its ranking on the State of Florida Return of Investment (ROI) Index publication by a minimum of one percentage point (from the 69th to the 70th percentile) by the next ROI Index publication.

Based on the results of the Organizational Performance Improvement Snapshot survey, South Pointe Elementary scored quite strong, with a 90 percent agreement rate (4.0 and above) in all categories. The two lowest scoring categories that we will be placing close emphasis on this school year are in the areas of Strategic Planning (4.4) and Customer and Market Focus (4.5).

Throughout the coming year, the leadership team at South Pointe Elementary will make it a priority to increase faculty involvement in strategic planning by further soliciting ideas from the faculty and staff, as well as directly communicating how the goals of the school affect each and every person's job responsibility at the school site. An

increased emphasis on Customer and Market Focus will take place as we further develop communication with parents and community members through the use of informal needs assessment surveys, as well as maintaining an ongoing dialogue with stakeholders on feelings of satisfaction and dissatisfaction with the overall performance of the school.

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.

South Pointe Elementary School

VISION

At South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster the growth of the mind and the body by enlisting the support of the entire school community. We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers.

MISSION

The South Pointe Elementary community recognizes that every child has unique gifts and talents. We accept the challenge to find and develop these qualities in a peaceful, nurturing environment.

CORE VALUES

RIGHTS

South Pointe Elementary creates a learning environment where the rights of all individuals; whether student, employee or parent, are valued by all the members of the school community. These rights shall not be infringed upon by any other member of the school community.

RESPONSIBILITY

South Pointe Elementary builds an environment where all members of the school community understand their responsibility in making the school a place where every child can achieve and fulfill their potential. The school community has the responsibility of developing our students' potential so they may become productive citizens of the United States and the World.

RESPECT

South Pointe Elementary promises to respect the rights of all individuals who are a part of the school and its extended family. In doing so, we create a safe, nurturing environment where students can develop their unique gifts and talents.

School Demographics

South Pointe Elementary, established in 1991, is located at 1050 4th Street in Miami Beach. Our small two-story campus is situated on 5.41 acres at the southern tip of South Beach. South Pointe serves students from 1st to 10th street, as well as the islands off of the MacArthur Causeway. The city of Miami Beach is a very diverse community. According the 2000 U.S. Census, 41 percent of Miami Beach's population is White, four percent is Black and 55 percent is Hispanic. The median age of the Miami Beach resident is 39. Although South Beach is better known for its rich Art Deco history, luxurious waterfront homes and condominiums, 63 percent of homes are renter occupied. The City of Miami Beach contains five elementary schools which feed into the city's only middle school, Nautilus Middle, and it's only senior high school, Miami Beach Senior.

South Pointe Elementary has always been kept in good condition, receiving scheduled maintenance and painting as needed throughout the years. Capital improvement projects scheduled for this coming school year include the renovation and upgrade of the primary playground and physical fitness field.

At present, South Pointe serves 504 students in pre-kindergarten through grade six. Ethnically, the school's student population is 61 percent Hispanic, 22 percent White, 13 percent Black and four percent are of other ethnic designations. Of these groups, 73 percent are on free or reduced lunch, 23 percent are Limited English Proficient, 24 percent are gifted and 5 percent have other exceptionalities. The student to classroom teacher ratio is 19:1. South Pointe Elementary is a Title I funded school with a 20 percent mobility rate.

South Pointe Elementary employs a total of 73 full-time staff members. Of this group are two administrators, 25 classroom teachers, one art teacher, one music teacher, two Physical Education teachers, two Special Education teachers, one media specialist, one Reading Coach, one guidance counselor, four paraprofessionals, five clerical employees and four custodial workers. The ethnic composition of the school staff is 14 percent White, 10 percent Black and 71 percent Hispanic. Twenty percent of our teachers are considered beginning teachers and 28 percent are new to the school this year. Forty-nine percent of our staff holds Master's Degrees, 16 percent hold Specialists Degrees and two faculty members hold National Board Certification.

South Pointe Elementary continues to be rated an "A" school for the third year in a row and has met Adequate Yearly Progress for two consecutive years. In 2004, South Pointe was recognized by the State of Florida as being one of the top 100 schools in the state. In order to maintain its status as a high performing school, South Pointe implements a Continuous Improvement Model that emphasizes data analysis that drives instructional programing and goals. The school prides itself on having self-contained gifted programs in grades one through six, as well as SPED inclusion programs at all grade levels. Both fifth and sixth grade classes are departmentalized in order to facilitate added focus on core subject areas. This model also serves as preparation for the middle school experience. After-school enrichment programs include an Academic Excellence Program focusing on Chess, and for those students in need, a variety of tutoring programs are offered in the areas of Reading and Mathematics. An after school care program consisting of homework help and fun extra curricular activities are also offered for a nominal fee.

