
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5241 - South Miami K-8 Center

FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Marcia Pennington

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Miami K-8 Center

South Miami K-8 Center is a magnet school of excellence for visual and performing arts. The magnet program offers a comprehensive educational curriculum to facilitate artistic training and creative development in state of the art facilities. The elementary program consists of students recruited from target schools, eligible for transportation, in addition to students recruited from home school. The elementary magnet strands are Visual Arts, Music, Dance, and Theatre. The Grade 6 magnet program, currently offered to neighborhood students and 5th grade magnet students who chose to attend the K-8 Center, is made of two strands, Computer Arts Technology (CAT) and Culturally Inspired Education (CIE). The magnet students constitute 53% of the total school population with the remaining 47% coming from the surrounding community.

South Miami K-8 Center serves a diverse community of high to low income families. Presently the ethnic population of 580 students is comprised of 67% Hispanic, 17% Black, 12% White, and 4% Other. In addition, the student body consists of Varying Exceptionalities (9%), Gifted (9%), ESOL (13%), and Economically Disadvantaged (56%).

The new millennium requires knowledge of technology and high academic skills, for they are vital components in becoming successful, productive citizens. South Miami K-8 Center commits to making basic skills in computers and achieving high academic standards a reality for all our students. An extended family of teachers, parents, students, community, and business leaders will provide an enriching environment in order to make South Miami K-8 Center a truly superior center for learning. Its small size, individualized arts programs, high student achievement levels, and warm, nurturing environment, make South Miami K-8 Center a very special place.

Given instruction in the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 86 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction in the Sunshine State Standards, students in Grades 3-6 will improve their Mathematics skills as evidenced by 76 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards in the Writing components, Focus, Organization, Support, and Conventions, fourth grade students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Writing as evidenced by 88% of students scoring 3.5 or above.

Given instruction using Sunshine State Standards, 73.92% of fifth grade students will score at proficiency on the 2007 FCAT Science test.

Given an emphasis on educational awareness and parental opportunities to participate in student academic outreach activities, 7 parent workshops will be presented during the 2006-2007 school year as evidenced by the agendas or program descriptions and attendance logs.

Given an emphasis on prevention programs to promote the safety of children, South Miami K-8 Center students will participate in a minimum of four safety programs during the 2006-2007 school year.

Students in grades 1-6 will show evidence of using technology as an instructional tool.

Given instruction in physical education standards, 50% of the students in Grades 4 and 5 will improve their flexibility as measured by the pre and post tests of the FITNESSGRAM.

South Miami K-8 Center will increase enrollment in the CAT and CIE Magnet programs as evidenced by an increase of 10% from the previous year.

South Miami K-8 Center will improve its ranking on the State of Florida ROI index publication from the 46th percentile in 2004 to the 51st percentile on the next publication of the index.

South Miami K-8 Center holds academic performance in very high esteem. The strategies identified are designed to address the needs of all students in order to meet performance standards. Emphasis is placed on additional assistance and motivation to address students who are not maintaining performance standards. Through professional development, teachers and administrators will ensure that all students are receiving the essential components of instruction based on District mandates. Following an analysis of the Office of Performance Improvement (OPI) Survey, we will build upon the following two areas. Through the use of open communication, teachers will be informed of decisions primarily affecting them and will be provided opportunities to help in the decision making process (2A). In addition, the survey indicated that some employees of the organization do not feel that their work location asks them what they think (1G). In the future, committees will be formed to address and communicate staffs' concerns directly to administration. Through our continuous school improvement initiative and the collaboration with parents, staff, and community, we will strive to prepare students to become productive, responsible, and problem solving citizens who are ready to meet the challenges of our technological and multicultural society.

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 Miami K-8 Center

VISION

South Miami K-8 Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students is embedded in our our mission to develop the whole child in an enriching academic environment, and promote lifelong learners in pursuit of excellence, utilizing the visual and expressive arts and technology.

MISSION

The staff, parents, and community of South Miami K-8 Center believe that ALL students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the achievement of excellence in education, as it relates to citizenship, academics, and the integration of the expressive arts.

CORE VALUES

Excellence - We strive for the highest standards in academic achievement and organizational performance.

Integrity - We build integrity through character education and respect for the feelings and abilities of others, in order to enhance self-esteem and well being for our students, staff, parents, and community.

