
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5281 - South Miami Heights Elementary School

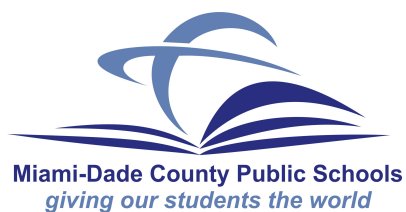
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Maria Pabellon

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

South Miami Heights Elementary School

South Miami Heights Elementary School shares its name with the surrounding subdivision. It serves 752 students from pre-kindergarten through fifth grade from a diverse and culturally rich community. The economic level of the school population is primarily low as evidenced by eighty-six percent of students being eligible for free and/or reduced price meals. After reviewing and evaluating the Florida Comprehensive Assessment Test results, South Miami Heights Elementary School will continue to implement an instructional program with a strong focus on literacy from kindergarten through fifth grade. Common instructional materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and tri-annual assessments which will yield student performance data. This data will be carefully analyzed and used to focus instruction, and to set annual achievement goals.

Given instruction based on the Sunshine State Standards, 71 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 63 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students With Disabilities in grades three through five will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Black students in grades three through five will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 94 percent of students in grade four will score a Level 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, 50 percent of students in grade five will score a Level 3 or higher on the 2006 FCAT Science Test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage point gain, from 65 percent during the 2005-2006 school year, to 70 percent during the 2006-2007 school year, as evidenced by 2006-2007 activity/workshop sign-in sheets, and attendance logs.

Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a decrease in the number of indoor suspensions, from 2 percent during the 2005-2006 school year to 1 percent during the 2006-2007 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2006-2007 school year, an increase of 33 percent as compared to the 2005-2006 school year.

Based on the recommendations of the Florida Department of Education, students in grades two through five will improve their fitness as evidenced by 74 percent of students passing the 2006-2007 FITNESSGRAM, an increase of 2 percent as compared to the 2005-2006 FITNESSGRAM.

Given an emphasis on participation in, and appreciation of, the arts, 40 percent of students in grades two through five; an increase of 5 percent as compared to the 2005-2006 school year; will participate in the Spring Arts Festival during the 2006-2007 school year, as documented by participation rosters.

South Miami Heights Elementary will improve its ranking on the State of Florida Return On Investment index publication from the 50th percentile in 2004-2005, to the 53rd percentile on the next publication of the index.

Analysis of South Miami Heights Elementary School's "Organizational Performance Improvement Snapshot Assessment (OPIS)" indicates a high level of stakeholder satisfaction, in the areas: Measurement, Analysis, and Knowledge Management, Customer and Market Focus, Leadership, Business Results, Process Management, Human Resource Focus, and Strategic Planning, as indicated by 97 percent of the category score rankings averaging 4.0 or above (based on a scale of 1-5 where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following Business Results, sub-category 7c, as being in need of improvement: "I know how well my organization is doing financially" (score equaled 3.9, an improvement of 0.4 points from the 2005-2006 results). In order to address this area of concern, South Miami Heights Elementary will continue to identify and provide additional staff development that will enable staff members to develop an improved understanding of the school's budget.

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 Heights Elementary School

VISION

The vision of South Miami Heights Elementary is to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

MISSION

Our mission at South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and the community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. "It Takes a Whole Village to Raise a Child." Building upon this concept, each student's strengths and abilities will be nurtured through the following four main components: Promote literacy throughout the school and foster life-long readers. Cultivate students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community. Implement a schoolwide technological program that includes critical thinking, writing and problem-solving strategies. Develop students' personal responsibility to promote decision-making in daily life. By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village.

CORE VALUES

South Miami Heights Elementary School holds the following beliefs as the motivation for services provided by the school: a commitment to bridge the gap between school and career, and to develop the desire to continue as lifelong learners. Therefore, South Miami Heights Elementary School believes that its responsibility is to its students, faculty and staff, and to the community and society that it serves.

School Demographics

South Miami Heights Elementary shares its name with the surrounding subdivision. It serves approximately 752 pre-kindergarten through grade five students from a diverse and culturally rich neighborhood. The school has an ethnic breakdown of six percent White, 18 percent African-American, 73 percent Hispanic, and three percent Other. Our school population is further broken down as 10 percent Students With Disabilities, 20 percent Limited English Proficiency, 86 percent economically disadvantaged students and five percent gifted students. The student population is comprised of 51 percent male students and 49 percent female students. The mobility rate of the school is approximately 28 percent. South Miami Heights Elementary students have a better than 95 percent rate of attendance. The economic level of the school population is primarily low as evidenced by 86 percent of students qualifying for free or reduced priced meals. Three administrators, a principal, and two assistant principals serve as the instructional leaders of the school. There are thirty certified classroom teachers, five students with disabilities teachers, one gifted teacher, one elementary guidance counselor, one part-time speech therapist, one part-time art therapist, one full-time psychologist, one media specialist, ten special area teachers, one reading coach, three full-time paraprofessionals, one part-time media paraprofessional, and one part-time community involvement specialist employed at the school. There are 24 teachers with a Bachelor's degree and 25 teachers with a Master's degree. The ethnic make-up of the staff is 27 percent White Non-Hispanic, 18 percent Black Non-Hispanic, 54 percent Hispanic, and one percent Asian/American Indian. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report. The Florida Department of Education grades South Miami Heights Elementary as an "A" school. An increase in the number of students achieving learning gains has had a positive impact on overall scores. In addition, data collected from the 2006 Florida Department of Education Accountability Report, based on the 2005 FCAT, indicate the following: 70 percent of the students in grades three through five met high standards in reading comprehension skills, additionally, 67 percent of the lowest 25 percent in reading made learning gains, 62 percent of students in grades three through five made learning gains in mathematics, 93 percent of students in grade four met high standards on the FCAT writing test, and students in grade five demonstrated an average gain of 20 points in the median score on the FCAT science test.

