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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name: 5201 - South Hialeah Elementary School*

*FeederPattern: Miami Springs Senior*

*Region: Regional Center III*

*District: 13 - Miami-Dade*

*Principal: Dr. Julio T. Carrera*

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *South Hialeah Elementary School*

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South Hialeah Elementary Community Comer School is a Title I school. Our student demographics consist of 93 percent Hispanic, three percent Black, Non-Hispanic, three percent White, Non-Hispanic and one percent Asian/Indian Multiracial. South Hialeah offers the following programs: The Accelerated Reader Program, Teaching Enrichment Activities to Minorities (T.E.A.M.), Gifted Program and Academic Excellence Program (AEP) Program, and the Literacy Diet Program. In addition, we have a Special Education (SPED) Program utilizing the inclusion model including learning disabled, emotionally and mentally handicapped students. After analysis and evaluation of significant data such as the Florida Comprehensive Assessment Test (FCAT) scores, the following objectives have been identified as school-wide priorities for the 2006–2007 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, South Hialeah Elementary will demonstrate a ten percent increase in parental and community interaction as evidenced by comparing the attendance logs for the 2005–2006 and 2006–2007 school year.

Given an emphasis on a safe and orderly environment, students' case management referrals in grades kindergarten through five will decrease by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on health and physical fitness, the number of students in grades kindergarten through five will eat breakfast at school as evidenced by an increase of 10 percent of students eating breakfast in the 2006-2007 school year as compared to the 2005-2006 school year.

Given emphasis on the benefits of participating in the string program, the number of students participating in the string program will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

South Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in 2004-2005 school year to the 70th percentile on the next publication of the index.

In order to successfully achieve the objectives identified by our school and the results of the Organizational Professional Improvement Snapshot there are challenges in the financial decision-making and obstacles that interrupt the process of teaching and learning. The Educational Excellence School Advisory Council (EESAC), Comer School Development committees and our Parent Teacher Association (PTA) are part of a team that is involved in financial budgeting at South Hialeah. These committees will continue to invite our staff and other members of our community to the EESAC, Comer, PTA committee meetings and budget meetings.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

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

### *Citizenship*

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

## South Hialeah Elementary School

### VISION

The parents, students, teachers, community, and our Educational Excellence School Advisory Council (EESAC) are the educational entities that ensure our students achieve the maximum educational experience with an extensive variety of educational programs empowering not only our students, but also our community to become one entity. We are dedicated to the development of the “whole” child. Our beliefs are guided by the African proverb, “It Takes a Whole Village to Raise a Child.”

### MISSION

The mission of South Hialeah Elementary Community Comer School is to accept the challenge of preparing our students to reach their greatest potential and become responsible and contributing members of our school and the community. We are dedicated as a Comer School to addressing the developmental pathways: physical, psychological, ethical, social, language and cognitive. These developmental pathways drive the actions of our school.

## CORE VALUES

### Leadership

We at South Hialeah Elementary Community Comer School are committed to establishing an environment that generates creative thinking, collective responsibility, and collaborative action. Therefore, we are dedicated as a Comer School to involve our staff in the decision making process. Our beliefs are guided by the African proverb, "It Takes a Whole Village to Raise a Child."

### High Expectations

We are committed as a team to maximizing the use of available data, resources and strategies, while seeking experience and support of others, removing obstacles in order to maintain our grade of "A".

### Goal Setting

In our efforts to establish goals for the new school year we are faced with the obstacles of removing new challenges as regards to the staff, students, and community. Our EESAC, teachers, staff, community members, and parents work together as we are "Sailing Again Towards Academic Achievement" and establish the best goals for pursuit of excellence for our school.

### Equity

We value the diversity of our community and staff members by working to develop and respect distinctive talents, honoring the uniqueness of all individuals, identifying and dismantling obstacles, to establish a workplace environment conducive for all members.

## *School Demographics*

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South Hialeah Elementary Community Comer School is a school-wide Title I Program located on the corner of East 5th Avenue and 2nd Street in Hialeah, Florida. The school is surrounded by single-family homes within a community that is developing rapidly. Due to the number of new rental developments in the community, there is a high rate of mobility among the students. During the school year 2005-2006, the Florida Department of Education identified our school as an "A" school for the third time. Additionally, we met Adequate Yearly Progress for two consecutive years.