The mission of the school is supported by an extensive technology program which consists of 142 networked computers located throughout classrooms, the media center and the computer lab. All computers have access to the internet as well as SuccessMaker, Accelerated Reader and Reading Plus computer programs. An IBM Reading Companion Grant was also received for the 2006-2007 school year. This program is slated to be used as an after school tutorial program for students in grade one who have scored in the high risk category of DIBELS.

South Pointe endeavors to link with the community by recruiting Dade Partners such as the Kiwanis Club of Miami Beach and participating in Kids and the Power of Work (KAPOW) through our affiliation with Publix. A strong Parent Teacher Association is evident, parent workshops are provided monthly and the focus for this school year will be to recruit and train additional parent

volunteers. We look forward to another successful year of continuous improvement and academic success.

Challenging features unique to South Pointe that many may not be aware of is that South Pointe is really not what you would call a "neighborhood school". A good portion of our student population obtain out of area hardship transfers due to parents commuting to the beach in order to work in the hospitality industry of hotels and restaurants. Another portion of our population use their second beach home/condominium address within the school boundary in order to attend South Pointe. And yet others commute from the inner city, Miami Shores, Aventura, Sunny Isles and other areas of the beach due to the outstanding reputation South Pointe has always had. Although we are flattered that so many parents choose South Pointe, challenges it presents include persistent tardiness and attendance issues that must be dealt with often throughout the school year.

School Foundation

Leadership:

Scoring an average of 4.6, the results of the 2006 Organizational Self Assessment Survey indicate that there is satisfaction with the leadership at South Pointe Elementary. The faculty and staff is clear on the organization's mission and vision and the mission is used to guide processes. It further reflects that school leadership creates a work environment conducive to achieving goals, shares information regularly, encourages learning and the sharing of information.

The South Pointe administrative team encourages the participation of all employees in decision-making and does everything possible to bolster staff morale. Faculty and grade level meetings are ongoing and promote the sharing of opinions and concerns in an open, non-judgmental environment. The Principal and Assistant Principal have an open door policy where all staff members can find the time to meet individually with administration. Due to the strong correlation between positive staff attitude, classroom instruction and student learning, the leadership team places staff opinions very high on their priority list. The administration, therefore, plans things, both little and grand, to make the staff of South Pointe feel appreciated.

District Strategic Planning Alignment:

The results of the 2006 Organizational Self Assessment Survey indicate that there is satisfaction with strategic planning processes implemented at South Pointe Elementary. Scoring an average of 4.4, the survey reflects staff satisfaction in helping to develop school goals and objectives. The South Pointe family is made aware of any decision that affects their work environment. Progress toward goals are discussed at monthly meetings. Leadership committees, meet with administration at regular intervals to discuss progress the school is making towards meeting objectives in the School Improvement Plan.

Stakeholder Engagement:

Scoring an average of 4.5, the results of the 2006 Organizational Self Assessment Survey indicate that customer and market focus is strong. Faculty and staff communicate regularly with parents, and in turn, parents feel comfortable enough with staff to communicate their needs. Since South Pointe is a relatively small school, our contact with parents and community members is ongoing. Parent communication is facilitated through phone lines in most classrooms and school email addresses. The school has a Community Involvement Specialist that keeps in contact with parents and the counselor is actively involved in parent and student outreach.

Faculty & Staff:

Survey results indicate that the school is doing a satisfactory job at Human Resource Focus, scoring an average of 4.5. Faculty and staff feel safe on the job, enjoy working with their team members, feel empowered to make changes that will improve their work, feel recognized for their efforts and are encouraged to further develop their job skills and prepare for advancement.

Teacher Mentoring Programs

Before the start of each school year, all new teachers participate in the district's New Teacher Orientation Program. The program consists of multiple days of workshops where all beginning teachers are provided an overview of

district policies, procedures, initiatives, best practices and contact information.

Under the district's Professional Assessment and Comprehensive Evaluation System (PACES) each teacher on Annual Contract status is assigned a Professional Growth Team (PGT). The PGT is comprised of a minimum of two (and sometimes three) colleague teachers who act as ongoing mentors for the new teacher throughout the duration of their first three years of teaching. Beginning teachers benefit from collaborative planning with PGT members, a minimum of two classroom observations by each PGT member and post observation collaborative meetings focusing on professional growth, collegial feedback and ongoing assistance.

All teachers at South Pointe Elementary also benefit from block scheduling which allows faculty members to plan together with their grade level. Weekly grade level planning not only reduces the feeling of isolation that beginning teachers often experience, but also gives them the ongoing support and guidance they need in lesson planning, classroom instruction and classroom management.

In addition to all of the above, the district offers all beginning teachers the option of being coupled with a veteran teacher who has retired from the school system. The veteran teacher acts as a mentor to the beginning teacher, guiding him or her throughout all phases of the school year. New teachers look upon their mentors as a valuable resource for any questions and concerns that may arise throughout the course of the school year.

