
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5431 - Sweetwater Elementary School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Delio Diaz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Sweetwater Elementary School

Sweetwater Elementary is located at 10655 S.W. 4th Street in the low socioeconomic urban community of Sweetwater within the Coral Park Feeder Pattern in Regional Center III. The student population currently consists of 894 children enrolled in Pre-Kindergarten through grade five. The ethnicity of the student population is 98 percent Hispanic, 0.63 percent White, 0.53 percent Black, 0.63 percent Asian, and 0.12 percent multiracial. In addition, Sweetwater has a Title I program with 77 percent of the students qualifying for free or reduced lunch. The percentage of students who are Limited English Proficient totals 44 percent of the school's population, while seven percent of the students receive services from the Special Education Program.

The school offers a variety of programs to meet the needs of both the students and their parents. The diverse needs of the students are met through the various programs offered at the school including Title I, limited English proficient (LEP), Special Education Program (SPED), Academic Excellence Program (AEP) and Teaching Enrichment Activities to Minorities (TEAM). A before and after school extended learning day program is also offered, along with a Before and After-School Care Program. The Student Services department is instrumental in identifying needy students and families and provides both direct assistance and referrals to appropriate service agencies. The parents' needs are also met through monthly workshops covering a wide range of relevant topics as well as English classes that are offered at the school site. Parents also have the opportunity to participate in the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).

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

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

Given instruction based on the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by a one percent increase in the number of students scoring at 3.5 or higher on the administration of the 2007 FCAT Writing Test.

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

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation

rosters for the 2005-2006 and 2006-2007 school years.

Given emphasis to student achievement and a positive attitude toward school, student tardiness will decline as evidenced by a five percent decrease in the number of students tardy to school during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all targeted students will use the Reading Plus Program 100 percent of the time as evidenced by the program usage report.

Given instruction based on the Miami-Dade County Public Schools Physical FITNESSGRAM standards, students in fourth and fifth grades will show an increase in the number of award recipients as evidenced by a five percent increase when comparing the 2005-2006 FITNESSGRAM results with the 2006-2007 FITNESSGRAM results.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Sweetwater Elementary School will improve its ranking on the State of Florida ROI index publication from the 53rd percentile in 2004-2005 to the 54th percentile on the next publication of the index.

The results of the 2007 Organizational Performance Improvement Snapshot (OPIS) are used to identify the categories in need of improvement. The two categories that were deemed to be in need of improvement are "business results" and "customer and market focus" both with a category score of 4.7. These two areas ranked the lowest among the seven surveyed categories. To improve these areas, the administration will address these categories at faculty meetings. Resources from the region and district will be made available to faculty and staff members in an effort to provide further assistance in better understanding the areas of need.

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.

Sweetwater Elementary School

VISION

The vision at Sweetwater Elementary is that meeting the academic, physical, emotional, and social needs of all students within a safe and positive environment is paramount to ensuring an excellent educational climate. A stimulating and appropriate educational experience is necessary for every child and that establishing a partnership among home, school, and the community will be beneficial for all.

MISSION

Sweetwater Elementary's mission is to develop the maximum potential of each student. Students are actively involved with investigating curricular topics, applying critical thinking, and using technology to practice developmental skills, access information, and create products that will demonstrate their learning. A staff of caring professionals will join efforts with parents and community members to provide a stimulating and appropriate educational experience for every child in our school, encouraging each to become a self-directed, independent learner.

CORE VALUES

In line with the District's Core Values and with a high regard to the standards of our profession, we commit ourselves to a curriculum that is based on those ideals and principles that forge motivated, virtuous and enlightened citizens who consciously and actively participate in a pluralistic society. Through a well thought out academic program, we will instill excellence, equity, integrity and a sense of obligation and responsibility to the values of a democratic nation.

School Demographics

Sweetwater Elementary School is located at 10655 S.W. 4th Street in the low socioeconomic urban community of Sweetwater within the Coral Park Feeder Pattern in Regional Center III. The two story facility on 13 acres includes nine buildings which house 44 classrooms, a main office, a library media center and 11 relocatables. This 21 year old school has been retro-fitted to provide internet access to all the classrooms in the building and two computer labs. Four of the eleven relocatables are currently wired for internet access.

The surrounding area consists of small residential homes, apartments, mobile homes, and a variety of businesses. The western boundary of the school is adjacent to a fire rescue station that sits on the corner of 107th avenue which is a four lane congested road. Along 107th avenue, there are numerous strip malls which include grocery stores, drug stores, religious establishments, restaurants, dollar stores and gas stations. A McDonalds restaurant is located at the northeast corner of the physical education field. Located across the street are a park and a senior citizen activity center, where during special times of the year, the students participate in intergenerational activities.