South Hialeah Elementary Community Comer School serves approximately 1,136 students. Of the 1,136 students at our school site, there are 17 pre-kindergarten students, 142 kindergarten students, 184 grade one students, 208 grade two students, 191 grade three students, 200 grade four students and 194 grade five students. The student demographics consist of 94 percent Hispanic, three percent Black, Non-Hispanic, three percent White, Non-Hispanic and one percent Asian/Indian Multiracial. Of this total, 84 percent are economically disadvantaged, 67 percent receive free lunch and 17 percent receive reduced meals. Of the 153 SPED students, 30 percent have specific learning disabilities and 70 percent are gifted. Additionally, 41 percent are participating in an inclusion model. Of our total population, 82 percent are LEP students: nine percent Level 1; seven percent Level 2; 13 percent Level 3; 22 percent Level 4; 31 percent Level 5.

South Hialeah Elementary Community Comer School has a total of 107 full-time staff and 71 part-time staff members for the 2006-2007 school year as compared to 102 full-time staff and 80 part-time staff members for the 2005-2006 school year. Our staff consists of 51 classroom teachers, seven new teachers, four administrators, two counselors, a speech therapist, a media specialist and four paraprofessionals. Thirty-five staff members have Masters Degrees, six hold Specialist Degrees, and three hold Doctoral Degrees. Sixty-nine percent of the instructional staff is Hispanic, 21 percent is African American, and 10 percent is White, Non-Hispanic. Additionally, four-percent of the instructional staff members are National Board Certified. Our non-instructional staff includes six custodians, five security monitors, two cafeteria monitors and 13 cafeteria workers. The teacher to student ratio is approximately 1:25. Additionally, the school utilizes resource and retired teachers to supplement classroom instruction.

South Hialeah Community Comer School has a strong and effective leadership team. The Principal- Dr. Julio T. Carrera, Assistant Principals- Ms. Yvonne Grant and Ms. Chris Penedo, Community School Assistant Principal- Ms. Shirley Thompson, United Teachers of Dade Union Stewart- Ms. Deborah Martinez, EESAC Chairperson- Ms. Estela M. Rodriguez, the EESAC members, Comer Facilitator and Writing Coordinator- Ms. Neddro H. Elvin, Reading Coaches- Ms. Eleanor E. Killings and Ms. Ofelia Charles, Comer Committee Chairpersons and the Curriculum Committee supervise and monitor progress. In addition, the designated grade-level chairpersons act as liaisons with grade groups to further support teachers and assist to implement the instructional program.

The staff at South Hialeah Elementary Community Comer School provides traditional and innovative educational services through the Comprehensive Research-Based Reading Plan (CRRP) utilizing the Houghton Mifflin Reading program. The school's SPED program includes learning disabled, emotional and mentally handicapped students. The curriculum embraces an educational initiative through the Academic Excellence Program (AEP). One component of AEP is Chess. The Chess team competes in the National, Regional, State, and District Tournaments. Many awards and trophies were received for competing in these tournaments.

South Hialeah Elementary Community Comer School has identified strengths, opportunities for improvement, and challenges. The results of the 2006 FCAT reading, mathematics, and writing test indicate a significant improvement as compared to the 2005 FCAT. However, there are opportunities for improvement in the area of mathematics.

South Hialeah's challenges as addressed by the Organizational Professional Improvement Snapshot survey that include teachers

and staff feel they are not a part of the financial decision-making process and obstacles must be removed that interrupt the process of teaching and learning. Parents, students, teachers, community members, the EESAC, and Comer School Community program, will participate in the implementation of this plan.

# *School Foundation*

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## ***Leadership:***

Based on the Organizational Performance Improvement Snapshot results (4.4) teachers and staff felt that they know and understand South Hialeah's mission and vision. Further attention needs to be focused on including teachers and staff in the decision making process of the school. Our school is dedicated to the Comer philosophy, "It Takes a Whole Village to Raise a Child." Therefore, administration will utilize the Comer, EESAC, and PTA committees to involve teachers and staff in the decision making process of our school.

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

Based on the Organizational Performance Improvement Snapshot results (4.2) teachers and staff felt that appropriate feedback is given on a timely basis on their work. Further attention will be given to solicit ideas and involve the teachers and staff in the organization and planning of our School Improvement Plan(SIP). Additionally, we will clarify school goals and the role each individual plays in meeting those goals.

## ***Stakeholder Engagement:***

Based on the Organizational Performance Improvement Snapshot results (4.5) teachers and staff felt that they know and value the customers of the school. Further attention will be given to increase communication and in our efforts, to develop a good rapport with customers.