Data/Information/Knowledge Management:

Data/Information/Knowledge management ranked highest on the survey, with an average of 4.6. OPIS results reflect the faculty's strength in analyzing data and making instructional decisions based on data collected. Teachers meet monthly with the leadership team to discuss the most recent student achievement assessment results. This data is also shared at faculty and EESAC meetings.

Education Design:

Scoring an average of 4.5, survey results indicate that there is satisfaction with the educational design at South Pointe Elementary. Faculty and staff are proactive in the collection of their own data, as well as in resource acquisition.

Extended Learning Opportunities:

South Pointe offers many extended learning opportunities for its students throughout the year in the areas of academics, as well as the fine arts. After-school enrichment programs include an Academic Excellence Program focusing on Chess and for those students in need, a variety of tutoring programs are offered in the areas of Reading and Mathematics. An after school care program consisting of homework help and fun extra curricular activities are also offered for a nominal fee. Summer services are also provided for at-risk students, as well as extended school year services for students with exceptional needs.

School-Wide Improvement Model:

South Pointe implements the Continuous Improvement Model (CIM) to support continued improvement in student achievement. At the start of each school year, student data is collected and closely analyzed in order to identify students at risk, prioritize skills needing improvement and to identify instructional groups for the purpose of differentiated instruction. Keeping the M-DCPS testing calendar in mind, an instructional focus timeline and calendar is used that encompasses all tested benchmarks. Weekly targets for instruction are then reviewed during grade level planning sessions. Targeted lessons are then delivered using whole group, small group and pull-out approaches. Lessons are enhanced through the use of technology, the overhead, manipulatives and performance-

based projects that emphasize a hands-on, minds-on approach. Assessments are administered on a weekly and quarterly basis. The results are then carefully analyzed in order to fine tune instruction and determine if enrichment or further tutorial is needed throughout the day and/or after school hours. As lesson delivery continues, a review of previous skills are always revisited before new information is presented and included within weekly and quarterly assessments. Monitoring of the curriculum is ongoing through informal classroom visitations by administrators, curriculum leaders and professional growth team members.

Character Education:

Through the effective implementation of Character Education, all children are involved in lessons that promote the nine core character education values: Pursuit of Excellence, Responsibility, Citizenship, Kindness, Honesty, Integrity, Respect, Cooperation and Fairness. Through these activities, students learn to appreciate their responsibility to themselves, each other, their school and their community.

Performance Results:

Scoring an average of 4.5, the results of the 2006 Organizational Self Assessment Survey indicate that there is satisfaction with the educational results at South Pointe Elementary. South Pointe is a relatively small school and, therefore, has a village like feeling where all members of the community know each other. This environment leads to high satisfaction with the items evaluated in this section. The Principal and leadership team know staff member's strengths and their abilities to contribute effectively in the team.

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 type="checkbox"/>

GOAL 1 STATEMENT:

Achievement of high standards in reading will increase annually.

Needs Assessment

Scores on the 2006 FCAT Reading Assessment indicate that 81 percent of the students in grades three through six have scored at or above FCAT Achievement Level 3, a one percentage point increase over the 2005 administration. Fifty-five percent of the students demonstrated acceptable learning gains in reading, a 20 percentage point decrease over the 2005 administration. In addition, 55 percent of the students scoring in the lowest 25 percent made acceptable learning gains in reading, a 22 percentage point decrease over the 2005 administration.

Scores on the 2006 FCAT Reading Assessment also indicate that 86 percent of White students, 72 percent of Black students, 75 percent of Hispanic students, 80 percent of Asian students, 86 percent of Multiracial students, 72 percent of economically disadvantaged students, 69 percent of LEP students and 62 percent of SWD met the state criteria for NCLB requirements.

Close examination of each cluster indicate that overall performance was strong in all grade levels. Third grade scored highest of all grade levels tested in all strands, with their strength being in Words and Phrases(86 percent) and their weakest area being in Main Idea (73 percent). Fourth grade's strength was also in Words and Phrases, scoring 83 percent, and lowest in Reference and Research (50 percent). Fifth grade scored highest in the Compare and Contrast strand (73 percent) and needs most improvement in Reference and Research (50 percent). Strengths in grade six are in the areas of Words and Phrases, as well as Compare and Contrast, both scoring at 64 percent. Main Idea scored

lowest in grade six with 60 percent. All grades and clusters were at or above district and state results.

Implications for instructions have been reviewed with teachers. Instructional timelines/calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

The percentage of students achieving high standards in reading has remained high. This strength is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on reading instruction for at risk students, after school and morning tutorial groups, and even smaller more individualized instruction for SWD groups. Opportunities for improvement for the 2006-2007 school year includes increasing learning gains in reading for all students, including our lowest 25 percent. An average of 21 percentage points were lost in these areas and we are determined to gain them back in the 2007 FCAT administration.