Sweetwater Elementary provides outstanding educational services to students in Pre-Kindergarten through fifth grade. The diverse needs of the students are met through the various programs offered at the school including Title I, limited English proficient (LEP), Special Education (SPED), Academic Excellence (AEP) and Teaching Enrichment Activities to Minorities (TEAM). An extended day learning program is also offered, along with a Before and After-School Care Program. The Student Services department is instrumental in identifying needy students and families and provides both direct assistance and referrals to appropriate service agencies such as the Miami Behavioral Center, Psych Solutions and the University of Miami Pediatric Mobile Clinic. A Leadership Team comprised of the Grade Level Chairpersons from kindergarten through fifth grade, representatives from the special areas such as SPED and LEP, the Reading Coach, the Library-Media Specialist, Assistant Principal and the Principal collaborate on a monthly basis to work with staff by reviewing data and making the appropriate adjustments to the instructional program.

The school employs a total of 87 full-time staff members. Of the full-time staff, two are administrators, 61 are classroom teachers, two are guidance counselors, eight are paraprofessionals, five are clerical employees, seven are custodial service workers, and one is a library-media specialist. The ethnic breakdown of the full time staff is as follows: nine percent are White Non-Hispanic, 14 percent are Black Non-Hispanic, and 77 percent Hispanic. Of these, 14 percent are males and 86 percent are females. The ethnic breakdown of the part-time staff is sixteen percent White Non-Hispanic, and 84 percent are Hispanic. Due to minimal teacher turnover, only eight percent of the teachers are new to the school. The average length of years teaching in Florida is 14 with 39 teachers having advanced degrees. The percent of instructional staff attendance is 94.7.

Sweetwater has received many distinctions such as the "Golden School Award" for its outstanding volunteer program, and the Sunshine State School Public Relations Association's (SUNSPRA) statewide first place award for the publication of the school's bilingual newsletter and website. Sweetwater also met all the requirements for the Five Star School Award in 2001-2002 due to its community involvement. The school was also the recipient of the Platinum School Award for the 2000-2001 school year. During the 2003-2004 and 2004-2005 school years, Sweetwater received the "All Students All Schools" grant to increase the percent of students with disabilities that spend 80 percent or more of the school day in the general education classroom. The school also received the Barbara Bush Literacy Grant and the Engaging Latino Communities for Education (ENLACE) Miami! Children's Trust Fund grants for the 2005-2006 and 2006-2007 school years.

Sweetwater Elementary serves approximately 894 students in Pre-Kindergarten through fifth grade. The students who live in the surrounding area either walk to school, are dropped off by their parents or are transported to school by private buses. Additionally, the school has a mobility index rate of 28. The student population is composed of 98 percent Hispanic, 0.63 percent White, and 0.63 percent Asian. Seventy-seven percent of our students participate in the free and/or reduced lunch program, qualifying to be a Title I school. Due to the high percentage of students on free and/or reduced lunch, the students are in need of additional support that will enable them to be productive citizens.

Sweetwater has close ties with several nearby schools. The staff at Sweetwater articulates closely with Ruben Dario Middle School to ensure a smooth transition for the majority of the fifth grade students that will attend that school. Once completing Ruben Dario Middle School, the students attend Coral Park Senior High School which is part of the school's feeder pattern.

Sweetwater Elementary has strong parental involvement as evidenced by the yearly increases in the percent of parents that attend school functions. Some of the factors that contribute to this success are the number of workshops offered to parents in both English and Spanish, the availability of attending the workshops at different times of the day, and opportunities to learn English as a second language while providing child care at the school site. After studying the school data, the faculty members and the Educational Excellence School Advisory Council (EESAC) have identified a specific challenge. This challenge is the high number of students who arrived late to school during the 2005-2006 school year. This area has been addressed and is included as an objective in the 2006-2007 School Improvement Plan.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, Sweetwater Elementary ranked 4.8 under the leadership category. This indicates that the leadership sets a strong and positive direction for the school and fosters an environment of collaboration among all stakeholders. The item in this category which received the highest score of a 4.9 was 1d. "My work location's supervisor shares information about the work location". All other items in this category received a score of 4.8 except 1g "My work location asks me what I think" with the lowest score of 4.5. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

Through the OPIS survey, the employees have indicated a high level (4.7) of involvement in the development of the school's goals and objectives. The faculty and staff members gave the highest rating to item 2c "I know how to tell if we are making progress on my work group's part of the plan" giving the items a score of 4.8. The strategic planning tool used is the Plan-Do-Study-Act Instructional Cycle which is an analysis approach for continuous school improvement. All staff members are given the opportunity to be involved in all aspects of the school's plan through faculty, grade level, Leadership Team, and EESAC meetings.