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

Based on the Organizational Performance Improvement Snapshot results (4.5) teachers and staff felt that they collaborate effectively with their coworkers and share ideas that improve their work. Further attention will be given to improve the recognition of their work and provide professional growth and feedback.

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

Based on the Organizational Performance Improvement Snapshot results (4.3) teachers and staff felt that they understand the use of technology in analyzing data to review and determine the assessment results to make instructional decisions. Further attention will be given to offer professional development in analyzing data through technology.

## ***Education Design:***

Based on the Organizational Performance Improvement Snapshot results (4.3) teachers and staff felt that through Professional Assessment and Comprehensive Evaluation System (PACES), district and state reports, and in-house school reports they collect data about the quality of their work. They also felt that through this data, instruction is



driven. We have many extended learning opportunities for students throughout the year in the area of academics as well as the fine arts. Further attention will be given to obstacles that interrupts the process of teaching and learning.

***Performance Results:***

Based on the Organizational Performance Improvement Snapshot results (4.3) teachers and staff felt that they are satisfied with their work. Further attention will be given to involve teachers and staff to participate in the decision making of how the funds will be distributed in the school.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

South Hialeah will improve the reading proficiency of students across all grade-levels.

### ***Needs Assessment***

Results of the 2006 FCAT Reading test indicate that 31 percent of grade three students, 40 percent of grade four students, and 51 percent of grade five students tested did not score at Level 3 or above. The data attained from the School Performance Accountability Results indicate that 31 percent of all students did not achieve high standards in reading, 35 percent of all students did not make learning gains and of the lowest 25 percentile 28 percent did not make adequate progress.

Upon reviewing the data of the 2005–2006 content cluster-reading results, the following weaknesses were evident for each grade level: Students in grade three decreased in the area of Comparisons by four percent. Students in grade four decreased by six percent in the area of Main Idea/Purpose. Students in grade five decreased by five percent in the area of Word/Phrases, six percent in the area of Main Idea/Purpose, nine percent in the area of Comparisons, and eight percent in the area of Reference/Research. Disaggregation of data concludes that there is a need for increased focus on Comparisons in grade three, Main Idea/Purpose in grade four, and Word/Phrases, Main Idea/Purpose, Comparisons and Reference/Research.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve student achievement in reading.	Administration	8/14/06	5/25/07	Continuous Improvement Model	\$4000.00
Deliver instruction using the Houghton Mifflin reading series for students in grades kindergarten through five utilizing whole and small group instruction and reteaching strategies to ensure that all learning needs are met.	Reading Coaches	08/14/06	05/25/07	District-wide literacy plan	\$64000.00
Provide opportunities for classroom teachers in grades kindergarten through five to share ideas, teaching techniques, and develop long-range plans for students below, on and above grade level in reading to promote professional development.	Grade level Chairpersons K-5	08/14/06	05/25/07	District Strategic Plan	\$4000.00
Utilize the community school's after-school tutoring program to assist students performing on and below grade-level in grades three through five in reading.	Community School Assistant Principal	08/14/06	05/25/07	District Strategic Plan	\$13000.00
Provide students in grades kindergarten through five weekly computer-assisted instructions and remedial tutorial lessons to promote the use of technology in reading.	Technology Specialist	08/14/06	05/25/07	District Strategic Plan	\$43000.00
Utilize the Accelerated Reader Program in grades one through five to promote reading comprehension below, on and above grade level in reading.	Administration, Reading Coaches, Media Specialist and Technology Specialist	08/14/06	05/25/07	District-wide literacy plan	\$18000.00
Utilize the Voyager Passport Reading Intervention program before, during and after-school in grades kindergarten through	Administration and Reading Coaches	08/14/06	05/25/07	District-wide literacy plan	\$50000.00

five to assist students that are performing on and below grade level in reading.	
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## **Research-Based Programs**

1. Houghton Mifflin Reading Series.
2. Waterford Early Learning Reading Program in kindergarten
3. Soar to Success in grades three through five.
4. Voyager Passport Reading Intervention Program in grades kindergarten through five.