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, students in grades three through six will demonstrate high standards of performance in reading as evidenced by a minimum of 82 percent of students scoring at or above achievement level 3 on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement reciprocal teaching strategies in all classes to enhance reading comprehension skills.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implement guided reading instruction with all students to increase skills in phonemic awareness, phonics, fluency vocabulary and comprehension.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in Reading.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Utilize Voyager, Early Success and Soar to Success for pull-out tutorial groups with at risk students in grades one through six.	Principal, Assistant Principal, Reading Leader, Media Specialist, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize Accelerated Reader, SuccessMaker, FCAT Explorer and Reading Plus in order to reinforce and enhance skills in reading.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$65006.00
Provide enrichment activities, in the form of small group instruction and advanced academic classes, to those students consistently meeting benchmark to ensure an appropriate level of challenge for all students.	Principal, Assistant Principal, Reading Leader, AEP Teacher, Teachers of the Gifted	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide before and after school tutorial services three times per week using Reading Plus and Voyager for students scoring in the lowest 40 percent in grades three through six.	Principal, Assistant Principal, Reading Leader, Classroom Teachers, Paraprofessionals	9/05/06	3/02/07	Continuous Improvement Model	\$30800.00

Research-Based Programs

- *Houghton Mifflin Reading- M-DCPS Edition
- *Voyager
- *Early Success
- *Soar to Success
- *Reading Plus.

Professional Development

- *Project Right Beginnings Training- Kindergarten
- *Project Becoming Effective Active Readers (BEAR)- Grade 1
- *Opening Worlds of Literacy (OWL)- Grade 2
- *Developing Reading and Writing (DRAW)- Grade 3
- *Reading and Writing Standards Workshop- Grades 4-6
- *Comprehensive Research-Based Reading Plan Training- Grades K-6 *Reciprocal Teaching Strategies- Grades K-6
- *FCAT Explorer Training - Grades 2-6
- *SuccessMaker Training- Grades K-6
- *Reading Plus Training- Grades 3-6

Evaluation

PROGRESS MONITORING TOOLS

- *District Interim Assessments of Reading
- *DIBELS
- *Weekly Performance-Based Benchmark Assessments
- *Tutorial Benchmark Assessments

Final evaluation will be the 2006 administration of the FCAT Reading Assessment reflecting that 82 percent of students have scored a level three or higher.

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 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 2 STATEMENT:

Achievement of high standards in mathematics will increase annually.

Needs Assessment

Scores on the 2006 FCAT Mathematics Assessment indicate that 82 percent of the students in grades three through five have scored at or above FCAT Achievement Level 3, a four percentage point decrease from the 2005 administration. Sixty-five percent of the students demonstrated acceptable learning gains in mathematics, a 19 percent decrease under the 2005 administration.

Scores on the 2006 FCAT Mathematics Assessment indicate that 84 percent of White students, 81 percent of Black students, 75 percent of Hispanic students, 80 percent of Asian students, 75 percent of economically disadvantaged students, 65 percent of LEP students, and 54 percent of SWD met the state criteria for NCLB requirements.

Detailed cluster analysis indicates that overall performance was strong in all cluster areas. Grade three scored highest in the areas of Number Sense (75 percent), Measurement (75 percent) and Geometry (71 percent) and grade four scored highest in Algebraic Thinking (71 percent), Data Analysis (71 percent) and tied with grade three in Geometry (71 percent). Weakest strand overall was in Data Analysis. With the exception of grade four, all other grades scored under 60 percent. Implications for instruction have been reviewed with teachers. Instructional timelines, calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

The percentage of students achieving high standards in mathematics has remained high. This strength is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on mathematics instruction for at risk students, after school and morning tutorial groups, and even smaller, more individualized instruction for SWD groups. Opportunities for improvement for the 2006-2007 school year include increasing learning gains in mathematics for all students, including our lowest 25 percent. An average of 19 percentage points was lost in this area and we are determined to gain them back in the 2007 FCAT administration.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will demonstrate high standards of performance in mathematics as evidenced by a minimum of 83 percent of students scoring at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide all students daily opportunities to engage in authentic problem solving activities, incorporating the use of cooperative learning, manipulatives, critical thinking and oral / written communication of problem solving procedures in order to prepare students for state testing.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in Mathematics.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilize technology programs such as FCAT Explorer, SuccessMaker and Riverdeep with students in grades two through six in order to reinforce and enhance skills in mathematics.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Departmentalize in grades five through six in order to maximize instructional time and teacher expertise.	Principal, Assistant Principal, Mathematics Teachers in Grades 5-6	8/14/06	5/30/07	Academic Teams	\$0.00
Provide before and after-school tutorial services for students in grades three through six scoring in the lowest 40 percent three times per week using FCAT Explorer and FCAT Math Coach to be monitored through benchmark assessments.	Principal, Assistant Principal, Classroom Teachers	09/5/06	03/02/07	Continuous Improvement Model	\$14000.00
Provide enrichment activities in the form of small group instruction and advanced academic classes for those students consistently meeting benchmarks to ensure an appropriate level of challenge for all students.	Principal, Assistant Principal, teachers of the gifted, teachers of the Academic Excellence Program	08/14/06	05/30/07	Continuous Improvement Model	\$1875.00