Stakeholder Engagement:

In order to effectively maintain a high level of satisfaction of its customers, the faculty and staff agreed that a positive relationship must be established and maintained. This area received an overall rating of 4.7. Most of the faculty and staff responded favorably to 3a "I know who my most important customers are" and 3b "I keep in touch with my customers" Based on the results of the survey, the faculty and staff indicated that by using effective communication the customers' concerns and needs are addressed resulting in customer satisfaction.

Faculty & Staff:

This category was among the highest ranked at Sweetwater Elementary with a score of 4.8. The faculty and staff indicated that they are encouraged to develop their professional skills leading to career advancement opportunities. They also indicated that they work together as a team to improve the overall operation of the school. The staff responded favorably to 5e "I have a safe workplace", 5b "The people I work with cooperate and work as a team", and to 5a "I can make changes that will improve my work". These positive responses show that the work atmosphere is a favorable one for work. The lowest ranking item was 5d "I am recognized for my work", given a 4.7. Efforts will be made in this area to ensure recognition of individuals or teams for their efforts.

Data/Information/Knowledge Management:

On the Organizational Performance Improvement Snapshot Survey this category tied for the highest ranking receiving a category score of 4.8. Faculty and staff gave a 4.9 score to 4a "I know how to measure the quality of my work" and 4c "I use these analyses for making decisions about my work". Results of the survey indicate that the school employees analyze available data including test results, accountability information, and the school climate survey in order to monitor the progress of the employees, students and school functions. The faculty also reviews

these analysis for decision making, professional development opportunities and in preparation of Goal Setting. The lowest item score for this category was a 4.8.

Education Design:

On the Organizational Performance Improvement Survey, scored a 4.7 which while still high was the lowest of the scores. The faculty and staff gave high ratings (4.8) to 7g "My work location has high standards and ethics", 7h "I am satisfied with my job", and 7b "My work products meet all requirements for high quality and excellence". However, there was one area where an opportunity for improvement was seen. This is 7c "I know how well my work location is doing financially". This issue will be addressed during the school year.

Performance Results:

The faculty and staff of Sweetwater Elementary showed favorable results in this area giving it a category score of 4.7. The following categories received a 4.8: 6c "We have good processes for doing our work." and 6a "I can get all of the resources I need to do my job." Results of the survey show that employees are satisfied with their job and the high standards associated with it.

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:

To increase the reading achievement of all students.

Needs Assessment

A comparison of the 2006 FCAT Reading with the 2005 FCAT Reading administration showed an increase in the mean scale score of grade four and five students. The third grade, showed a slight decrease. The mean scale score was 297 which showed a decrease of four points from the previous administration. In the fourth grade, there was an increase of two points. The mean scale score for the fourth grade was 308. The fifth grade score was 291 showing an increase of one point.

The results of the grade three reading by content clusters showed that the percent of students showed mastery of the reading clusters as follows: 56 percent Words/Phrase, 64 percent Main Idea/Purposes, 58 percent Comparisons and 75 percent Reference/Research. An analysis of the percentage of items answered correctly on the 2006 FCAT Reading by content clusters revealed that in third grade there were two percent increases in both Words/Phrases and Main Idea/Purpose. There was a 15 percent increase in Research/Reference. The third grade students showed a 17 percent decrease in Comprehension which will be a targeted skill for the 2006-2007 school year. The results of the grade four reading by content clusters showed that the percent of students showed mastery of the reading clusters as follows: 67 percent Words/Phrases, 59 percent Main Idea/Purposes, 59 percent Comparisons and 50 percent Reference/Research. The fourth grade students showed a 10 percent increase in Words/Phrases, a one percent increase in Comprehension and has remained constant in Reference/Research for the past three years. The fourth grade students showed a decrease of six percent in Main Idea/Purpose which will be an area of emphasis. The results

of the grade five reading by content clusters showed that the percent of students showed mastery of the reading clusters as follows: 57 percent Word/Phrases, 59 percent Main Idea/Purposes, 67 Comparisons and 67 Reference/Research. The fifth grade students showed a decrease in all tested areas with the greatest decrease, 11 percent, in Main Idea/Purpose. After analyzing all available data, Comprehension will continue to be a targeted area in need of improvement for all grade levels.