School Foundation

Leadership:

The leadership team at South Miami Heights Elementary is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven. However, staff is encouraged to implement new/innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. School leaders provide support and opportunities for professional and personal growth. The leadership team actively seeks involvement from the staff and community in an effort to provide an effective educational continuum. Results of the 2006-2007 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the leadership category received an average score of 4.5 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

District Strategic Planning Alignment:

South Miami Heights Elementary School's goals are delineated in the school's mission. These goals include: 1) developing life-long readers and learners; 2) improving students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to the school and community; 3) developing technologically proficient learners who are capable of utilizing critical thinking, writing skills and problem-solving strategies; and 4) developing students' personal responsibility to promote decision-making in daily life. South Miami Heights Elementary School is committed to helping students begin to bridge the gap between school/career, and to developing the desire to continue as lifelong learners. Results of the 2006-2007 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the strategic planning category received an average score of 4.3 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Stakeholder Engagement:

South Miami Heights Elementary School strives to link with the community in several ways. By creating partnerships with local businesses, the school keeps up with the changing needs of the diverse community that surrounds it. Companies such as Dunkin Donuts, Winn Dixie and Publix lend their support and services to enable a variety of activities to be carried out. In addition to the business ties that have been created, South Miami Heights Elementary has a working PTA that sponsors fundraisers, and parent involvement activities that help establish stronger educational links between home and school. Parents have many opportunities to be involved in their child's education through participation in decision-making opportunities such as EESAC and an extensive volunteer program. Eighty-six percent of the student population benefits from the free/reduced lunch program. It is essential that parent and student needs be enhanced through the provision of services at the school site such as the Family Resource Center, which provides families with materials to support home learning activities. In addition, the school provides Title 1 parent workshops on a variety of topics. The community, via organizations such as The Girl Scouts of America, enjoys the benefits of using the schools as a meeting place. Results of the 2006-2007 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Customer and Market Focus category received an average score of 4.5 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Faculty & Staff:

South Miami Heights Elementary School has implemented a master schedule which enables grade level/subject area

planning throughout the school. The leadership team, comprised of the Principal, Assistant Principals, Grade/Subject Area chairpersons, Reading Coach, Math Leader and Science Leader, meets regularly and provides suggestions, solutions, and feedback for all aspects of the school's programs. Weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. Collaborative decision making is based upon total quality management principles and the Continuous Improvement Model. Results of the 2006-2007 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Human Resource Focus and the Business Results categories received an average score of 4.4, (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Data/Information/Knowledge Management:

South Miami Heights Elementary School utilizes a data driven, Continuous Improvement Model approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available. Instructional teams review the results, and then participate in any restructuring that may be needed to meet the identified areas of concern. Instructional focus calendars are then developed and utilized to ensure that instruction addresses the identified needs. This process is repeated throughout the year, and adjustments to academic programs are made as necessary. Results of the 2006-2007 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Measurement, Analysis and Knowledge Management category received an average score of 4.6 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Education Design:

South Miami Heights Elementary School utilizes a vast array of processes to drive the function of the school including, but not limited to: a schoolwide focus on literacy across the curriculum; rigorous curriculum, instruction, and assessment based upon Florida's Curriculum Frameworks and Sunshine State Standards; a leadership team that utilizes shared decision making practices in order to address and meet the needs of the school's stakeholders; ongoing review of data analysis and results in order to perpetuate continuous improvement; common planning time for grade levels/subject areas in order to provide instructional personnel with opportunities to share best practices, and to identify instructional goals/needs and plan to meet the goals/needs that have been identified; continuous school-home communication via student agendas, open houses, parent workshops and the Family Resource Center; implementation of inclusive practices which enable students to participate in instructional settings that are best able to meet their individual needs; and continual contact with various community resources. Results of the 2006-2007 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Process Management category received an average score of 4.4 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Performance Results:

Performance results from the Organizational Performance Improvement Snapshot (OPIS) indicate that the educational design that South Miami Heights Elementary School has implemented have resulted in improvements in the following areas: the outdoor suspension rate and referrals to a dropout prevention program have decreased, which resulted in no outdoor suspensions or referrals to a dropout prevention program during the 2005-2006 school year; student participation (as mediators) in peer mediation programs has increased by 15 percent; and teacher utilization of behavior modification programs such as "Student of The Month" has increased to 100%.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

South Miami Heights Elementary School has 22 teachers with a Bachelor's degree, and 25 teachers with a Master's degree. Additionally, South Miami Heights Elementary School has one teacher with National Board Certification.

• Highly Qualified, Certified Administrators:

The administrative staff of South Miami Heights Elementary School is comprised of one principal and two assistant principals.