## **Professional Development**

Professional development will be provided in the following areas:

1. Creating independence through student-owned strategies (Criss) for classroom teachers in grades one through five, quarterly.
2. Houghton Mifflin Reading inservices for teachers in all grades, quarterly and as needed.
3. Accelerated Reader/STAR-Advanced for teachers in grades kindergarten through five, annually.
4. Project Right Beginning for kindergarten, Project B.E.A.R. for grade one, Project O.W.L. for grade two, Project D.R.A.W. for grade three, annually.
5. Reciprocal Teaching inservices, Reading Benchmark Strategies techniques inservices, Guided Reading inservices for newly hired teachers as well as professional developments scheduled by the District Reading/Language Arts Department, monthly.
6. Student Performance Indicators (SPI) inservices for all teachers, annually.

## **Evaluation**

This objective will be evaluated by the scores on the 2007 FCAT Reading test. Score reports from the Houghton Mifflin Reading integrated theme tests, district interim reading assessments, quarterly STAR assessments and interim DIBELS assessments will be used to monitor progress toward this objective. In addition, the disaggregated data from the Blast Off tutoring program will be used to monitor progress for students below grade level.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

South Hialeah will improve the performance in mathematics skills of students across the grade-levels.

**Needs Assessment**

Results of the 2006 FCAT Mathematics test indicate that 31 percent of grade three students, 40 percent of grade four students, and 53 percent of grade five students tested did not score at Level 3 or above. The data attained from the School Performance Accountability Results indicate that 31 percent of all students did not achieve high standards in math and 35 percent of all students did not make learning gains.

Upon reviewing the data of the 2005-2006 content cluster-mathematics results, the following weakness was evident: Students in grade three decreased in the area of Data Analysis by 14 percent. Students in grade five decreased in the area of Measurement by 10 percent and Algebraic Thinking by 10 percent. Disaggregation of data concludes that there is a need for increased focus on Data Analysis in grade three and Measurement and Algebraic Thinking in grade five.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve student achievement in mathematics.	Administration	8/14/06	05/25/07	Continuous Improvement Model	\$2000.00
Identify low performing students in grades three through five based on disaggregated data from the Harcourt Brace Inventory quarterly assessments and provide small group tutorial services before, during and after-school that will help monitor student progress and implement data driven instruction.	Administration	08/14/06	05/25/07	District Strategic Plan	\$49000.00
Provide students in grades kindergarten through five weekly computer-assisted instructions and remedial tutorial lessons to increase mathematics achievement.	Technology Specialist	08/14/06	05/25/07	District Strategic Plan	\$19000.00
Utilize the Acaletics Program in grades one through five to increase mathematics skills for students below, on and above grade level.	Administration and Technology Specialist	08/14/06	05/25/07	District Strategic Plan	\$43000.00
Provide opportunity for classroom teachers in grades kindergarten through five to share ideas, teaching techniques, and develop long-range plans for students below, on and above grade level in mathematics to promote professional development.	Grade level Chairpersons K-5	08/14/06	05/25/07	District Strategic Plan	\$4600.00

## **Research-Based Programs**

1. Harcourt Mathematics series utilized in grades kindergarten through five.

## **Professional Development**

Professional development will be provided in the following areas:

1. "Best Practice" for second grade teachers, annually.
2. Equity in Mathematics and Science inservice for teachers in grades three through five, quarterly.
3. Acaletics Program training for teachers in grades one through five, annually.
4. Eisenhower New Teacher Training for beginning teachers, annually.
5. District mathematics and science inservice for teachers in grades kindergarten through five, quarterly.

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Mathematics test. Score reports from the Harcourt Brace Mathematics inventory assessments, weekly chapter tests, district interim assessments and the Acaletics data analysis reports will be used to monitor progress toward this objective. In addition, the disaggregated data from the Blast Off tutoring program will be used to monitor progress for students below grade level.



## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

South Hialeah will improve the performance in writing skills of students across the grade-levels.