The 2005-2006 School Performance Accountability Report showed that 74 percent of the eligible students tested are meeting high standards and 66 percent are making learning gains as compared to 70 percent meeting high standards and 73 percent making learning gains during the 2004-2005 school year. The Adequate Yearly Progress (AYP) Report revealed that the school surpassed the 44 percentage requirement that demonstrates AYP except the Students with Disabilities subgroup which scored 38 percent. The percent of Limited English Proficient scoring at or above grade level was 56 percent, the Economically Disadvantaged 65 percent, and the Hispanic 66 percent showing an increase in all the subgroups from the previous year.

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Tier II students with instruction using research-based programs for intervention such as Passport Voyager and Early Success in order for students to attain grade level expectations.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the reading skills of all students.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the percentage of Students with Disabilities involved in the inclusion model, to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement the Comprehensive Research-based Reading Plan and monitor student progress through the use of various assessments to improve the reading achievement of all students.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Reading Plus computer based program to improve students' reading fluency.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Provide and monitor an extended day research-based tutorial program using Reading Plus and other research based programs in order to improve the reading achievement of students on the FCAT Reading.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

The core reading program is Houghton Mifflin Miami-Dade Edition, 2006 Edition. Voyager Passport will be used for Tier II kindergarten, first and third grade students and Early Success will be used for second grade Tier II students. Reading Plus will be used with second through fifth grade students. Learning Today technology program will be used with identified LEP students.

Professional Development

Professional development opportunities will be provided to teachers in kindergarten through fifth grade by the District's Office of Professional Development by offering training such as:

Guided Reading for Beginners

Houghton Mifflin K-6

LETRS: Language Essentials for Teachers of Reading and Spelling Modules 1, 2, and 3

Project CRISS

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Reading. Each strategy will be monitored and evaluated through the following:

1. District Interim Assessment for Reading in grades three through five.
2. The following tools will be used to diagnose/monitor student progress: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten through third grade and FCAT Levels 1 and 2 in fourth and fifth grades, Diagnostic Assessment of Reading (DAR) to selected students, and basal tests in kindergarten through fifth grade.
3. Attendance rosters, and Accelerated Reader student reports for first through fifth grade, and DIBELS for third through fifth grade.
4. Individual Educational Plan.
5. Amount of time spent on Reading Plus.

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

GOAL 2 STATEMENT:

To increase the mathematics achievement of all students.

Needs Assessment

A comparison of the 2006 FCAT Mathematics with the 2005 Mathematics administration showed that the mean scale scores for fourth and fifth grades increased while grade three remained the same. The results of the grade three mathematics by content clusters showed that the percent of students showed mastery of the mathematics clusters as follows: 67 percent in Number Sense, 63 Measurement, 57 percent Geometry/Spatial Sense, 67 percent Algebraic Thinking, 71 Data Analysis and Probability. Further analysis by content clusters revealed that the third grade showed a nine percent increase in Number Sense, but showed decreases in both Measurement and Geometry/Spatial Sense where emphasis will take place. The results of the grade four mathematics by content clusters showed that the percent of students showed mastery of the mathematics clusters as follows: 55 percent in Number Sense, 63 Measurement, 71 percent Geometry/Spatial Sense, 57 percent Algebraic Thinking, 71 Data Analysis and Probability. The fourth grade remained the same in all tested areas except Geometry and Data Analysis/Probability where increases were evidenced. The results of the grade five mathematics by content clusters showed that the percent of students showed mastery of the mathematics clusters as follows: 46 percent in Number Sense, 45 Measurement, 46 percent Geometry/Spatial Sense, 45 percent Algebraic Thinking, 50 Data Analysis and Probability. The fifth grade showed decreases in three areas, Measurement, Geometry/Spatial Sense and Algebraic Thinking with the other two clusters remaining the same. Emphasis will be placed on all areas of need.

The 2005-2006 School Performance Accountability Report showed that 76 percent of the eligible students tested are

meeting high standards up six percent from the 2004-2005 school year and 60 percent are making learning gains.

The Adequate Yearly Progress (AYP) Report showed that all of the school's subgroups except the students with Disabilities exceeded the 50 percentage requirement that demonstrates AYP in mathematics. The percent of Limited English Proficient 65 percent, the Economically Disadvantaged 68 percent, and the Hispanic 69 percent. The Students with Disabilities subgroup did not meet the target with 32 percent scoring at or above grade level. Therefore, Sweetwater Elementary will continue to strive for an increase in all subgroups attaining Adequate Yearly Progress with an emphasis on Students With Disabilities.