The principal is Dr. Maria V. Pabellon. During her twenty-seven year tenure, eighteen as principal, Dr. Pabellon has worked in Miami-Dade County Public Schools serving students at a variety of academic and socio-economic levels. Dr. Pabellon has taught students in grades pre-k through six in all academic areas including Spanish, ESOL and ESE. She has served as an elementary teacher, grade level and department chairperson, Compensatory Education teacher, math resource teacher, Title 1 resource teacher, community education specialist, administrative assistant principal, assistant principal, acting principal and principal. She has facilitated training for parents in reading, writing, mathematics and technology. She has facilitated training for teachers and assistant principals in reading, writing, mathematics, data analysis, facilitative leadership, school budget, and personnel management. She has also facilitated curriculum planning through scheduled weekly grade level meetings and monthly department meetings. She has coordinated and supervised in-school, and before and after school, FCAT tutorial programs for low performing students, as well as implemented in-school enhancement programs for advanced students. She has coordinated and supervised a community school of approximately 2,000 elementary students attending three separate campuses. Dr. Pabellon's efforts have contributed to increased student achievement in the schools in which she has served. During the 2005-2006 school year South Miami Heights Elementary School earned the grade of A for the third consecutive year, earning the school the district's platinum award. The school also met the criteria for Provisional Adequate Yearly Progress (AYP). Dr. Pabellon worked with the administrative team and staff to increase student achievement, as evidenced by increases in the percent of students demonstrating state mastery in reading, writing and mathematics.

Dr. Pabellon's credentials are as follows: Ph.D. in Educational Leadership, 2002, The Union Institute and University; Master of Science Degree in Elementary Education, 1981, Nova University; Bachelor of Science Degree in Elementary Education, 1980, Florida International University; Bachelor of Science Degree in Psychology, 1979, St. Thomas University. Her certifications are: Educational Leadership K-12, Elementary Education (1-6), School Principal (all levels), and ESOL endorsement. She has continued her professional development through participation in the Dade Association of School Administrator's Summer Institutes (1998-2006), the National Association for Bilingual Educators National Conferences (1988-2005), the Florida Just Read! Conference (2005 and 2006), the Harvard Principal's Institute (2005) and the FETC Conference (1998-2004). Her professional achievements are: Region VI Principal of the Year nominee, 2001; Region VI Principal of the Year nominee, 1999; Region VI Superintendent's Merit Award, 1994; and the Miami-Dade County Media Specialist's Principal of the Year, 2006-2007.

Dr. Pabellon has also served as a community involvement specialist for a vocational adult/tech. school, ESOL teacher for adults, and counselor for teenage students and currently is an adjunct professor at Miami-Dade College where she teaches college preparatory reading.

The first assistant principal is Charlotte Welsh. During her twenty-five year tenure, eleven as an assistant principal, Mrs. Welsh

has worked in Miami-Dade County Public Schools serving students at a variety of academic and socio-economic levels. Prior to working at South Miami Heights Elementary, Mrs. Welsh was the assistant principal at Kendale Lakes Elementary and Redland Middle Schools; she also worked at Mac Arthur South Senior High as a SPED teacher, a department chairperson, and an administrative assistant. She was awarded the Assistant Principal of the Year for the Southridge Feeder Pattern during the 2003-2004 school year. Mrs. Welsh completed the Principal Preparation Program during the 2005-2006 school year. She continued her professional development in leadership at the DASA Summer Institute. She has a Master of Science degree in Diagnostic Teaching and is certified in Educational Administration for grades K-12. She has facilitated training for teachers in reading, writing, data analysis, facilitative leadership and critical thinking. She has facilitated curriculum planning through bi-weekly grade level meetings. In addition, she has coordinated and supervised the FCAT in-school tutorial program and Saturday Academy for low-performing students. Mrs. Welsh's efforts have contributed to increased student achievement in the schools at which she has served. During the 2005-2006 school year, South Miami Heights Elementary was awarded the grade of A. Previous Performance Grades have been: in 1998-2001 the school received the grade of D; in 2001-2003 the school received the grade of C and in 2003-2005 the grade of A. Mrs. Welsh worked with the administrative team and staff to increase student achievement as evidenced by increases in learning gains in reading, writing and mathematics.

The second assistant principal is Mary Martin-Alegret. During her thirty-two year tenure in the Miami-Dade County Public Schools, she has served twenty-six years as an administrator. Additionally, she taught for six years at South Miami Heights Elementary and has worked with all elementary levels. She left the classroom setting to work in the Federally funded Bilingual Programs as a Curriculum Specialist. The following year, she became a Project Manager in the Bilingual Desegregation Support Program for middle and senior high schools. Ms. Martin-Alegret was an Assistant Principal for eleven years. During that time she was the Assistant Principal at Riviera Middle School and also at the Community School, at Sunset Elementary for six and a half years, where she assisted in the planning and inception of the first International Languages Magnet Program. Additionally, she was an Assistant Principal at Fairlawn Elementary, and Santa Clara Elementary. Ms. Martin-Alegret has also served as a Temporary Principal at Southside Elementary and as the Principal at Santa Clara Elementary (a primary center at the time), Riverside Elementary (K-6), and Silver Bluff Elementary, which was the largest Emotionally Handicapped Elementary Center at the time. During her four and a half years at Silver Bluff, she and the staff were able to improve the school's grade from a D to a C. During the past six and a half years Ms. Martin-Alegrete has worked at the District level as a District Supervisor in Federal Programs and Grants Administration, Title I and in the School Improvement Zone. She has supervised elementary, middle, and senior high schools. Ms. Martin-Alegret has also worked in the private sector where she taught middle school at Saints Peter and Paul Catholic School, adult ESOL classes at Loyola Academy, and most recently she has worked with FIU/ETS administering the TOEFL test.