Research-Based Programs

- *Harcourt Math Florida Edition (Grades K-5)
- *McDougal Middle School Math (Grade 6)
- *Riverdeep

Professional Development

- *Sharing of Best Practices
- *Item Specifications in Mathematics
- *Comprehensive Mathematics and Science Plan Training
- *Inquiry Based Learning

Evaluation

PROGRESS MONITORING TOOLS

- *District Interim Mathematics Assessment
- *Weekly Performance-Based Benchmark Assessments
- *Tutorial Benchmark Assessments

Final evaluation of this objective will be the 2007 administration of the FCAT reflecting a minimum of 83 percent of students have scored at or above Level 3 on 2007 administration of the FCAT Mathematics Assessment.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Achievement of high standards in writing will increase annually.

Needs Assessment

Scores on the 2007 FCAT Writing Assessment indicate that 95 percent of students in grade four met state standards in writing, achieving a combined mean score of 4.2. This score reflects a two-tenth point decrease when compared to 2006 test results.

Subgroup analysis indicates that White, Black, Asian and Multiracial students scored highest, with 100 percent of the students scoring 3.5 or higher, while 93 percent of Hispanic students, 67 percent of SWD, 93 percent of Economically Disadvantaged students and 96 percent of LEP students scored at or above mastery level on FCAT Writing.

Emphasis this year will be on the five percent of students who did not score at state mastery level. Instructional focus for 2006-2007 will be on applying the elements of effective writing, teaching writing as a process, encouraging students to use various organizational plans and steering away from formulaic writing and rote memorization of essay components. Analysis of student writing samples will reveal specific instructional needs in the areas of focus, organization, support and conventions.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by a minimum of 96 percent of students achieving at or above 3.5 on the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement effective writing strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, show-not-tell and magic words with students in grades two through six in order to enhance writing skills.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Plan and implement a schedule for writing with students in grades one through six that includes daily instruction, weekly prompts and ample practice opportunities across the curriculum to ensure adequate preparedness for the FCAT Writing test.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Incorporate classroom journal writing in Kindergarten through grade six in order to provide opportunities for written reflection on concepts learned across the curriculum.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Develop and utilize writing in the content areas in order to further reinforce and apply skills learned in writing.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in writing.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

*Houghton Mifflin Reading Series- Support of FCAT Reading & Writing

Professional Development

- *Sharing of Best Practices in Writing
- *Effective Writing Strategies Training
- *Writing Across the Curriculum Training
- *Holistic Scoring Training
- *University of Miami Writing Institute

Evaluation

PROGRESS MONITORING TOOLS

- *FCAT Writing Pre and Post Tests
- *Monthly writing prompts

Final evaluation of this objective will be the 2007 administration of the FCAT Writing Assessment reflecting a minimum of a one percent increase in students scoring at or above 3.5 in writing.

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 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 4 STATEMENT:

Achievement of high standards in science will increase annually.

Needs Assessment

Scores on the 2007 FCAT Science Assessment indicate that students in grade five scored a mean average of 324 points, an increase of 35 points over the 2006 administration, 36 points above the district and 25 points above the state. Most importantly, 55 percent of the students achieved a Level 3 or higher.

Detailed cluster analysis indicates that students scored highest in the Physical/Chemical Science cluster (67 percent) and lowest in Earth and Space cluster (57 percent). Sixty-two percent was earned in the Life/Environmental cluster and 58 percent was earned in the Scientific Thinking cluster. Although room for improvement is needed in all areas, results indicate that for the second consecutive year, our students need additional instruction and application in the area of Earth and Space Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will demonstrate high standards of performance in science as evidenced by a minimum of 56 percent of students scoring at or above achievement level 3 on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in Science.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Use non-fiction text within the Reading/Language Arts block in all grade levels to reinforce content learned in science.	Principal, Assistant Principal, Classroom Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Incorporate the use of technology for the purpose of research and investigation in grades two through six in order to enhance scientific learning.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	08/14/06	05/30/07	Career Development Programs	\$0.00
Departmentalize in grades five through six in order to maximize instruction and teacher expertise.	Principal, Assistant Principal, Grade Five and Six Science Teachers	08/14/06	05/30/07	Academic Teams	\$0.00
Implement inquiry-based learning and the scientific process within each Kindergarten through grade six lesson to ensure learners are participating in authentic activities that emphasize scientific thinking.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize manipulatives and hands-on activities in Kindergarten through grade six in order to involve students in active teaching and learning.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Coordinate a science fair involving the entire school to enhance problem-solving, cognitive thinking and the use of the scientific process.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide workshops for parents on science related topics, thereby giving families the tools to assist their children with activities related to the annual Science Fair.	Principal, Assistant Principal, Science Leader	02/15/07	02/15/07	District Strategic Plan	\$0.00

Research-Based Programs

- *Harcourt Brace Science- Grades K-5
- *Glencoe Science- Grade 6
- *FOSS Kit-based Science in all grade levels.