To provide assistance to students in grades three through five in the areas of Measurement, Geometry/Spatial Sense and Algebraic Thinking, teachers will utilize technology resources to improve math 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the mathematics skills of all students.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the percentage of Students with Disabilities involved in the inclusion model to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	8/14/2006	5/30/2007	Inclusion	\$0.00
Expand the student savings program in conjunction with Washington Mutual Bank in order to provide students with real life experiences.	Principal, Assistant Principal	9/8/2006	5/4/2007	Community Partnerships	\$0.00
Schedule an uninterrupted daily 60 minute block in mathematics for all grades in order to improve student achievement.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology resources for students in grades three through five such as FCAT Explorer to improve math skills.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and monitor research-based extended day tutorial assistance through the use of Harcourt Math to students scoring at Achievement Levels 1 and 2 on the FCAT Mathematics.	Principal, Assistant Principal	10/2/2006	5/23/2007	Small Learning Communities	\$0.00

Research-Based Programs

The research-based program used for mathematics is Harcourt Math, 2004 Edition.

Professional Development

Professional development opportunities will be provided by the District's Office of Professional Development to ensure that kindergarten through fifth grade teachers receive training in areas such as:

Navigating Through Algebra K-2

Navigating Through Algebra Grades 3-5

Principles and Standards for School Mathematics

Evaluation

This objective will be evaluated by the scores of the 2007 FCAT Mathematics. Each strategy will be monitored and evaluated through the following:

1. District Interim Assessments for grades three through five.
2. Attendance rosters and textbook tests for students in fourth and fifth grade.
3. Individual Educational Plan.
4. FCAT Explorer student reports for fifth grade students.

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

GOAL 3 STATEMENT:

To increase the writing achievement of fourth grade students.

Needs Assessment

Data from the 2006 fourth grade FCAT Writing administration indicates that 80 percent of the students scored a 3.5 or above, a three percent increase from the 2005 administration. Results also show that there was a 19 percent increase in the number of students scoring 4.0 or above. The School Accountability Report for 2006 indicates that 91 percent of the students are meeting high standards in writing a six percent increase from the 2005 report. The students scored a 4.1 on Expository compared to a 3.9 on Narrative.

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, fourth grade students will improve their writing skills as evidenced by a one percent increase in the number of students scoring at 3.5 or higher on the administration of the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the writing skills of all students.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor the implementation of the Sunshine State Standards in all grades to strengthen skills in the writing process.	Principal, Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Facilitate opportunities for students in fourth grade to use software, word processing programs and the internet to expand and improve the quality of writing.	Principal, Assistant Principal Library Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Display student writing in order to motivate students to write.	Principal, Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Ensure that students in grades two through five have frequent exposure to narrative and expository writing in order to increase writing proficiency.	Principal, Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Increase the percentage of Students with Disabilities involved in the inclusion model to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	8/14/2006	5/30/2007	Inclusion	\$0.00

Research-Based Programs

The research-based program used for reading is Houghton Mifflin Miami-Dade Edition, 2006 Edition.

Professional Development

Professional development opportunities will be provided to teachers in kindergarten through fifth grade by the District's Office of Professional Development by offering training such as:

Developing Readers and Writers (D.R.A.W)

FCAT Standards

Houghton-Mifflin K-6

LETRS: Language Essentials for Teachers of Reading and Spelling

Writing + Grades 3 and 4

Writing with Symbols

Evaluation

This objective will be evaluated by the scores on the 2007 FCAT Writing Test. Each strategy will be monitored and evaluated through the following:

1. Monthly writing prompts in grades two through five and monthly writing samples in kindergarten and first grade.
2. District pre and post narrative writing assessment to students in first through fifth grades and monthly expository or narrative writing samples to students in second through fifth grades.
3. Individual Educational Plan.