**Needs Assessment**

Results of the 2006 FCAT Writing test indicate that 14 percent of the students in grade four did not meet high standards as compared to 16 percent of students not meeting high standards in 2005. The data attained from the School Performance Accountability Results indicates that eight percent of the students in grade four did not score level 3.5 or above in Expository writing and 27 percent in Narrative writing. Disaggregated data concludes that there is a need for increased focus on Narrative writing in grade four.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve student achievement in writing.	Administration	08/14/06	05/25/07	Continuous Improvement Model	\$2000.00
Provide a common planning time for teachers in grades three through five to collaborate and partner evaluate students writing to eliminate reader bias for students below, on and above grade level in writing.	Administration	08/14/06	05/25/07	District Strategic Plan	\$3000.00
Implement the "Writer of the Month" Program for students in grades kindergarten through five, display copies of students' work, and reward students to promote writing across the grade levels for students that are below, on and above grade level in writing.	Administration	08/14/06	05/25/07	District Strategic Plan	\$1000.00
Implement and monitor school developed writing timeline for grades kindergarten through five to ensure that all writing components are taught to students that are on or above the desired proficiency level in writing.	Administration and Grade level Chairpersons	08/14/06	05/25/07	District Strategic Plan	\$3000.00
Utilize teacher mentors to provide opportunities for teachers in grades three through five to participate in professional development activities focused on writing strategies and techniques for students below, on and above grade level.	Administration and Writing Coordinator	08/14/06	05/25/07	District Strategic Plan	\$4620.00
Utilize technology to type selected final writing samples in grades three through five to motivate students to use the writing	Technology Specialist	08/14/06	05/25/07	District Strategic Plan	\$3000.00

process for students below, on and above grade level.	
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## **Research-Based Programs**

1. Houghton Mifflin utilized in grades kindergarten through five.

## **Professional Development**

Professional development will be provided in the following areas:

1. South Hialeah Writing Workshops (Narrative/Expository), quarterly.
2. Zelda Glazer Writing Institute, annually.

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Writing test. District prompts and our monthly South Hialeah Writes Mock Writing tests will be used to monitor progress toward this objective.

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

### **GOAL 4 STATEMENT:**

South Hialeah will improve the performance for students in science across the grade-levels.

### **Needs Assessment**

Results of the 2006 Florida Comprehensive Assessment Test (FCAT) Science test indicate that 87 percent of the students in grade five did not score at level 3 or above.

Upon reviewing the data of the 2005-2006 content cluster-science results, the following weakness was evident for students in grade five: Students in grade five decreased in the area of Physical/Chemical by 12 percent, Earth/Space by two percent, Life/Environmental by eight percent and Scientific Thinking by eight percent. Disaggregation of data concludes that there is a need for increased focus in the areas of Physical/Chemical, Earth/Space, Life/Environmental and Scientific Thinking in grade five.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve student achievement in science.	Administration	08/14/06	05/25/07	Continuous Improvement Model	\$2000.00
Utilize the District's suggested long-range plan for grades kindergarten through five in order to guide instruction for students below, on and above grade level in science.	Administration	08/14/06	05/25/07	District Strategic Plan	\$5000.00
Initiate participation in quarterly school-wide Title I science workshops for parents in grades one through five to provide strategies that will assist them in supporting their children in their academic achievements.	Community Involvement Specialist	08/14/06	05/25/07	District Strategic Plan	\$9000.00
Provide opportunities for teachers in grades three through five to participate in professional development activities that focus on curriculum, instruction, and assessment utilizing the Sunshine State Standards in science for students below, on and above grade level.	Administration	08/14/06	05/25/07	District Strategic Plan	\$5000.00
Provide opportunities for students in grades kindergarten through five to participate in hands-on science projects to promote the exploration and the importance of science using a wide variety of resources.	Administration	08/14/06	05/25/07	District Strategic Plan	\$16000.00
Identify students performing below, on and above grade level in grades three through five based on disaggregated data from quarterly assessments to assist in monitoring student progress and implementing data driven instruction in science.	Administration	08/14/06	05/25/07	District Strategic Plan	\$9000.00

## **Research-Based Programs**

1. McGraw-Hill Science Florida Edition for teachers in grades kindergarten through five.

## **Professional Development**

Professional development will be provided in the following areas:

1. Eisenhower New Teacher Mathematics and Science Workshop for beginning teachers, annually.
2. District Mathematics and Science inservice for teachers, annually.
3. Science FCAT Strategies inservice for teachers in grades three through five, quarterly.

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Science test. Score reports from the interim science tests will be used to monitor progress toward this objective.

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

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

South Hialeah will increase the parental involvement of students across the grade-levels.