Ms. Martin-Alegret's credentials include: post-Master studies in Curriculum, 1978, University of Miami; Master of Education, Administration and Supervision, 1977, University of Miami; and a Bachelor of Elementary Education, 1974, University of Miami. She has participated in the LEO-P program, and in the LEO-T program as a trainer and mentor. Additionally she was certified, in 2000, as a Grant Writer through the Grantsmanship Center. Ms. Martin-Alegret received honors in her comprehensives for the Master of Education Program from the University of Miami. She has won many other awards and recognitions, and was the runner-up for the Principal's Grand Paul Bell Award in 1997.

• Teacher Mentoring:

All new teachers will participate in the Beginning Teacher Orientation as required by the district. Veteran teachers will provide

new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program.

The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies. This

will be further supported by pairing new teachers with a mentor and establishing their Professional Growth Teams. The Reading Coach will assist with the implementation of the Comprehensive Reading Plan, guided reading and FCAT writing. In addition, the Reading Coach will continue to build on the Language Arts Scope and Sequences for each grade level and provide training sessions. New teachers will also receive follow-up and one-on-one reinforcement provided by the staff who is guiding curriculum support.

• School Advisory Council:

South Miami Heights Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). School leaders provide support for growth opportunities both professionally and personally in order for stakeholders to make informed decisions. Innovation is encouraged and new ideas are given the opportunity to succeed.

• Extended Learning Opportunities

South Miami Heights Elementary has identified the following services that will be used to address deficiencies in students' basic academic skills: before, during, and after-school tutoring provided by certified teachers, substitute teachers and highly qualified paraprofessionals. Technology based programs, such as Riverdeep, will be used as additional resources.

In order to increase the results on FCAT scores schoolwide, the following strategies are being implemented: tri-annual assessments and ongoing data analysis to identify student weaknesses, group lessons and activities that will focus on specific academic skills, and intensive instruction to small groups of students including Students With Disabilities.

Other incentives include awards such as: Writer of the Month; Student of the Month, Perfect Attendance, Accelerated Reader Stars, Winners Circle, Honor Roll, Principal's Honor Roll Luncheon, Book-It, and FCAT Recognition Programs.

South Miami Heights Elementary provides student services that promote positive self-esteem as well as successful academic achievement. Fifth grade students are responsible for reporting current news and special events over closed-circuit television each morning. The Safety Patrol is also an integral part of maintaining safe conditions for all students before and after school. The Academic Excellence Program (AEP) meets after school and provides students with opportunities to develop critical thinking, creativity, and leadership skills. A schoolwide science fair allows students to participate in a hands-on science activity that facilitates the acquisition of further knowledge of the scientific method and science process skills. The Future Educators of America (FFEA) work collaboratively with other students and teachers in an effort to optimize student achievement as they learn the fundamentals of becoming future educators. In addition, students have the opportunity to participate in other clubs and activities such as the SMHE Chorus, SMHE Violins, Art Club, Intramurals, Multicultural Celebrations, Career Fair, FCAT Trivia and Word of the Day, FPL Energy Transformations, Fifth Grade Rocket Science, Invention Convention Demonstrations, Recycling Club, Butterfly Gardening Club, SED Garden Club, Winter Inter-generational Care and Share Musical, Everglades Conservation Camping, Renaissance Fair and Archery/Falconery Demonstration, the Community Renovation Project and Student Mediators.

• School Wide Improvement Model

South Miami Heights Elementary School will continue to implement the Continuous Improvement Model utilizing the plan, do,

study, act (PDSA) cycle. This model involves a four step systematic process for making improvements in services. The cycle will include: Plan – for changes to bring about improvement, Do – changes on a small scale first to try them, Study – to see if changes are working, and, Act – to get the greatest benefit from changes.

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 students will be able to read at or above grade level.

Needs Assessment

The results of the 2005-2006 School Performance Accountability Report indicate that 64 percent of the students tested in grades three through five made learning gains and 70 percent achieved high standards in reading. Utilizing the Continuous Improvement Model, the scores reflect a three percentage point increase in students in grades three through five achieving high standards. The results of the 2006 FCAT Reading test reveal that 19 percent of students in grade three, 21 percent of students in grade four, and 19 percent of the students in grade five scored at achievement Level 1. The results of the 2006 FCAT Reading test reveal that third and fourth grade students met with the least success in the reference/research content strand. Fifth grade students met with the least success in words/phrases and main idea/purpose. Additional analysis indicates that 20 percent of fifth grade students, 20 percent of fourth grade students and 32 percent of third grade students met with success in achievement levels four and five. Rigorous instructional effort in these areas should result in an increase in student achievement. At the current level of performance the school is faced with the challenge of increasing the percent of students achieving high standards in order to meet the state's required level of performance.