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

GOAL 4 STATEMENT:

Given instruction based on the Sunshine State Standards, students in grade five will increase by 10% their science skills on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Needs Assessment

Results of the grade five FCAT Science showed that 30 percent of the students scored a three or above. The mean scale score was 286 an increase of eight points from the previous year. Even though there was an increase, the fifth graders tested scored below the State and District levels. The results of the science FCAT by content clusters showed that the percent of students showed mastery of the science clusters as follows: 58 percent Physical/Chemical, 50 percent Earth/Space, 54 percent Life/Environment and 58 percent Scientific Thinking. A comparison of the school's 2006 FCAT Science with the 2005 administration showed a decrease in the percent of questions answered correctly in two of the four content clusters, Physical/Chemical and Earth/Space. Scores of 50 percent and above were evident in three of the four clusters; Physical/Chemical, Life/Environment and Scientific Thinking. The percent of questions answered correctly on the fourth cluster, Earth/Space was 43 percent. The average number of questions answered correctly in each of the content clusters revealed that students require additional assistance on all areas tested to meet the State's goal of 75 percent or better level of proficiency.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle throughout the instructional program in order to improve the science skills of all students.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Expand students' opportunities in exploring science curricula by offering an after school Academic Excellence hands-on science program to students in grades four and five.	Principal, Assistant Principal	9/18/2006	5/3/2007	Community Partnerships	\$0.00
Implement the district-designed science scope and sequence, aligned to the Sunshine State Standards/CBC to provide consistency and purpose within the delivery of content in grades three through five.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide the gifted students with a science program that focuses on research and hands-on experimental learning activities with an emphasis on accelerating and enriching the Sunshine State Standards.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate student activities with outside community organizations and/or agencies such as Florida International University in order to improve student achievement.	Principal Assistant Principal	8/14/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

The research-based program used for science is McGraw-Hill Science, 2000 Edition.

Professional Development

Professional development opportunities aligned with State academic content and student achievement standards will be afforded to kindergarten through fifth grade teachers by the District's Office of Professional Development in areas such as:

Elementary Earth Science Classroom: Hands-on Activities

Hands on Science K-5

Research in Science

Teaching Science for Early Career Elementary Primary Teachers

Evaluation

This objective will be evaluated by the scores of the 2007 FCAT Science. Each strategy will be monitored and evaluated through the following:

1. District recommended Interim Science Assessment for grade five.
2. Instructional focus calendar for first through fifth grades.
3. Unit tests from McGrawHill.

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 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 5 STATEMENT:

To increase parental involvement in school related activities in order to increase student achievement.

Needs Assessment

After analyzing sign-in rosters, records indicated that Sweetwater Elementary experienced a six percent increase in parent participation at school activities for the 2005-2006 school year when compared to 2004-2005. Data from the Title I End of the Year Report showed that 3,044 parents attended workshops and activities during the 2004-2005 school year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation rosters for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Direct the Student Services Department in conjunction with the Community Involvement Specialist to contact parents of students scoring FCAT Achievement Levels 1 and 2, to encourage participation in school activities.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide workshops and seminars in English and Spanish to assist parents with the educational, social, and emotional development of their children in order to promote an effective relationship between home and school.	Principal, Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Facilitate the utilization of the Parent Resource Center which provides parents with resources to assist their children at home in order to increase student achievement.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate with the Bilingual Parent Outreach Program to provide Limited English Proficient (LEP) and/or immigrant families with information about education, community services, and civil responsibilities to facilitate the adaptation process and increase parental involvement.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote school involvement by disseminating information about the school's activities via the school calendar, newsletter, website, and home visits by the Community Involvement Specialist in order to increase parental participation.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$10800.00
Provide parent training in accessing the electronic gradebook in order to keep parents informed about their child's progress.	Principal Assistant Principal Electronic Gradebook Managers	10/16/2006	12/1/2006	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Limited English Proficient (LEP) and/or immigrant families will be provided with information about education, community services, and civil responsibilities through the Bilingual Parent Outreach Program. Provide parenting seminars sponsored by the student services department which deal with the emotional and social development of the students. Provide parent workshops conducted by the Reading Coach, teachers or invited District and/or Regional Center III personnel in the following areas: FCAT (Reading, Mathematics, Writing, Science), District, State, Title I requirements, and others. Notify parents of District Advisory Council (DAC) meetings.

Evaluation

This objective will be evaluated by means of sign-in rosters. Monthly counts from the sign-in rosters will be tabulated in order to monitor parent attendance at school activities, and ensure that participation is increasing. Additionally, the Title I Monthly School Report will be continuously monitored to assess that the workshops being offered to parents are aligned with the outlined strategies, thus helping to increase parental involvement as well as student achievement. In addition, each strategy will be monitored and evaluated through the following:

1. Parent communication log.
2. Sign-in rosters of caretakers attending school activities.
3. Parent Resource Center caretaker material check out log.
4. Community Involvement Specialist home visit log.
5. Bilingual Outreach Program workshop schedule and sign-in rosters of caretakers attending workshops.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 6 STATEMENT:

Decrease the number of students tardy to school.

Needs Assessment

Records showed that the total number of students tardy for the 2005-2006 school year was 4551 compared to 5111 during the 2004-2005 school year, a decrease of 10 percent. A breakdown by marking periods indicated the following number of times students arrived late for school:

First marking period – 974 compared to 952 during the 2004-2005 school year

Second marking period – 1015 compared to 1474 during the 2004-2005 school year

Third marking period – 1066 compared to 1183 during the 2004-2005 school year

Fourth marking period – 1496 compared to 1502 during the 2004-2005 school year

Measurable Objective

Given emphasis to student achievement and a positive attitude toward school, student tardiness will decline as evidenced by a five percent decrease in the number of students tardy to school during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain accurate record keeping via an Attendance Clerk to record the tardiness of each student.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize data analysis for tracking individual student tardiness to refer for appropriate services.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote participation in the School Breakfast Program to encourage early arrival at school.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Institute a before school tutoring program in order to raise student achievement and prevent student tardiness.	Principal, Assistant Principal	10/2/2006	5/23/2007	Small Learning Communities	\$0.00
Coordinate with the Student Services Department to offer a parent workshop on time management strategies in order to stress the importance of punctuality.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Before School Day Care to facilitate early arrival through a safe supervised program.	Principal, Assistant Principal, After School Care Managers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Provide a parent seminar sponsored by the student services department that addresses time management strategies. Professional development will be offered on this objective during Parent Teacher Association meetings throughout the school year.

Evaluation

This objective will be evaluated by means of daily counts of tardy students and comparing the total for the 2006-2007 school year with the total tardy count for 2005-2006. In addition, each strategy will be monitored through the following:

1. Daily tardy rosters.
2. Data analysis of number of times each student has been tardy.

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 checked="" type="checkbox"/>

GOAL 7 STATEMENT:

All identified students in second through fifth grade will use the Reading Plus program.

Needs Assessment

In August of 2006 400 students were identified for enrichment or remediation in reading. These students were identified using DIBELS and FCAT Reading results.

Measurable Objective

Given an emphasis on the use of technology in education, all targeted students will use the Reading Plus Program 100 percent of the time as evidenced by the program usage report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct professional development for the instructional staff that incorporates strategies on how to integrate Reading Plus into the curriculum.	Principal, Assistant Principal	8/10/2006	5/30/2007	District Strategic Plan	\$0.00
Improve hardware availability to reduce student computer ratio to increase student usage of the Reading Plus Program.	Principal, Assistant Principal	8/14/2006	10/31/2006	District Strategic Plan	\$0.00
Conduct parent workshops to familiarize the caretakers with the Reading Plus program in order to raise student achievement.	Principal, Assistant Principal	8/14/2006	1/31/2007	District Strategic Plan	\$0.00
Monitor the use of the Reading Plus program to assure student participation.	Principal, Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Professional development in this area will be afforded to all teachers of second through fifth grade students.

Evaluation

This objective will be evaluated by the Reading Plus usage reports.

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"/>

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

GOAL 8 STATEMENT:

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

Needs Assessment

The physical fitness test summary shows a combined mean average of 83 percent out of the 294 students tested in grades four and five achieving high standards in order to determine strength, flexibility, cardiovascular, and endurance. Seventeen percent of the fourth and fifth graders need to achieve high standards. The results of the Miami-Dade County Public Schools FITNESSGRAM Test administered in 2005-2006 to students in grades four and five showed that 100 percent of the students were tested.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools Physical FITNESSGRAM standards, students in fourth and fifth grades will show an increase in the number of award recipients as evidenced by a five percent increase when comparing the 2005-2006 FITNESSGRAM results with the 2006-2007 FITNESSGRAM results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage students to meet the standards of physical fitness set by the Fitness Gram by scheduling motivational activities such as field day.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor student progress through the use of a fitness log.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items which would enhance specificity of training.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a pre-test to all fourth and fifth graders to determine baseline measures.	Principal, Assistant Principal	8/14/2006	10/16/2006	District Strategic Plan	\$0.00
Expand students' opportunities to participate in physical activities by offering after school physical education classes in conjunction with the ENLACE Children's Trust Prep Program to students in grades three through five.	Principal, Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Professional development opportunities will be afforded to the physical education instructors by the District's Office of Professional Development in the areas of nutrition and physical fitness.

Evaluation

This objective will be evaluated by the scores of the 2007 FITNESSGRAM. Each strategy will be monitored and evaluated through the following:

1. Fitness logs for students in fourth and fifth grade.
2. Pre-test FITNESSGRAM results in fourth and fifth grade.
3. Student rosters and attendance logs for third through fifth grade students enrolled in the After-School Care Program.

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:

Increase participation in the Academic Excellence Program (AEP).

Needs Assessment

During the 2005-2006 school year 45 students participated in the Academic Excellence Program.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participation in chess competitions to apply skills practiced in class.	Principal, Assistant Principal	10/2/2006	5/30/2007	Academic Teams	\$500.00
Offer a before-school chess Academic Excellence Program to improve critical thinking and analysis skills.	Principal Assistant Principal	10/2/2006	5/30/2007	Academic Teams	\$0.00
Offer an after-school Academic Excellence Program in the area of Science to increase academic achievement.	Principal, Assistant Principal	9/18/2006	5/3/2007	School-to-Career	\$0.00
Provide a dedicated space and resources for an after-school based science lab in which second, fourth and fifth grade students will participate in hands-on inquiry based investigations highlighting the use of science process skills in order to increase science content knowledge.	Principal, Assistant Principal	8/14/2006	5/30/2007	School-to-Career	\$0.00
Conduct experiments and demonstrations that will develop skills such as observing, classifying, communicating, measuring, predicting, and inferring in accordance with the Sunshine State Standards.	Principal, Assistant Principal	8/14/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

The research-based program used for science is McGraw-Hill Science, 2000 Edition.

Professional Development

Professional development opportunities will be afforded to Academic Excellence teachers by the District's Office of Professional Development in conjunction with the Division of Advanced Academics such as:

Academic Excellence Program Chess Workshop

Academic Excellence Program Hands-on Science

Evaluation

The evaluation of this objective will be measured by the 2006-2007 Advanced Academic program participation rosters.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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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:

Sweetwater Elementary School will rank at or above 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that during 2004-2005, Sweetwater Elementary ranked at the 53rd percentile on the State of Florida ROI index compared to the 41st percentile during 2003-2004.

Measurable Objective

Sweetwater Elementary School will improve its ranking on the State of Florida ROI index publication from the 53rd percentile in 2004-2005 to the 54th 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.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess the school's strengths and address opportunities for improvement through data analysis in order to decide which strategies will be most effective in impacting student achievement.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reallocate resources as necessary to increase the number of Students with Disabilities in inclusion class.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reallocate staffing resources to provide intense instruction in Reading to identified low performing students.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider alternative sources of funding to supplement existing school resources such as the Children's Trust Fund.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Teachers will engage in Best Practices discussions at grade level meetings. Staff members will receive information on how to access the North Central Regional Foundation Laboratory's (NCREL) website at www.ncrel.org in order to keep abreast of developing trends in education.

Evaluation

On the next State of Florida ROI index publication, Sweetwater Elementary will show progress toward reaching the 90th 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 approved the monies allocated by the state for materials and equipment that will enhance students' academic performance and address the specific needs of the students.

Training:

The EESAC recommended a continuation of parent workshops, which are conducted at the school site. They also recommend school-wide staff development in the areas of Reading, Writing, Mathematics and Science.

Instructional Materials:

The EESAC has had the opportunity to preview books, computer software, and supplies, which will enhance the reading, writing, mathematics and science programs.

Technology:

The EESAC reviewed and considers the use of funds to upgrade and enhance existing technology in order to complement instructional activities across every academic area.

Staffing:

The EESAC recommended for funds to be appropriated for additional staff as needed.

Student Support Services:

The EESAC recommended the continued support of the University of Miami Pediatric Mobile Clinic, Dr. Bruce Heiken Memorial Fund, and the Florida International University's ENLACE/Children's Trust Fund grant by disseminating information to the parents and community about the services provided by these partners. Also recommended are the Student Support Teams and the counseling programs provided at the school site. The school counselors along with the psychologist, the speech therapist, the social worker and the community involvement specialist work together to meet student needs.

Other Matters of Resource Allocation:

The EESAC recommended that other matters of resource allocation be addressed as needed.

Benchmarking:

The EESAC recommended that students be monitored on an ongoing basis. Results of recommended actions will be presented to members for discussion at EESAC meetings.

School Safety & Discipline:

The EESAC recommended tardiness as the area to target for the 2006-2007 school year.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,000.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$10,800.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$500.00
Goal 10: Return On Investment	\$0.00
Total:	\$16,300.00

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