### ***Needs Assessment***

Parent participation sign-in logs during the 2005–2006 school year indicate that 15 percent of parents in grades kindergarten through five did not attend school-sponsored activities, events and workshops. There is an overall need to increase parental involvement for students in grades kindergarten through five.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, South Hialeah Elementary will demonstrate a ten percent increase in parental and community interaction as evidenced by comparing the attendance logs for the 2005–2006 and 2006–2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Parent Compact (Title I parent contract) for students in grades kindergarten through five to identify the role of parents within the school to encourage a connection between the teacher, school and home.	Community Involvement Specialist	08/14/06	05/25/07	District Strategic Plan	\$4000.00
Utilize South Hialeah's Comer Committees, PTA, and Community School to involve parents of students in grades kindergarten through five in various activities with staff and students to encourage parental involvement and participation in their children's education.	Comer Facilitator, PTA President and Community School Assistant Principal	08/14/06	05/25/07	District Strategic Plan	\$5000.00
Provide monthly calendars to inform parents of students in grades kindergarten through five of current events, workshops, and activities to provide support for the continued improvement of students' academic needs.	Administration and Community Involvement Specialist	08/14/06	05/25/07	District Strategic Plan	\$6800.00
Facilitate monthly reading, mathematics, writing and science workshops for parents and community members to keep them up-to-date with current techniques and strategies utilized in the classroom.	Administration and Community Involvement Specialist	08/14/06	05/25/07	District Strategic Plan	\$5000.00
Encourage parents' participation in decision-making groups such as the Parent Teacher Association (PTA), People Acting for the Community Together (PACT) and the Educational Excellence School Advisory Council (EESAC) to improve parental involvement.	PTA President and EESAC Chairperson	08/14/06	05/25/07	District Strategic Plan	\$1500.00



## **Research-Based Programs**

Not Applicable

## **Professional Development**

Professional development will provided in the following areas:

1. Parental Involvement Workshops (English and Spanish), monthly.
2. Educational Plan (IEP), Student Performance Plan (SPP) and Academic Improvement Plan (AIP) training, annually.
3. Title I Parent Fair, annually.
4. Title I Community Involvement Specialists' Orientation, annually.

## **Evaluation**

This objective will be evaluated and monitored by using data from the Title I monthly parent contact report, sign-in logs, signed parent compacts and the average number of parents and community members attending school-sponsored activities, events, and workshops for the 2006-2007 school year as compared to the 2005-2006 school year.

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

### **GOAL 6 STATEMENT:**

South Hialeah will decrease the number of referrals for disciplinary problems in grades kindergarten through five.

### **Needs Assessment**

The number of student behavior referrals during the 2005–2006 school year indicates that 39 percent of students were referred for disciplinary problems in grades kindergarten through five. Data from the Student Services/Case Closure Breakdown report indicates that there is an overall need to decrease the number of student behavior referrals for students in grades kindergarten through five referred for disciplinary problems by 10 percent.

## Measurable Objective

Given an emphasis on a safe and orderly environment, students' case management referrals in grades kindergarten through five will decrease by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review the student code of conduct with parents of students in grades kindergarten through five to increase their awareness of student expectations.	Administration and Community Involvement Specialist	08/14/06	05/25/07	District Strategic Plan	\$2000.00
Utilize the Parent Compact (Title I parent contract) for students in grades kindergarten through five with behavioral problems to identify the role of parents within the school to encourage a connection between the teacher, school and home.	Administration and Community Involvement Specialist	08/14/06	05/25/07	District Strategic Plan	\$7000.00
Initiate parent conferences in grades kindergarten through five for students demonstrating behavioral problems.	Administration	08/14/06	05/25/07	District Strategic Plan	\$2000.00
Provide opportunity for classroom teachers in grades kindergarten through five to share classroom management techniques and develop disciplinary plans for students with disciplinary problems.	Administration, Counselors and Community Involvement Specialist	08/14/06	05/25/07	District Strategic Plan	\$2000.00
Ensure that teachers are implementing their discipline plan in grades kindergarten through five to decrease the number of behavior referrals.	Administration	08/14/06	05/25/07	District Strategic Plan	\$500.00

### Research-Based Programs

Not Applicable

## **Professional Development**

1. Professional development will provide training to teachers and students on behavior modification by utilizing techniques.
2. Bullying workshops will be provided to teachers and students by counselors.

## **Evaluation**

This objective will be evaluated and monitored by using data from the Student Services/Case Closure Breakdown report that indicate the number of student behavior referrals for the 2006-2007 school year as compared to the 2005-2004 school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### **GOAL 7 STATEMENT:**

South Hialeah will increase the number of students using technology through the FCAT Explorer Program.