Professional Development

- *Sharing of Best Practices in Science
- *Inquiry- Based Learning
- *FOSS Kit-Based Science
- *Science Item Specification Training

Evaluation

PROGRESS MONITORING TOOLS

- *School-based science Pre and Post Tests
- *Weekly performance based benchmark assessments

A final evaluation of this objective will be the 2007 administration of the FCAT Science Assessment reflecting a minimum of 56 percent of students scoring at or above achievement level three.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Involvement in the school parent volunteer program will increase annually.

Needs Assessment

Results of the 2005-2006 parent volunteer sign up forms indicate that 113 parents participated in the school's registered parent volunteer program. With the need for additional room parents, teacher aides, media support assistants, proctors, tutors, computer lab assistants, career day speakers and PTA event coordinators/committee members opportunities for improvement in 2006-2007 will be to increase recruitment of parents who volunteer their services at the school.

Measurable Objective

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers by 15 percent, from 113 to 130, as documented by the district's record of registered parent volunteers for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan and deliver monthly workshops to empower parents with the skills needed to assist teachers and students in the classroom.	Principal, Assistant Principal, Counselor, Reading Leader, Community Involvement Specialist	08/14/06	5/30/07	District Strategic Plan	\$0.00
Provide and maintain a parent resource center in order for parents to have access to materials and resources to assist with math and literacy skills.	Principal, Assistant Principal, Counselor, Reading Leader, Community Involvement Specialist	08/14/06	5/30/07	District Strategic Plan	\$0.00
Implement "Parent Drop-in Day" the day before school starts in order to familiarize parents with the school and classroom teacher.	Principal, Assistant Principal, Classroom Teacher	08/10/06	08/11/06	District Strategic Plan	\$0.00
Encourage parent participation in the PTA by holding a membership drive, as well as increasing the PTA's overall visibility throughout the school.	Principal, Assistant Principal, PTA Board Members	08/14/06	5/30/07	Community Partnerships	\$0.00
Implement a parent resource fair an hour before open house to allow additional time for parents to receive information on the various programs the school has to offer, as well as literature on the parent volunteer program.	Principal, Assistant Principal, Counselor, Community Involvement Specialist	09/01/06	09/14/06	District Strategic Plan	\$0.00
Plan and facilitate a New Parent/Title I Orientation seminar in order to welcome new parents and provide information on school programs.	Principal, Assistant Principal, Community Involvement Specialist, Counselor, Reading Leader	08/14/06	08/18/05	District Strategic Plan	\$0.00

Research-Based Programs

National Standards for Parents/Family Involvement Programs

Professional Development

- *School-Based FCAT parent workshops
- *School Advisory Council meetings
- *Parent Academy Workshops.

Evaluation

PROGRESS MONITORING TOOLS

*Parent volunteer lists available from the Office of Community Services' School Volunteer Program will be monitored monthly

A final evaluation of this objective will be the district's total record of registered parent volunteers reflecting a minimum of a 15 percent increase in the number of registered parent volunteers.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

During the 2005-2006 school year, 6 students were placed on outdoor suspension. The most common cause warranting the suspensions were physical fighting among classmates. These results indicate a need for a minimum 10 percent decrease in the number of outdoor suspensions for the 2006-2007 school year.

Measurable Objective

Given an emphasis on the Code of Student Conduct as it relates to discipline and safety, student behavior will improve as evidenced by a 5 percentage point decrease in the number of student suspensions, as documented by the number of Student Case Management forms entered for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure each teacher develops and implements a classroom discipline plan.	Principal, Assistant Principal, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Review the Code of Student Conduct with students and parents in order to facilitate awareness of school rules and consequences.	Principal, Assistant Principal, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the peer mediation process in each homeroom class in order to empower students with the strategies to effectively solve conflicts through discussion, negotiation and compromise.	Principal, Assistant Principal, Counselor, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide workshops for all students on topics such as bullying, conflict resolution and respect.	Principal, Assistant Principal, Counselor	08/14/05	05/30/07	District Strategic Plan	\$0.00
Supply classroom videos to reinforce lessons delivered on character education.	Principal, Assistant Principal, Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Recognize students who consistently serve as character education role models through the use of the "Do the Right Thing" program.	Principal, Assistant Principal, Counselor, Teachers	08/14/05	05/30/06	District Strategic Plan	\$0.00
Schedule intermediate grade-level assemblies, given by the school resource officer, in order to provide information on topics such as peer pressure, bullying, drugs and violence prevention.	Principal, Assistant Principal, School Resource Officer, Counselor	08/14/06	05/30/07	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Counselor will attend:

- *Conflict Prevention Workshop
- *Peer Mediation Workshop
- *Bullying Prevention Workshop
- *Cultural Sensitivity Workshop
- *Character Education Workshop

*Counselor will meet with teachers during faculty and grade level meetings to share strategies that promote respect and overall school safety.