Equity - We strive to recognize individual differences and guide each student to achieve and develop to their fullest potential as we close the achievement gap among our diverse population.

Citizenship - We celebrate individual talents and abilities, encouraging each individual to respect the uniqueness of every student and adult within the learning community as they prepare to become productive members of society.

School Demographics

South Miami K-8 Center is located on 9.22 acres of land at 6800 SW 60 Street in South Miami. The 57 year old school has been retrofitted to provide Internet access to all of the classrooms and has 4-5 computers with appropriate furniture in every classroom as well as a computer lab. A 24 classroom building for grades 5-8 as well as an art and music suite is presently being constructed. The original Visual and Performing Arts Magnet in grades 3-5 includes Art, Music, Dance, and Theatre. The newly created magnet strands for grades 6-8 are Computer Arts Technology (CAT) and Culturally Inspired Education (CIE).

The school serves grades prekindergarten through six. The local community consists of a diverse population of high to low income families. South Miami K-8 Center serves 580 students from communities throughout greater Miami-Dade County, including Varying Exceptionalities (9%), Gifted students (9%), ESOL students (13%), and Economically Disadvantaged students (56%). The average attendance for the 2005-2006 school year was 96.33%. The ethnic makeup of the student population is 67% Hispanic, 17% Black, 12% White, and 4% Other. Additionally, our community business partners and school clubs/organizations provide resources to strengthen and support academic programs and meet individual student needs.

The staff of the school is comprised of 66 full-time staff members. Of this group, 3 are administrators, 44 are classroom teachers, 5 are exceptional student education teachers, 2 are guidance counselors, 1 is a security monitor, 1 is a media specialist, 2 are paraprofessionals, 3 are custodians, 1 is the cafeteria manager, and 6 are clerical employees. The ethnic makeup of the faculty consists of 40% White, 46% Hispanics, 12% Black, and 2% Other. The faculty is made up of 14% male, 86% female, with 30 of the teachers having a Masters Degree, 1 teacher with a Doctorate Degree, and 6 National Board Certified teachers. All instructional staff and paraprofessionals are highly qualified.

School Foundation

Leadership:

Most of the faculty and staff members agree that they know what the organization is trying to accomplish and feel that the supervisor uses the work locations' values to guide them.

Most of the faculty and staff also feel that the supervisor creates a positive work environment, encourages learning that will help advance their careers, and shares information with them about the organization.

An area of concern is that some members of the faculty and staff feel that the organization does not ask them what they think.

District Strategic Planning Alignment:

Most of the faculty and staff responded that the school is making progress on their group's part of the plan and they are in agreement that they know the parts of the organizational plans that affect their work.

Less of the faculty and staff felt that the organization asks for their ideas as it plans for the future.

Stakeholder Engagement:

Most of the staff felt that they keep in touch with their customers and know who the most important customers are.

Less of the faculty and staff feel that they are allowed to make decisions to solve problems for their customers.

Faculty & Staff:

A high percentage of the faculty and staff agree that they have a safe place to work, that the supervisor of the organization cares about them, and that they are allowed to make changes that will improve their work.

A high percentage agree that mentorship programs create a cooperative work environment where they can work as a team, but they would like the supervisor to encourage them more to develop their job skills so that they can advance in their careers.

An area which could be improved for the administration is to create more strategies to recognize the faculty and staff for their work. Many of them feel that they do not have control over their work process.

Data/Information/Knowledge Management:

The faculty and staff recognize that they get all of the important information they need to do their work.

The faculty and staff recognizes that the administration knows how the measures used in their work fit into the organization's overall measures of development.

The staff would like more information about how their work location is doing.

Education Design:

The administration knows how well the organization is doing financially which has enabled the school to offer tutoring in math and reading by certified teachers before, during, and after school. The school also provides classes in Spanish S and the Academic Excellence Program before and after school. The Principal Run After School Care Program supports the curriculum by providing help with homework and extended activities in computer, arts and crafts, dance, and sports.

The majority of the faculty and staff agree that their work product meets all requirements for high quality and excellence. This enables the school to use the Continuous Improvement Model to meet the objectives of the District Strategic Plan. South Miami K-8 Center offers Gifted classes and Varying Exceptionalities classes. In the Expressive Arts, the magnet strands include Visual Arts, Music, Dance, and Theatre, Computer Arts Technology and Culturally Inspired Education. Students from all the NCLB subgroups are actively recruited and admitted into the Magnet program if they meet the artistic criteria.

Performance Results:

Data indicates that the retention rate of 10% needs to be reduced on the third grade level.

The success of the co-teaching inclusion model in grades 3, 4, and 5 has been expanded to grades 2 and 6.

We had perfect property and financial audits.

Adequate Yearly Progress was met by all subgroups.

100% of teachers are highly qualified based on the appropriate certification and registered through the HOUSSE process.

The suspension rate at South Miami K-8 Center is 2% for the 2005-2006 school year.

The Discipline Committee including administrators, counselors, security monitor, and teachers are developing alternatives to indoor and outdoor suspension.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All South Miami K-8 Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Reading.

Needs Assessment

An assessment of 2006 FCAT Reading scores reveals that 90% of our students scored at Level 3 or above.

In Grade 3 emphasis needs to be placed on Comparisons at 66%, Words and Phrases at 71%, and Main Idea/Purpose at 72% scoring at proficiency.

In Grade 4 emphasis needs to be placed on Reference/Research at 50%, Comparisons at 70%, and Main Idea and Words/Phrases at 72% scoring at proficiency.

In Grade 5 emphasis needs to be placed on Words/Phrases at 71%, Main Idea at 76%, and Comparisons at 80% scoring at proficiency.

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 in the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 86 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data using the Continuous Improvement Model (CIM) to plan and implement differentiated instruction based on the individual needs of students.	Classroom Teachers Administrators Reading Leader	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Conduct annual Reading Night activities to encourage implementation of Reading strategies at home.	Classroom Teachers Administrators Reading Leader	10/25/2006	5/31/2007	District-wide literacy plan	\$0.00
Implement use of JUST READ, FLORIDA! K-12 Comprehensive Research-Based Reading Plan (CRRP) and Houghton Mifflin Reading Series in all grade levels.	Classroom Teachers Exceptional Student Education Teachers English as a Second or Other Language (ESOL) Teacher Reading Leader Administrators	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
Increase MAZE scores through appropriate intervention strategies based on the Edusoft reports.	6th grade Classroom Teachers Administrators Reading Leader	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Increase DIBELS scores through appropriate intervention strategies based on the PMRN reports.	Classroom Teachers Administrators Reading Leader Parents	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Remediate Level 1 and Level 2 students and subgroups (Grades 3-6), as well as students identified as being at risk, based on assessment data.	Classroom Teachers Administrators Reading Leader	8/14/2006	5/31/2007	Small Learning Communities	\$6000.00
Incorporate the use of Early Success, Leaptrack Assessment and Instructional System, Lexia Phonics Based Reading programs, Quick Reads, Soar to Success, and Voyager Passport and use interim and other evaluations provided by each program.	Classroom Teachers Administrators Reading Leader	8/14/2006	5/31/2007	District-wide literacy plan	\$500.00
Train teachers in strategies to continue to challenge students at Level 3 or above.	Reading Leader Administration	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00

Train teachers on interpretation of Edusoft and DIBELS data and implement strategies to meet individual student needs.	Reading Leader	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
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Research-Based Programs

South Miami K-8 Center implements the Houghton Mifflin series with support materials. Supplemental materials include Accelerated Reader (AR), Early Success, Leaptrack Assessment and Instruction System, Lexia Phonics Based Reading, QuickReads, Soar to Success, Earobics Vocabulary and Voyager Passport.

Professional Development

Selected teachers will attend CRISS, training in Differentiated Instruction, and other inservices as indicated on their Professional Development Plans.

Grade Group consultations and modeling with the Reading Leader will be used to organize and teach groupings according to DIBELS and Edusoft data.

Evaluation

The objectives will be evaluated using scores of the 2007 FCAT Reading Test. Chapter tests from the Houghton Mifflin Reading series, Accelerated Reader (AR) Quarterly Reports, and the District Interim Assessments will provide formative data which will be used to monitor progress towards the standards.

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 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 checked="" type="checkbox"/>

GOAL 2 STATEMENT:

All South Miami K-8 Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Mathematics.

Needs Assessment

An assessment of 2006 FCAT Mathematics scores reveals that 80% of our students scored at Level 3 or above.

In Grade 3, emphasis needs to be placed on Geometry at 57%, Data Analysis at 57%, and Measurement at 62% scoring at proficiency.

In Grade 4, emphasis needs to be placed on Algebraic Thinking at 57% and Number Sense at 60% scoring at proficiency.

In Grade 5, emphasis needs to be placed on Geometry at 61%, Measurement and Algebraic Thinking at 63%, and Data Analysis at 66% scoring at proficiency.

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 in the Sunshine State Standards, students in Grades 3-6 will improve their Mathematics skills as evidenced by 76 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate a Problem of the Day or a Math review warm up activity as part of the Math curriculum in Grades K-6.	Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Analyze data using the Continuous Improvement Model (CIM) to plan and implement differentiated instruction based on the individual needs of students.	Classroom Teachers Administrators	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Conduct annual Math Night activities to encourage the implementation of mathematics strategies at home.	Classroom Teachers Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Communicate to parents specific Mathematics skills which need reinforcement through agendas, parent conferences, and School Support Team (SST) meetings.	Classroom Teachers Administrators School Counselors School Psychologist	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Remediate potential Level 1 and Level 2 students and subgroups (Grades 3-6), based on assessment data, in small groups before, during, and after school using materials such as Comprehensive Math Assessment Florida Edition and Spectrum Florida Test Prep FCAT.	Classroom Teachers Administrators	8/14/2006	5/31/2007	Small Learning Communities	\$6000.00
Utilize manipulatives at every grade level to increase Algebraic Thinking.	Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

South Miami K-8 Center implements the Harcourt Brace Mathematics series and resources. Supplemental materials include Riverdeep.

Professional Development

Selected teachers will attend inservice in Data Driven Decision Making for Mathematics Learning, Hands-On Equations, Cooperative Strategies in Mathematics as indicated on their Professional Development Plans.

Evaluation

The objectives will be evaluated using scores of the 2007 FCAT Mathematics Test. Chapter tests from the Harcourt Brace Mathematics series and the District Interim Assessments will provide formative data which will be used to monitor progress towards the standards.

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

GOAL 3 STATEMENT:

All South Miami K-8 Center students will make annual learning gains sufficient to acquire the knowledge, skills, and the competencies needed to master state standards in the area of Writing.

Needs Assessment

An assessment of data reveals that 88% of students scored 3.5 or above on the FCAT Writing. The combined mean score in fourth grade for both prompts was 4.1. Fourth grade students scored 4.2 in Writing to Explain and 3.9 in Writing to Tell.

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 in the Writing components, Focus, Organization, Support, and Conventions, fourth grade students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Writing as evidenced by 88% of students scoring 3.5 or above.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data using the Continuous Improvement Model (CIM) to plan and implement differentiated instruction based on the individual needs of students.	Classroom Teachers Administrators	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Enhance vocabulary development in Grade 2 using Earobics program.	Second Grade Teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
Utilize Houghton Mifflin Reading Basal support materials to strengthen grammar and other writing conventions.	Classroom Teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
Complete student writing activities across the curriculum using the Writing Process.	Classroom Teachers Special Area Teachers Magnet Teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
Assign students to work with peers to analyze, edit, and revise their writing based on the FCAT rubric components: Focus, Organization, Support, and Conventions.	Classroom Teachers	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Complete and revise biweekly narrative expository writing prompts in Grades 2-6 incorporating CRISS strategies.	Classroom Teachers Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

South Miami K-8 Center implements the Houghton Mifflin Reading Basal and Support Materials, Earobics Program, Harcourt Mathematics, McGraw Hill Science, and Houghton Mifflin Social Studies Content Areas Writing Materials.

Professional Development

Selected teachers will attend CRISS, Houghton Mifflin Reading Basal training, and other writing inservices as indicated on their Professional Development Plans. The Reading Leader will conduct faculty workshops on best practices in language arts and writing across the curriculum and provide instruction in scoring according to the FCAT Rubric.

Evaluation

The objectives will be evaluated using the scores of the 2007 FCAT Writing Test. Student writing portfolios containing scored and revised writing prompts will be assessed quarterly to monitor progress. District Pre and Post Tests will be used as a teaching tool.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

All South Miami K-8 Center students will make annual learning gains sufficient to acquire the knowledge, skills, and the competencies needed to master state standards in the area of Science.

Needs Assessment

Assessment data reveals that 50% of fifth grade students scored a Level 3 or above on the 2006 administration of FCAT Science.

In Grade 5 emphasis needs to be placed on Scientific Thinking at 58% proficiency.

In accordance with the Continuous Improvement Model (CIM), 5th grade students need to continue to improve in Physical and Chemical at 62%, Earth and Space at 62%, and Life/Environmental Science at 62%.

Measurable Objective

Given instruction using Sunshine State Standards, 73.92% of fifth grade students will score at proficiency on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train teachers on the use of cluster analysis of FCAT Science scores to plan lessons emphasizing the content areas assessed on the FCAT.	Classroom Teachers Administrators	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Invite parents and community volunteers to share information on science related careers.	Classroom Teachers Administrators	8/14/2006	5/31/2007	School-to-Career	\$0.00
Plan grade appropriate field trips to reinforce Sunshine State Standards Science benchmarks.	Classroom Teachers Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Conduct four inquiry driven hands-on science experiments in Grades K-6 each quarter, emphasizing Scientific Thinking.	Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Schedule the MAST Academy Outreach Program to present their Hands-On Weather and Marine Science Stations with 4th and 5th grade students.	4th and 5th Grade Classroom Teachers	8/31/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

South Miami K-8 Center implements the McGraw-Hill Science series and support materials. Supplemental materials include the Carolina Biological Science Kits, FOSS kits, and Riverdeep.

Professional Development

Selected teachers will attend inservice in Science Effective Implementation of Inquiry-Based Science Strategies, Hands-On Science K-5, and Hands-On Science 6-8 as indicated in their Professional Development Plans (PDP).

Evaluation

This objective will be evaluated using the results on the 2007 FCAT Science test, teacher logs of Hands-On Process Science activities, and Mid-Year assessments using FCAT Science Coach.

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.)

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<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

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

GOAL 5 STATEMENT:

South Miami K-8 Center stakeholders will contribute and participate in school activities demonstrating and encouraging students to become lifelong learners.

Needs Assessment

An average of 37 parents attended parent workshops conducted in the 2005-2006 school year.

According to the 2005-2006 administration of the School Climate Survey Parent Form, the parents rated the schools performance in effectively teaching students a B+.

Emphasis needs to be placed on increased parental support in order to assist the school in teaching academic skills in reading, mathematics, writing, science, the use of computers, problem solving, development of good work habits, and getting along with others.

Measurable Objective

Given an emphasis on educational awareness and parental opportunities to participate in student academic outreach activities, 7 parent workshops will be presented during the 2006-2007 school year as evidenced by the agendas or program descriptions and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide bilingual workshops to educate parents from other countries of the academic expectations, practices, and services of the Miami-Dade County Public Schools System Parent Academy. (#II)	ESOL Teacher District Support Team from the Division of Bilingual Education and World Languages	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Conduct an Open House Resource Fair to acquaint parents with the services offered by the school and community. (#VI)	Administrators Teachers	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Conduct parent workshops to provide strategies for parents to work with their children at home in Reading, Writing, and Mathematics. (#I)	Administrators Reading Leader Media Specialist	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide handouts and resources to parents who were not able to attend workshops. (#I)	Administrators Reading Leader Media Specialist	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Maintain and update the Parent Resource Center in the Media Center, the website, newsletter, and school marquis. (#I)	Media Specialist Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

South Miami K-8 Center will use Just Read! Florida Program for Families, National PTA – Every Child-One Voice, and Florida PTA – Every Child-One Voice, and the Riverdeep and FCAT Explorer computer programs.

Professional Development

Parent Academy Workshops, ESOL Parent Outreach Workshops, and PTSA Workshops will be made available to those who wish to attend. Parents may participate in the Parent Involvement Conference and the Community Agency Fair.

Train parents to use Riverdeep and FCAT Explorer.

Evaluation

This objective will be evaluated by the number of workshops as documented by the number of parents attending.

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

GOAL 6 STATEMENT:

South Miami K-8 Center students will participate in the various educational safety presentations offered through the Miami-Dade Schools System Speakers Bureau, Miami-Dade Police Department, the South Miami Police Department, and Informed Families.

Needs Assessment

According to the 2005-2006 administration of the School Climate Survey, 80% of the parent responses and 86% of the student responses indicated that they felt safe at school.

South Miami K-8 Center offered four health and safety programs during the 2005-2006 school year. Students need to be provided with the knowledge of traffic safety, health safety/protection, anti-drug and alcohol abuse prevention programs to access a safe learning environment.

Measurable Objective

Given an emphasis on prevention programs to promote the safety of children, South Miami K-8 Center students will participate in a minimum of four safety programs during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in the Community Action Program (CAP) through Informed Families for Red Ribbon Week, Too Smart to Start Program, and community outreach.	Administrators Classroom Teachers Counselors	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Provide safety awareness presentations to appropriate grades during the 2006-2007 school year.	Administrators Classroom Teachers	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Present to 5th and 6th grade students the Education Now and Babies Later (ENABL) Program through Miami-Dade County Public Schools System employees using the Human Growth and Development curriculum.	Administrators Fifth Grade Teachers	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Implement the D.A.R.E. program to fifth grade students and visit each fourth grade class during the 2006-2007 school year by the South Miami Police Department.	Administrators Classroom Teachers	8/14/2006	5/31/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

South Miami K-8 Center will use the AIDS! Get the Facts curriculum, D.A.R.E. curriculum and Miami-Dade County Public Schools Human Growth and Development curriculum.

Professional Development

Selected teachers will attend inservices in AIDS training, Crisis Management Training, Hepatitis B training, Safe Crisis Management training, and School Security training as indicated in their Professional Development Plans (PDP).

Evaluation

This objective will be evaluated by the number of safety programs presented at South Miami K-8 Center during the 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

All South Miami K-8 Center students will be able to use technology as an learning tool.

Needs Assessment

Fifty percent of students are not using technology as an instructional tool.

Measurable Objective

Students in grades 1-6 will show evidence of using technology as an instructional tool.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide access for students in Riverdeep, FCAT Explorer and Accelerated Reader at school and at home.	Media Specialist Classroom Teachers Microsystems Technician	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Assign appropriate work in Riverdeep, FCAT Explorer and Accelerated Reader to generate classroom reports.	Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Instruct students on how to access and participate in Riverdeep, FCAT Explorer and the Accelerated Reader programs at school and at home.	Media Specialist Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Train students and teachers in the use of the computer for research activities across the curriculum as an instructional tool.	Media Specialist Special Area Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Monitor usage reports to indicate the percentage of students using technology as an instructional tool.	Administration Department Heads	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

South Miami K-8 Center implements Riverdeep, FCAT Explorer, and Accelerated Reader (AR).

Professional Development

Selected teachers will be trained on the implementation and management of the programs, and analyzing the data from the usage reports.

Evaluation

This objective will be evaluated using Grade Level Lesson Plans and Usage Reports generated from Riverdeep, FCAT Explorer, and Accelerated Reader programs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

All South Miami K-8 Center students will increase their performance in physical fitness.

Needs Assessment

According to 05-06 FITNESSGRAM reports, Flexibility was not measured. An analysis of sports programs reveals that flexibility is a key component in preventing sports injuries and is a critical element in attaining physical fitness goals.

Measurable Objective

Given instruction in physical education standards, 50% of the students in Grades 4 and 5 will improve their flexibility as measured by the pre and post tests of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Compare pre and post test data to provide valid measures of student physical fitness improvement from the FITNESSGRAM.	Physical Education Teachers Administrators	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Send home the FITNESSGRAM reports.	Physical Education Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Use FITNESSGRAM software to provide a prescriptive report printed out for each student.	Physical Education Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to Fitness related activities.	Physical Education Teachers Administrators Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Monitor the Physical Education program to ensure that teachers select activities specifically related to the FITNESSGRAM assessment component items.	Physical Education Teachers Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

South Miami K-8 Center will implement the FITNESSGRAM.

Professional Development

Physical Education teachers will attend Professional Development provided by the Life Skills Department as indicated on their Professional Development Plans.

Evaluation

South Miami K-8 Center's goal is for 50% or more of the students in Grades 4 and 5 to improve their flexibility as evidenced on the pre and post test reports.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

All South Miami K-8 Center 6th grade students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the areas of visual arts and computer technology.

Needs Assessment

Analysis of test data indicates that sixth grade students are comprised of 25% Levels 1 and 2, 75% Levels 3 and above. Fifteen percent (15%) of these students are ESE.

Measurable Objective

South Miami K-8 Center will increase enrollment in the CAT and CIE Magnet programs as evidenced by an increase of 10% from the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Investigate opportunities for 6th grade magnet students to participate in school, district, and community art exhibits.	Visual Arts Teachers	8/14/2006	5/31/2007	Expanding arts opportunities	\$0.00
Provide opportunities for the 6th grade Magnet students to showcase their curriculum during school activities such as: the Magnet Open House, PTA Meetings, Awards Ceremonies, and Morning Announcements.	All Magnet Teachers	8/14/2006	5/31/2007	Expanding arts opportunities	\$0.00
Develop interdisciplinary strategies to infuse the CAT and CIE 6th grade Magnet programs with the standard curriculum objectives.	6th Grade Teachers Magnet Teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
Provide articulation for the fifth and sixth grade students in moving to the next grade level.	Classroom Teachers Counselors	8/14/2006	5/31/2007	Transition and Articulation Programs	\$0.00

Research-Based Programs

South Miami K-8 Center implements the following research based programs in our expressive arts curricula: Sunshine State Standards, Competency Based Curriculum, and Understanding Art series.

Professional Development

The CAT and CIE Magnet teachers at South Miami K-8 Center will participate in various Life Skills presentations and workshops provided by the District. Magnet teachers will participate in CRISS trainings in order to support reading, writing, mathematics, science, and social studies.

Evaluation

Enrollment for the CAT and CIE Magnet programs in the 2007-2008 school year will increase 10% as compared to enrollment in the 2006-2007 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

South Miami K-8 Center will rank in the middle third of all K-8 Centers in the state in the Return of Investment (ROI) measure.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004-2005 South Miami K-8 Center ranked at the 46th percentile on the State of Florida ROI index. The highest percent of ROI Value was 56%.

Measurable Objective

South Miami K-8 Center will improve its ranking on the State of Florida ROI index publication from the 46th percentile in 2004 to the 51st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the District on resource allocation.	Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Consider shared use of facilities partnering with community agencies.	Administrators	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations or volunteer networks.	Administrators	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Examine the ROI results of other schools in the state to determine where South Miami K-8 Center is in relation to other schools.	Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

The State of Florida ROI index publication

Professional Development

Administrators will attend workshops and information sessions on ROI.

Evaluation

On the next State of Florida ROI index publication, South Miami K-8 Center will show progress toward reaching the percentile.

EESAC Compliance

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

Budget:

The EESAC recommended funds be spent as needed on the following priorities: Library matching funds, support for the five magnet strands, tutorial services, and technology.

Training:

The EESAC recommended training in the following areas for selected staff members: CRISS, Inclusion, science process skills, and math manipulatives.

Instructional Materials:

The EESAC recommended the following instructional materials be utilized in teaching the Sunshine State Standards: Reading: Houghton Mifflin Series; Mathematics: Harcourt Brace Textbooks; Science: McGraw Hill Textbooks and Carolina Biological Experiment Kits; Social Studies: Harcourt Brace Textbooks.

Technology:

The EESAC recommended to maintain the computer lab and five internet connections in each classroom and to use EasyTech, Riverdeep, and FCAT Explorer in the appropriate grades in order to become a leader in infusing technology into the curriculum.

Staffing:

The EESAC recommended hiring as many part time classroom assistants as possible to provide support for the teachers and additional tutoring for students.

Student Support Services:

The EESAC recommended to maintain counseling services and encourage as many parents as possible to be approved volunteers to better support student achievement.

Other Matters of Resource Allocation:

The EESAC recommended to pursue participation in grant writing and increasing the number of Dade Partners.

Benchmarking:

The EESAC recommended to compare and contrast South Miami K-8 Center with other schools and business organizations to identify successful areas as well as areas that indicate room for improvement.

School Safety & Discipline:

The EESAC recommended that all adults in the hallways or classrooms have an ID, pass, or badge identifying them as visitors, volunteers, school officials, approved vendors or contractors.

The EESAC recommended a zero tolerance policy for bullying in any form toward other students. The parents, teachers, counselor, and administrators will all be involved in resolving inappropriate behaviors and attitudes.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$6,500.00
Goal 2: Mathematics	\$6,000.00
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	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$12,500.00

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