### **Needs Assessment**

Results from the 2005–2006 school year FCAT Explorer reports indicate that 85 percent of students in grades three through five utilized technology through FCAT Explorer. Therefore, there is a need to increase the number of students utilizing the FCAT Explorer program by 10 percent for the school year 2006-2007.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the four step Plan-Do-Study-Act Cycle (PDSA) utilized in grades kindergarten through five to improve the usage of technology.	Technology Specialist and Computer Teacher	08/14/06	05/25/07	Continuous Improvement Model	\$2000.00
Schedule semi-annual inservices for parents of students in grades three through five to provide technology instruction on promoting the usage of FCAT Explorer at home.	Technology Specialist and Computer Teacher	08/14/06	05/25/07	District Strategic Plan	\$1000.00
Identify low performing students in grades three through five based on desegregated data from quarterly assessments and provide small group tutorials utilizing the Riverdeep program.	Technology Specialist and Computer Teacher	08/14/06	05/25/07	District Strategic Plan	\$13000.00
Schedule semi-annual inservices for teachers of students in grades three through five to assist in the usage of the FCAT Explorer program and promote professional development.	Technology Specialist and Computer Teacher	08/14/06	05/25/07	District Strategic Plan	\$3000.00
Utilize the FCAT Explorer program as a tutorial in grades three through five to assist with below, on and above grade level students.	Technology Specialist and Computer Teacher	08/14/06	05/25/07	District Strategic Plan	\$2000.00

## Research-Based Programs

1. FCAT Explorer program training for students in grades three through five.
2. Waterford Early Learning Reading for students in kindergarten.

## **Professional Development**

Professional development will be provided in the following areas:

1. FCAT Explorer program training for teachers in grades three through five, semi-annually.
2. Attend Waterford training for kindergarten teachers, annually.

## **Evaluation**

This objective will be evaluated and monitored by using reports from the FCAT Explorer program for the 2006-2007 school year as compared to the 2005-2006 school year.

## 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 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:**

South Hialeah will increase the number of students eating breakfast at school.

**Needs Assessment**

The results from the district meal reports indicates that 24 percent of students in grades kindergarten through five are eating breakfast at school. Therefore, there is a need to increase the number of students in grades kindergarten through five by 10 percent.



## Measurable Objective

Given an emphasis on health and physical fitness, the number of students in grades kindergarten through five will eat breakfast at school as evidenced by an increase of 10 percent of students eating breakfast in the 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize classroom teachers to promote health education to students in grades kindergarten through five on the importance of eating breakfast.	Cafeteria Manager	08/14/06	05/25/07	District Strategic Plan	\$2000.00
Schedule in-house field trips from 4-H University of Florida and Miami-Dade AHEC health programs for students in grades kindergarten through five to emphasize the importance of eating breakfast.	Grade level Chairpersons K-5	10/09/06	12/01/06	Community Partnerships	\$4000.00
Schedule annual inservices for parents of students in grades kindergarten through five to provide information on the importance of eating breakfast.	Cafeteria Manager, Community Involvement Specialist and PTA	08/14/06	05/25/07	District Strategic Plan	\$1000.00
Utilize our Harcourt Brace Science textbook to instruct students in grades kindergarten through five on various topics concerning health issues and the importance of eating breakfast.	Administration	08/14/06	05/25/07	District Strategic Plan	\$6000.00
Implement "Eat Breakfast With Your Child Day" for students in grades kindergarten through five to promote healthy eating habits.	Cafeteria Manager and PTA	11/14/06	12/15/06	District Strategic Plan	\$1500.00

## Research-Based Programs

Not Applicable

## **Professional Development**

Professional development will be provided in the following areas:

1. Counselors and cafeteria manager will train students on the importance of eating breakfast, annually.

## **Evaluation**

This objective will be evaluated and monitored by using data from district meal reports for the 2005-2006 school year as compared to the 2004-2005 school year.

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

**GOAL 9 STATEMENT:**

South Hialeah will increase the number of students participating in the string program.

**Needs Assessment**

The results from the attendance logs indicate that 13 percent of 391 students in grades three and four participated in the string program for the school year 2005-2006. Therefore, there is a need to increase the number of students participating in the string program in grade three and four by five percent.