Evaluation

PROGRESS MONITORING TOOL

- *Suspension reports monitored quarterly

Final evaluation of this objective will be the end-of-year school suspension report reflecting a minimum of a 5 percentage point decrease in the amount of students placed on outdoor suspension.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote the use of technology for instruction and instructional planning.

Needs Assessment

Based on Reading Plus Reading Rate reports printed at the start of the school year, only 25 percent of students were reading at or above target fluency rates in August. Reading Level reports also indicated that only 8 percent of students were reading at or above their grade level. Targets for this school year will be to increase the reading fluency rate by a minimum of 40 percentage points and to also increase the percentage of students on grade level by a minimum of 25 percentage points.

Measurable Objective

Given increased emphasis on the use of technology in education, students in grades three through six will use the Reading Plus program to increase their reading fluency rate by a minimum of 40 percentage points and increase their comprehension skills by a minimum of 25 percentage points as documented by Reading Plus Site Rate and Level Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Require students in grades three through six to keep track of their Reading Plus rate/level and to set achievable goals through the use of the Reading Plus Student Progress Record Sheet.	Principal, Assistant Principal, Teachers in Grades Three through Six	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Build into the master schedule a minimum of two 1-hour block sessions or four 30-minute block sessions a week devoted to the use of Reading Plus in the computer lab.	Principal, Assistant Principal, Teachers in Grades Three through Six	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Provide ongoing support and training for teachers in grades three through six on effective utilization of the Reading Plus program.	Principal, Assistant Principal, Reading Plus Trainers and Consultants	08/01/06	05/30/07	District-wide literacy plan	\$16300.00
Enlist the support of parents by providing a Reading Plus parent workshop in order to facilitate the continued use of Reading Plus at home.	Principal, Assistant Principal, Media Specialist	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Provide classroom incentive plans such as the "70 Percent Club" and the "Five Level Club" as motivational tools that inspire students to do their best during each Reading Plus session.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Reading Plus Technology Program

Professional Development

*Reading Plus initial and follow up training- Grades 3-6

Evaluation

PROGRESS MONITORING TOOL

*Reading Plus Rate and Level reports- printed monthly

Final evaluation of this objective will be the Rate and Level report printed in May indicating that there has been a minimum of a forty percentage point increase in reading rate and a minimum of a 25 percentage point increase in reading level that translate into increased student achievement on the 2007 administration of FCAT Reading.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

High standards in physical fitness will increase annually.

Needs Assessment

Scores on the 2006 FITNESSGRAM indicate that 74 percent of students in grades four through six achieved at or above mastery level by being Silver and Gold FITNESSGRAM award recipients. One hundred percent of the 216 students were tested, Of those students, 49 percent were Gold Award recipients and 25 percent were Silver Award recipients for a total of 160 award (74 percent). Opportunities for improvement for 2006-2007 school year will be on increasing the number of Silver and Gold award recipients, specifically focusing on the 26 percent of students who did not achieve mastery level on the FITNESSGRAM.

Measurable Objective

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four through six will demonstrate high standards of performance in physical fitness as evidenced by a minimum of 77 percent of students achieving Silver and Gold status on the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Expose students to a variety of sports-related activities in order to discover each student's strength, increase self-esteem and ultimately encourage lifetime fitness for daily living and overall wellness.	Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$1200.00
Participate in the Jump-Rope for Heart program in order to promote the value of physical activity, while showing students the importance of contributing to the welfare of the community.	Principal, Assistant Principal, Physical Education Teachers	03/01/07	04/30/07	Community Partnerships	\$0.00
Plan and implement physical education activities directly aligned to assessment component items in order to better prepare students for the FITNESSGRAM.	Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Include goal-setting as an integral component of physical education in order for students to take a more proactive role in the curriculum.	Principal, Assistant Principal, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Recognize FITNESSGRAM award winners at honor roll assemblies and promotional exercises.	Physical Education Teachers Principal Counselor	10/23/05	10/27/06	District Strategic Plan	\$400.00
Inform parents of their child's fitness level twice a year in order to raise awareness of the importance of physical fitness as it relates to the overall health and well being of children.	Principal, Assistant Principal, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

- *National Content Standards delineated in the National Standards for Physical Education Training
- *Procedures and Implementation of the FITNESSGRAM Training

Evaluation

PROGRESS MONITORING TOOLS

- *FITNESSGRAM pre and progress tests
- *Weekly benchmark assessments

Final evaluation of this objective will be the end-of-year FITNESSGRAM results reflecting that a minimum of 77 percent of the students have achieved mastery level on all skills assessed.

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 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 9 STATEMENT:

Referrals for the gifted program will increase annually.