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 based on the Sunshine State Standards, 71 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data, utilizing the Continuous Model, from the 2006 FCAT Reading test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify and provide Level 3-5 students with opportunities to participate in the Academic Excellence Program in order to promote the continued development of higher order critical thinking skills.	Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$15000.00
Continue to implement the Comprehensive Research Based Reading Plan (CRRP) Companions K-2 and 3-5 with intensive focus on guided reading, authors purpose, reference and research, and words and phrases development.	Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize graphic organizers and task cards to assist in reading comprehension.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement Reciprocal Teaching strategies to help students understand what good readers should do automatically.	Classroom Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Disaggregate and analyze data from the Reading Standards Interim Assessments to direct instruction.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize FCAT Explorer, Waterford, Early Reading and other computer-assisted resources to reinforce and enhance reading skills, especially in the areas of: reference/research, authors purpose/main idea, and words/phrases.	Classroom Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$18000.00
Implement a "Problem of the Day" by grade level, to provide additional opportunities for students to develop higher order critical thinking skills.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Continue to provide workshops for parents that will develop their knowledge of activities that can be used in the home to reinforce reading skills.	Reading Coach	8/14/2006	5/30/2007	Community Partnerships	\$2000.00
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Research-Based Programs

Houghton-Mifflin Reading Program; CRRP companion K-2; CRRP companion 3-5

Professional Development

Professional development for all teachers will include continued training on the Comprehensive Research-based Reading Plan. Staff Development will include: Houghton Mifflin, DIBELS, DAR: Diagnostic Assessment for Reading, Project Right Beginnings, Project Becoming Active Readers (BEAR), Project Opening Worlds of Literacy(OWL), Project Developing Readers and Writers (DRAW), Waterford Early Reading, Early Success, Soar to Success, Edusoft, Reading Coach, Data Analysis, Guided Reading, use of graphic organizers, reciprocal teaching, Accelerated Reader, and FCAT Explorer.

Evaluation

Weekly, monthly and tri-annual assessments; Accelerated Reader/STAR; Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Diagnostic Assessment of Reading (DAR) will be used to monitor the reading objectives. Summative evaluation will be the 2007 FCAT Reading Test.

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 students will be proficient in mathematics.

Needs Assessment

The data from the School Performance Accountability Report indicates that 62 percent of the students tested in grades three through five made learning gains, and 62 percent achieved high standards in mathematics. The scores reflect a fifteen percentage point decrease in students achieving learning gains and a 5 percentage point decrease in students meeting high standards, as compared to the 2005 administration of the FCAT Mathematics Test. Analysis of the 2006 administration of the FCAT Mathematics Test reveals that 19 percent of students in grade three, 21 percent of students in grade four, and 19 percent of the students in grade five scored a Level 1. Comparing the data across the grade levels shows evidence that third grade will need to increase student skills in the measurement strand. Utilizing the Continuous Improvement Model, further data analysis reveals that students in grade four met with limited success in the algebraic thinking strand, earning an average of 43 percent of all points available. Fourth grade students demonstrated the greatest success with the geometry and data analysis strands earning an average of 71 percent of all points available. Fifth grade students met with limited success in all strands, earning an average of 42 percent of all points available. Further analysis of grade three, four and five students' mathematics achievement demonstrates that increased instruction in all content strands is needed, since only 32 percent of third grade students, 20 percent of fourth grade students, and 20 percent of fifth grade students met with success in achievement levels four and five. This indicates a need to emphasize higher level thinking and organization skills. Continuous instruction in all mathematics strands should stress all benchmarks. Additionally, continued data analysis indicates that the AYP subgroups: Students With Disabilities and Blacks did not meet the 2005-2006 AYP benchmark of 50 percent of students scoring at or above grade level. Safe Harbor for these groups was reviewed; however neither

group was able to demonstrate a 10 percent improvement. Professional development needs should focus on innovative teaching strategies, incorporating the use of manipulatives during lessons, and developing higher order thinking and organization skills in students. Supplemental staff should be assigned to identified subgroups and the lowest 25 percent of all students, to provide increased opportunities to develop higher level mathematics skills.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 63 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students With Disabilities in grades three through five will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Black students in grades three through five will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Continuous Improvement Model and analyze data for all AYP subgroups and grades from the 2006 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar, integrated with Harcourt Mathematics, Florida Program, for mathematics lessons.	Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize computer-assisted resources to provide students who scored at levels 3-5 additional opportunities to participate in higher level mathematics activities.	Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Continue to provide inservice training for teachers and paraprofessionals, in computer assisted resources such as FCAT Explorer, Riverdeep, and Accelerated Math, in order to enhance instruction in mathematics.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to provide workshops for parents that will develop their knowledge of materials and activities that can be used in the home to reinforce students' mathematics skills.	Leadership Team	8/14/2006	5/30/2006	Continuous Improvement Model	\$0.00
Implement a "Problem of the Day" by grade level, to provide additional opportunities for students to develop higher order critical thinking skills.	Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify and provide Level 3-5 students with opportunities to participate in the Academic Excellence Program in order to promote the	Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$15000.00

continued development of higher order critical thinking skills.					
Continue to utilize the Family Resource Center to provide families with materials and activities that can be used in the home to reinforce students' mathematics skills.	Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Continue to utilize computer-assisted resources to reinforce and enhance students' skills in mathematics.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to utilize assessment programs such as FCAT Explorer, Accelerated Math and district assessments in order to monitor and identify individual student's skill needs, especially in the areas of measurement, and algebraic thinking.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$17000.00
Provide additional opportunities for students in the lowest 25 percent, and in the AYP subgroups: SWD and black, in grades four and five to enhance and apply mathematics skills through participation in bi-weekly Math Lab activities.	Math Lab Facilitator	8/14/2006	3/1/2007	Continuous Improvement Model	\$15000.00
Provide students with additional opportunities to practice mathematic skills by integrating mathematics throughout the curriculum.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Mathematics Florida Program

Professional Development

Professional development training will include in-services on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, geometry), various computer assisted resources such as: Accelerated Math, FCAT Explorer, Riverdeep, and differentiated instruction for all students. Professional development needs will focus on innovative teaching strategies, incorporating the use of manipulatives during lessons, and developing higher order thinking and organization skills in students. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives.

Evaluation

Weekly, monthly and tri-annual assessments will be used to monitor the mathematics objectives. Summative evaluation will be the 2007 FCAT Mathematics Test.

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

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:

All students will be able to communicate effectively through writing.

Needs Assessment

The results obtained from the 2006 School Performance Accountability Results indicate that 93 percent of fourth grade students tested met the state standard of 3.5 and above; 95 percent of fourth graders scored a 4.0 or above on Expository, and 58 scored 4.0 or above for Narrative. Overall, 76 percent of fourth graders scored 4.0 or higher. Accountability results also indicate that 95 percent of fourth graders scored a 3.5 or above on Expository, and 72 percent scored 3.5 or above for Narrative. The needs assessment reveals that students require further development in the writing benchmarks. Data analysis revealed that improvement is needed in narrative writing skills as evidenced by 23 percent less students scoring a 3.5 or above as compared to the percent of students scoring a 3.5 or above for expository writing. Though data analysis indicates that student's skills are stronger in expository writing, continuous instruction is required in all forms of writing in order to improve students' achievement levels. On-going data analysis among grade group members regarding progress on monthly assessments is needed to drive instruction and student skill acquisition. Additionally, professional development needs such as focus, organization, support, and conventions will assist in providing more structured writing practice for students.

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 based on the Sunshine State Standards, 94 percent of students in grade four will score a Level 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Florida Writing Assessment: A Practice Book for Grades K-5, written by the division of Language Arts and Reading in order to become familiar with the writing process and the assessed objectives.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Address primary level students' individual weaknesses as identified monthly through writing prompts by conferencing with students to improve writing difficulties.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a checklist for teachers and individual students' conferencing to identify and remediate writing deficiencies.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide writing materials that can be checked out by the parent through the Parent Resource Center to be used with students at home.	Reading Coach; Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00
Develop a school wide graphic organizer to assist students in planning expository and narrative essays.	Reading Coach; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use district writing pre- and post- tests to provide information for delivery of instruction.	Classroom teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilizing, Teaching Writing, Houghton Mifflin, Miami Edition, provide students with more structured writing practice especially in the areas of focus, organization, support, and conventions.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00

Research-Based Programs

Florida Writing Assessment from the Division of Language Arts/ Reading; Houghton Mifflin Miami Edition; Teach Me Writing by Sanron, and Razzle Dazzle.

Professional Development

Professional development training for teachers will include: how to develop and utilize a rubric, graphic organizers, and a writing checklist; sharing of best practices; identification and review of writing standards; implementation and utilization of Teach Me Writing by Sanran, and how to integrate Razzle Dazzle strategies during instruction.

Evaluation

Writing pre- and post-tests, and monthly writing assessments will be used to monitor the monthly writing objectives. Summative evaluation will be the 2007 FCAT Writing+ test.

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

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:

All students will be able to apply the scientific method.

Needs Assessment

The results of the 2006 administration of the FCAT Science Test indicate that students in all curriculum groups in grade five had an average mean scale score of 279, nine points below the district's mean scale average of 288; additionally 16 percent of students achieved high standards in science. Utilizing the Continuous Improvement Model and comparing the data shows evidence that fifth grade students met with limited success in all content strands, earning an average of 50 percent of all points available in the physical/chemical, scientific thinking and life/environmental strands; and an average of 36 percent of all points available in the earth and space strand. Further analysis of grade five student's science achievement demonstrates that increased instruction in all content strands is needed. Intensive instructional effort in all strands should result in an increase in student achievement.

Measurable Objective

Given instruction based on the Sunshine State Standards, 50 percent of students in grade five will score a Level 3 or higher on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data from the 2006 FCAT Science Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for science lessons.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to provide opportunities for students to increase their awareness of science vocabulary and concepts through the creation and maintenance of student science journals in grades kindergarten through five.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide a dedicated space and resources for a school-based science lab, in which students in grade two through five will participate in weekly hands-on/inquiry based science investigations.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to incorporate hands-on activities in science lessons in grades kindergarten through five, utilizing Harcourt Science; McGraw Hill Science and the Miami-Dade County Science Pacing Guides.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities during language arts/shared reading to reinforce grade appropriate science content through the use of non-fiction text.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to provide hands-on science experiences, utilizing materials such as FOSS kits, for students in grades two through five, through classroom and science lab activities.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to maintain teacher logs of students' hands-on science activities.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to utilize the Family Resource Center to provide families with equipment and activities that can be used in the home to reinforce students' science skills.	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$5000.00

Research-Based Programs

Harcourt Science, McGraw Hill Science

Professional Development

Professional development training will include an emphasis on the scientific method, use of hands-on activities, including FOSS Science Kits, and managing and guiding cooperative groups and strategies to maximize learning opportunities. Professional development opportunities will include: higher order thinking skills, SMILE, hands-on science, and FOSS training. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives.

Evaluation

District-approved assessments will be used to analyze progress and instruction to target weaknesses and reinforce areas of strength. Summative evaluation will be the 2007 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

South Miami Heights Elementary School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Data gathered from the 2005-2006 Parent participation logs and sign-in sheets indicates that an average of 65 percent of parents participated in parent training workshops, PTA meetings, Title 1 meetings and open houses. This level of parental involvement needs to be maximized and built upon. Involvement efforts need to be highly focused and well planned in order to increase participation and support. Workshops need to address pre-identified parental needs and concerns, as well as academic and family related issues. Every effort needs to be made to provide opportunities for parent/community participation at times that are convenient for all stakeholders. Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage points gain above the 2005-2006 level of participation.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage point gain, from 65 percent during the 2005-2006 school year, to 70 percent during the 2006-2007 school year, as evidenced by 2006-2007 activity/workshop sign-in sheets, and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to attend workshops such as: The Passport to Success, and also The Parent Academy Trainings provided at different locations throughout the district.	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide daily home-to-school communication through parents/students signed reading logs, and student agendas.	Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$3000.00
Encourage parent's participation in decision making groups such as PTA and EESAC.	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Maintain an ongoing line of communication (in students' home language) between the home and the school through the use of student progress reports, report cards, flyers, school newsletters, student agendas, parents/teacher conferences, and home visits.	Leadership Team; Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Plan and conduct special activities such as Open House, Title I Parent Orientation, Science Family Night, Writer of the Month, Student of the Month Breakfast for parents and selected students, and FCAT Explorer orientation for parents.	Leadership Team	8/14/2006	5/30/2007	Community Partnerships	\$3000.00
Provide a "parent friendly" environment conducive to training in home strategies, and encourage parents to utilize the Family Resource Center to check out educational materials for writing, reading, math, and science to be used in the home.	Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the "Parent Compact" (Title I Parent Contract), and student planners, to encourage active involvement and support in both school and home based learning.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Just Read Families!

Professional Development

Parents will be encouraged to actively participate in the following activities: Educational Excellence School Advisory Council (EESAC), District Advisory Council (DAC), Parent Advisory Council (PAC), the Annual Technology Conference that showcases technology-based instructional and productivity programs, PTA, Title I Parent Workshops, and The Parent Academy Training.

Evaluation

Parental and community involvement will show a 5 percent increase above the 2005-2006 level of participation, as reflected in the tally of data obtained from 2006-2007 activity/workshop sign-in sheets, and attendance logs.

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

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

GOAL 6 STATEMENT:

South Miami Heights Elementary School will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The results of the Executive Summary of Case Management Report (ESCMR) for the 2005-2006 school year indicate that there were 345 incidents in which students were referred to administration or student services for general disruptive conduct. Of the 345 referrals, 7 cases, or 2 percent, resulted in indoor suspension.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a decrease in the number of indoor suspensions, from 2 percent during the 2005-2006 school year to 1 percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide school wide incentives recognizing students for acts of good citizenship.	Administration	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Target students with excessive referrals for administrative counseling and intervention.	Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use PROUD and peer mediation as a counseling tool.	Counselor	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Identify and implement instructional programs that address discipline/behavior issues that are frequently encountered by students in grades K-5.	Counselor; Discipline Committee	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the discipline and safety committee to standardize a discipline and safety procedures plan.	Administration	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Utilize a school wide detention pool to reduce the number of indoor and outdoor suspensions.	Discipline Committee	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Present awards for individual students with outstanding behavior at quarterly assemblies.	Administration	8/14/2006	5/30/2007	Communities of Practice	\$1000.00

Research-Based Programs

N/A

Professional Development

Professional development for all teachers will include training on identifying and reducing the number of incidents of bullying. Teachers will be trained in the use of the character education curriculum as a tool to develop a safe learning environment. Teachers will be referred to classroom management classes at TEC on an as needed basis, as will those teachers identified and working with professional growth teams. School wide training will be provided on the use of positive reinforcement as a tool for reducing the number of referrals and incidents of general disruptive conduct.

Evaluation

Student behavior in grades kindergarten through five will improve as evidenced by a decrease in the number of indoor suspensions, from 2 percent during the 2005-2006 school year to 1 percent during the 2006-2007 school year as evidenced by results of the 2006-2007 Executive Summary of Case Management Report (ESCMR) as compared to results for the 2005-2006 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

South Miami Heights Elementary School will integrate technology in all curricular areas.

Needs Assessment

Professional development records indicate that 100% of the instructional staff participated in at least two technology related staff development activities during the 2005-2006 school year. As the need to be technologically literate increases, teachers must be able to integrate the use of technology in all areas of the curriculum. Results from the 2005 STaR survey indicate that South Miami Heights Elementary ranks at the Entry Stage/Level 1 in the following categories: Teacher Access to Technology and Instructional Technology support. Funding and Teacher Technology Standards were ranked at the Intermediate Level/Stage 2. All other assessed categories were ranked at the Advanced/Stage 3 or Target/Stage 4 levels.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2006-2007 school year, an increase of 33 percent as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilizing technology, teachers will retrieve, evaluate, and use information related to student progress and achievement.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote equitable and universal access to technology.	Administration	8/14/2006	5/30/2006	District Strategic Plan	\$0.00
Survey instructional staff to identify needed professional development.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a "Teacher Helping Teacher" mentoring program to help instructional staff develop increased competency in utilizing unfamiliar technology applications.	Administration	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Identify, and allocate resources that can be utilized to maintain, replace, and upgrade technology accessibility and availability in all classrooms.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$25000.00
Infuse student-based programs into the curriculum giving students daily opportunities to utilize technology.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Teachers will participate in professional development/training sessions that will enhance their computer skills. Emphasis will be placed on participation in staff development that will further awareness of instructional personnel in the following programs: Edusoft, Power Point, Electronic Grade Book, Accelerated Math, Microsoft Word, Microsoft Excel, FCAT Explorer, and Riverdeep.

Evaluation

Progress will be monitored through the utilization of sign in logs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Through participation, students will develop interests and skills that will promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Based on the results of the 2005-2006 FITNESSGRAM, 72 percent of all 4th and 5th grade students had passing scores. These results indicate a need for 4th and 5th grade students to become more physically active and health conscious.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students in grades two through five will improve their fitness as evidenced by 74 percent of students passing the 2006-2007 FITNESSGRAM, an increase of 2 percent as compared to the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify and help students develop competency in motor skills and movement patterns needed to perform a variety of physical activities.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop an action plan to meet the goals and objectives of the Presidential Fitness Program Awards.	Leadership Team; Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilizing the FITNESSGRAM, administer a pre-test to determine baseline measures of student/school improvement.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Direct student participation in the specific activities in order to prepare for the FITNESSGRAM.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Professional development training will include in-services on the essential components of health and physical fitness for elementary school students. The physical education coaches will provide a presentation to faculty on the FITNESSGRAM and the elements that it assesses to create an awareness among the faculty of the FITNESSGRAM and the value of physical fitness.

Evaluation

Quarterly assessments will be utilized to analyze progress and instruction focused on remediating/targeting weaknesses and reinforcing areas of strength. Summative evaluation will be based upon the percent of students passing the 2006-2007 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through curricular and extra curricular offerings.

Needs Assessment

During the 2005-2006 school year 35 percent of students in grades two through five participated in Spring Arts activities. State mandated academic guidelines for tier one, tier two and tier three students have severely impacted student participation in the arts program.

Measurable Objective

Given an emphasis on participation in, and appreciation of, the arts, 40 percent of students in grades two through five; an increase of 5 percent as compared to the 2005-2006 school year; will participate in the Spring Arts Festival during the 2006-2007 school year, as documented by participation rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students to develop an understanding of the relationship of the arts to mathematics during mathematics classes.	Classroom and Special Area Teachers.	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Continue and expand the beginning string program in third and fourth grades.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$1000.00
Identify and provide additional opportunities for students to participate in arts experiences.	Special Area Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$1000.00
Monitor all arts programs to ensure that students are exposed to a variety of artistic genres.	Special Area Chairperson	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Identify resources that can be used by parents to provide their children with additional experiences in the arts at home.	Community Involvement Specialist	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Identify and provide opportunities for students to attend authentic arts productions, i.e., concerts, plays, art shows, etc.	Special Area Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

N/A

Professional Development

Professional development training, such as the University of Miami's Summer Arts Institute and district-wide string workshops, will focus on in-services that will help instructional personnel integrate the arts into all areas of the curriculum and facilitate student appreciation of the arts.

Evaluation

Summative evaluation will be based upon 40 percent or more of the students in second through fifth grade participating in the 2006-2007 Spring Arts Program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

South Miami Heights Elementary School will rank at or above the 53rd percentile statewide in the Return on Investment Index of value and cost effectiveness in its programs.

Needs Assessment

The Return on Investment index indicates that South Miami Heights Elementary ranks in the fiftieth percentile of all elementary schools in the state of Florida. A qualitative cost analysis team should continue to: (a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources (b) monitor whether or not the programs and resources are improving school and student performance (c) measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

Measurable Objective

South Miami Heights Elementary will improve its ranking on the State of Florida Return On Investment index publication from the 50th percentile in 2004-2005, to the 53rd 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.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation.	Principal	7/1/2006	6/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Leadership Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks and grants.	Leadership Team	7/01/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Professional development will focus on continued budget training in order to develop an increased understanding of the school's budget.

Evaluation

On the next State of Florida Return of Investment index publication, South Miami Heights Elementary School will show progress toward reaching the 53rd percentile.

EESAC Compliance

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

Budget:

The EESAC assists in the preparation and implementation of the School Improvement Plan. In order to fully implement the School Improvement Plan, the EESAC recommends that funds be used to provide additional resources in the areas of reading, mathematics, science and writing.

Training:

In order to fully implement the School Improvement Plan, the EESAC recommends the implementation of staff development and training which addresses the needs of new teachers as well as teachers in new grades and/or subject areas.

Instructional Materials:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to use and provide state adopted texts for all students; and continue to provide supplemental texts that will help ensure academic growth for all students.

Technology:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing training in technology schoolwide.

Staffing:

In order to fully implement the School Improvement Plan, the EESAC recommends considering teaching strengths and preferences when making staffing decisions and continuing the use of common planning time for each grade level and/or subject area.

Student Support Services:

In order to fully implement the School Improvement Plan, the EESAC recommends utilizing additional resources provided for retained students as well as students not meeting grade level expectations in reading, mathematics, science and writing.

Other Matters of Resource Allocation:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to review the allocation of all resources in order to ensure that they are being utilized effectively.

Benchmarking:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to disaggregate data at regularly scheduled intervals in order to identify and address identified academic needs for all student groups.

School Safety & Discipline:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing the utilization of student agendas as an additional method of home-school communication; continue to implement plans developed by the discipline and safety committee.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$35,000.00
Goal 2: Mathematics	\$52,000.00
Goal 3: Writing	\$10,000.00
Goal 4: Science	\$5,000.00
Goal 5: Parental Involvement	\$6,000.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$25,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$136,000.00

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