## Measurable Objective

Given emphasis on the benefits of participating in the string program, the number of students participating in the string program will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule quarterly inservices for music teachers of students in grades three and four to improve proficiency in teaching and playing musical instruments using the Suzuki method.	Music Teachers	10/09/06	05/25/07	District Strategic Plan	\$3000.00
Invite parents of students in grades three and four who participate in the string program to motivate students to observe in-house concerts of students playing Viola, Violin and Cello.	Music Teachers	10/09/06	05/25/07	District Strategic Plan	\$1000.00
Schedule weekly music instruction for the students in grades three and four to improve proficiency in playing string instruments.	Music Teachers	10/09/06	05/25/07	District Strategic Plan	\$1000.00
Schedule field trips to motivate students in grades three and four to appreciate, participate and observe professional musicians using an array of string instruments.	Music Teachers	10/09/06	05/25/07	District Strategic Plan	\$3000.00
Schedule annual inservices for parents of students in grade three and four to provide music instruction and promote its usage.	Music Teachers	08/14/06	05/25/07	District Strategic Plan	\$2630.00

## Research-Based Programs

Not Applicable

## Professional Development

Professional development will be provided in the following area:

1. Music teachers will attend string workshops provided by the district, quarterly.

## **Evaluation**

This objective will be evaluated and monitored by using the string club attendance logs for the 2006-2007 school year as compared to 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 10 STATEMENT:***

South Hialeah will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its program.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2004-2005, South Hialeah ranked at the 69th percentile on the State of Florida ROI index.

## Measurable Objective

South Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in 2004-2005 school year to the 70th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration	08/14/06	05/25/07	District Strategic Plan	\$1000.00
Collaborate with the district on resource allocation.	Administration	08/14/06	05/25/07	District Strategic Plan	\$3000.00
Consider collaboration with other schools about their use of financial resources in relation to school programs.	Administration	08/14/06	05/25/07	District Strategic Plan	\$5000.00
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Administration, EESAC and PTA	08/14/06	05/25/07	District Strategic Plan	\$2500.00
Consider shared use of facilities, partnering with community agencies.	Administration, EESAC and PTA	08/14/06	05/25/07	Community Partnerships	\$1000.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication, South Hialeah Elementary will show progress toward reaching the 70th percentile.

## *EESAC Compliance*

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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:***

Educational Excellence School Advisory Council (EESAC) recommended that the school provide educational materials to enhance student achievement. Also, EESAC recommended utilizing the funds for duplicating paper, disk drives, ink cartridges and updated software and furnishings for students, teachers and staff. Additionally, EESAC recommended continuing funding the field trip for students who excel in our Accelerated Reading Program (AR) and chess tournaments as well as supporting the Safe Schools Initiative by assisting with the purchase of two-way radios for security monitors and the crisis team. EESAC members will promote the attendance of teachers and staff to participate in the EESAC meetings and to assist with the financial decision-making process.

### ***Training:***

EESAC recommended by consensus that administrators, writing coordinator and reading coaches provide inservices in mathematics, reading, writing, and science. Selected teachers will continue to attend inservices and share the information acquired with other staff members. Additionally, we recommended that on-going training be presented by our assistant principals on PACES and inservices continue to be provided to our parents with information on a variety of subject areas including reading, writing, mathematics, and science.

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

EESAC, along with the testing coordinators and the reading coaches, identified testing practice materials for FCAT and gave teachers the opportunity to select the items best suited for the needs of the students.

### ***Technology:***

EESAC recommended that funds continue to be used for duplicating paper, disk drives, ink cartridges and updated computer software for students, teachers and staff.

### ***Staffing:***

EESAC members participated on the interviewing committees to select new personnel.



***Student Support Services:***

EESAC recommended that selected members participate in the continuation of counseling programs offered by Miami Children's Hospital and Children Psychiatric Center services.

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

EESAC recommended that substitute teachers will be provided by the principal to allow teachers to participate in various programs such as; the annual Technology Conference in Orlando and the Comer Conference held at the Radisson Mart Hotel.

***Benchmarking:***

EESAC recommended continuing the implementation of Voyager Reading Intervention program as our tutorial for reading and the Acaletics program for mathematics.

***School Safety & Discipline:***

EESAC recommended the continuation of programs such as D.A.R.E., T.R.U.S.T., and Caught You Doing Something Good.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$196,000.00
Goal 2: Mathematics	\$117,600.00
Goal 3: Writing	\$16,620.00
Goal 4: Science	\$46,000.00
Goal 5: Parental Involvement	\$22,300.00
Goal 6: Discipline & Safety	\$13,500.00
Goal 7: Technology	\$21,000.00
Goal 8: Health & Physical Fitness	\$14,500.00
Goal 9: Electives & Special Areas	\$10,630.00
Goal 10: Return On Investment	\$12,500.00
<hr/>	
<b>Total:</b>	<b>\$470,650.00</b>

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

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

*Required Signatures:*

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*Principal*

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*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*