Needs Assessment

Records from 2005-2006 indicate that there was a total of 35 gifted referrals. Twenty-nine of the referrals were for students in primary grades Kindergarten through grade two and seven of the referrals were for intermediate students in grades three through five.

Measurable Objective

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent, from 35 in the 2005-2006 school year to a minimum of 39 referrals 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement an after-school Academic Excellence Program (AEP) with students in grades three through six that focuses on enhancing and enabling critical thinking skills.	Principal, Assistant Principal, AEP Teacher	09/05/06	05/30/07	Academic Teams	\$0.00
Participate in the "One Page at A Time" program, in conjunction with the Wolfsonian Museum, in order to expose students to the experience of book publishing from its initial concept to final publication.	Art Teacher Grade Five Gifted Teacher	10/01/06	04/30/07	Expanding arts opportunities	\$0.00
Continue exposing students to the fine arts by offering string, chorus, drum ensembles and drama/theater productions for selected students.	Principal, Assistant Principal, Music Teacher, Art Teacher	08/14/06	05/30/07	Expanding arts opportunities	\$500.00
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in Kindergarten through grade six to develop the thinking skills necessary to excel in advanced academic classes.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

*Annual AEP training- Teacher of AEP

*Sharing Best Practices in Critical Thinking Training- Teachers K-6

*Faculty training on the characteristics of gifted students and qualifications needed for gifted placement in order to ensure that all possible gifted candidates are properly identified and referred.

Evaluation

PROGRESS MONITORING TOOL

*A review of the total count of gifted referrals as of January, 2007

Final evaluation will be end-of-year school records reflecting a minimum of a 10 percent increase in the amount of gifted referrals over the 2005-2006 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Statewide ranking on the Return on Investment (ROI) Index value of cost effectiveness will increase annually.

Needs Assessment

The most recent data supplied from the FLDOE indicate that South Pointe Elementary ranked at the 62nd percentile on the State of Florida ROI Index, an increase of eight percentage points over the 2003-2004 index. Opportunity for improvement for this school year is to improve South Pointe's ROI Index ranking by a minimum of 10 percentage points.

Measurable Objective

Given increased emphasis on cost effectiveness in schools, South Pointe Elementary will improve its ranking on the State of Florida Return of Investment (ROI) Index publication by a minimum of one percentage point (from the 69th to the 70th percentile) by the next ROI Index publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or take advantage of a broader resource base (e.g.- private foundations or volunteer networks).	Principal, Assistant Principal, EESAC Members	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities and/or partnering with community businesses or agencies.	Principal, Assistant Principal, EESAC Members	08/14/06	05/30/07	Community Partnerships	\$0.00
Continue leasing out the school parking lot to neighboring restaurants in order to bring in added school funds to be used for special programs and student incentives.	Principal	08/14/06	05/30/07	Community Partnerships	\$0.00
Collaborate with district on resource allocation	Principal, Assistant Principal, EESAC Members	08/14/06	05/30/07	District Strategic Plan	\$0.00
Become more informed on the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC Members	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase the number of Dade Partners in order to maximize school-based financial resources.	Principal, Assistant Principal, Dade Partner Liason	08/14/06	05/30/07	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The school leadership team will participate in district and region workshops dedicated to increasing cost-effective business practices at the school level.

Evaluation

Evaluation of this objective will be the results on the next State of Florida Return on Investment (ROI) Index publication reflecting a minimum of a 10 percentage point increase over the 2003-2004 ROI percentile ranking.

EESAC Compliance

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

Budget:

The EESAC has been instrumental with its assistance in providing recommendations on how EESAC monies should be spent to support the goals and objectives of the SIP.

Training:

The EESAC analyzes and discusses the professional development needs of faculty, staff and parents.

Instructional Materials:

EESAC members review and put forth for consideration instructional materials to be used in the core subject areas.

Technology:

EESAC members gave recommendations on the school's technology needs. They suggest effective ways to spend money on purchasing technology.

Staffing:

EESAC members recommend the use of paraprofessionals to assist students and teachers in the classroom.

Student Support Services:

The EESAC recommends the continuation of school-wide programs such as Character Education, Red Ribbon Week, Career Awareness, Do the Right Thing, as well as Turn Around Student Awards that support positive personal growth for children.

Other Matters of Resource Allocation:

The EESAC helps coordinate the leasing of South Pointe's parking lot which provides added funds to support school and classroom initiatives.

Benchmarking:

The EESAC has reviewed and provided input on the instructional goals, strategies and objectives outlined in the SIP.

School Safety & Discipline:

The EESAC makes recommendations to enhance school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$95,806.00
Goal 2: Mathematics	\$15,875.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$16,300.00
Goal 8: Health & Physical Fitness	\$1,600.00
Goal 9: Electives & Special Areas	\$500.00
Goal 10: Return On Investment	\$0.00
Total:	\$130,081.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent