
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5641 - Village Green Elementary School

FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: MARIA CHAPPOTIN

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Village Green Elementary School

Village Green Elementary is located in a middle class neighborhood. The students are predominantly Hispanic. They perform at an average level on standardized tests. After analyzing the reports indicated below, the staff and the Educational Excellence School Advisory Council have recommended the following objectives for the 2006-2007 school year.

2006-2007 School Improvement Plan

Florida School Report

Stanford Achievement Test (SAT) results

Florida Writing+ Assessment

Florida Comprehensive Assessment Test (FCAT) results

School Report Card

DOE'S Report: Vital Signs for 2004-2005 and 2005-2006

Given instruction using the Sunshine State Standards, students will increase in reading proficiency as evidenced by 80 percent of the students in grades 3 through 5 scoring at or above FCAT Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards students will increase in mathematics proficiency as evidenced by 78 percent of the students scoring at FCAT Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 93 percent of the students in grade 4 will score at 3.5 or above on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science processing skills as evidenced by a minimum of 53 percent of the students scoring at or above FCAT Level 3 on the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental attendance, the school will demonstrate a one percent increase in parental attendance as evidenced by the Parent Resource Center attendance logs for the 2006-2007 school year.

Given an emphasis on a safe and orderly environment and student attendance, the school will decrease in the number of students with 15 or more absences from 31 to 27 as evidenced in the end of the year COGNOS Report.

Given an emphasis on the use of technology in education, faculty members will show an increase in their usage of technology as an instructional tool as evidenced by computer lab sign-in logs and the use of the

electronic gradebook.

Given an emphasis on physical fitness, 40% of 4th and 5th graders who participated in the FITNESSGRAM will achieve 80% mastery on during the 2006-2007 school year.

Given an emphasis on the benefits of participating in enrichment opportunities, the number of students enrolled in enrichment programs will increase by one percent during the 2006-2007 school year.

Village Green Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile to the 61st percentile on the next publication of the index.

Top quality programs provided at Village Green Elementary School include Language Arts based pull-out Gifted Program, first through fifth grade; Spanish for Spanish Speakers and Spanish as a Second Language promote bilingual and biliterate students. Additionally, our after school care program features a French Club; wherein students learn the basics of the French language and culture. Our Media Center offers instruction in Library Media Services with access to online programs and catalogs. The Art and Music programs promote appreciation for the Fine Arts and provide extension activities as fieldtrip experiences, creative ideas using mixed media, Chorus and Strings Ensemble. Physical Education is an important part of the school's curriculum teaching the importance of healthy habits, good nutrition and exercise. Students and parents participate in "Jump Rope for the Heart" and "Playing With Your Kids Day."

Two areas for improvement based on the results of the Organization Performance Improvement Snapshot Survey tool are:

Education Design

Performance Results

Education Design is selected since it serves as the pedestal for performance improvement. The faculty and staff will build upon opportunities for short and long range planning, Curriculum Mapping and Instructional Leadership providing the blueprint for quality instruction. To this end, inservice training, current materials and ongoing assessments will continue to facilitate the Continuous Improvement Model.

Performance Results is selected as it provides information regarding the finances supporting the school's services. The administration will continue to provide financial information to faculty, staff and the EESAC via faculty and department meetings, EESAC meetings, as well as individual communication.

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.

Village Green Elementary School

VISION

Our vision at Village Green Elementary School is that all children, enabled by our faculty and staff, will access their education in order to promote their success in academic, creative and leisure endeavors.

MISSION

Our mission at Village Green Elementary School, in cooperation with the parents and the community, is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We strive to provide them with the knowledge and necessary skills to think critically and make wise decisions in a multicultural world. Our aim is to empower students to meet the challenges of citizenship in the 21st Century. We will promote self-confidence, self-respect, and respect for the rights of others, encourage students to think globally, help students develop decision-making skills through problem-solving techniques, teach conflict resolution skills in order to foster cooperation and encourage creativity and the productive use of leisure time.

CORE VALUES

EXCELLENCE

Village Green Elementary School is committed to providing educational excellence for all students.

INTEGRITY

Village Green Elementary School builds positive relationships through honesty, respect and compassion enhancing our students' self-esteem, safety and well-being.

EQUITY

Village Green Elementary School fosters an environment which respects and honors our diverse community leading students to success in all areas.

CITIZENSHIP

Village Green Elementary School is committed to work as a team with our educational community promoting democratic principles.

School Demographics

Village Green Elementary School is located in a middle class neighborhood. The 488 students are predominantly Hispanic. The student body is made up of 67 percent, standard curriculum; 33 percent, Special Education students; 26 percent, English for Speakers of Other Languages (ESOL); and 58 percent, economically disadvantaged. They perform at an average level on standardized tests.

A total of 48 full-time staff members and 24 part-time staff members are employed at Village Green Elementary School. Of this group, two are administrators, 26 are classroom teachers, six are Special Education teachers, one is a media specialist and one is a guidance counselor. The demographics of the full-time staff includes 27 percent white non-hispanic, 26 percent black non-hispanic and 46 percent hispanic. Additionally, there are four full-time paraprofessionals, three hourly teachers, seven clerical employees, three cafeteria workers, and five custodians. Of the teaching staff, two percent are new to the school with the average length of time teaching in Florida at 9 years; 48 percent of the instructors have advanced degrees and one teacher holds the National Board Certification.

The 42 year old school houses three permanent buildings, a Fine Arts Suite, and six portable classrooms.

School Foundation

Leadership:

According to the Office of Professional Improvement Snapshot Survey results, faculty and staff know that their supervisors share information about the work location (1d) and creates a work environment that helps them do their job. An area for improvement is to ensure to ask opinions from staff members (1g). An area for improvement would be to ensure that all stakeholders are involved in feedback (1g). Faculty, staff and EESAC members will form a team to draft the School Improvement Plan, monitor its implementation and assess its results.

District Strategic Planning Alignment:

According to the Office of Professional Improvement Survey results, faculty and staff feel comfortable on how the school's progress addresses the School Improvement Plan (2c); however, they would appreciate having their ideas solicited (2a). Faculty, staff and EESAC members will monitor the School Improvement Plan's progress providing input.

Stakeholder Engagement:

According to the Office of Professional Improvement Snapshot Survey results, knowing who the most important customers are rated the highest with the faculty (3a); however, encouraging stakeholders to make decisions to solve customers' problems should be promoted (3e).

Faculty & Staff:

According to the Office of Professional Improvement Snapshot Survey results, faculty members indicate that they know how to analyze the quality of their work (4a) and make necessary changes (4b). A few faculty members feel that they do not receive all of the information they need to do their work (4e). Faculty and staff will ensure their meeting job requirements with the district's assistance in disseminating information in a timely manner.

Data/Information/Knowledge Management:

According to the Office of Professional Improvement Snapshot Survey results, faculty and staff indicate that they feel safe in their work place and cooperate as a team (5e); however, some feel that they are not recognized enough for their work (5d).

Education Design:

According to the Office of Professional Improvement Snapshot Survey results, good processes are in place for faculty and staff to do their work (6c); however, a few feel that they have little control over their work processes (6d).

Performance Results:

According to the Office of Professional Improvement Snapshot Survey, the majority of faculty and staff feel that their work products are of high standards and that customers are satisfied with their work (7b). Approximately, 13

percent of the faculty feel a need to know more about the financial aspect of the school (7c). Faculty and staff members will form a team to advise how school finances may support student achievement.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of reading.

Needs Assessment

As a result of 2006 FCAT Reading Test, a total of 79 percent of the students scored at Level 3 or above. The data further indicated that students in grades 3 demonstrated a one percentage point increase in students scoring at Level 3 and above; students in grade 4 demonstrated a twelve percentage point increase in students scoring at Level 3 and above; and students in grade 5 demonstrated a six percentage point increase in students scoring at Level 3 and above. In grades 3-5 students demonstrated a five percentage point decrease in students scoring at Level 3 or above in reference and research and in main idea. Efforts will focus on the students in grade 3 in all strands and in grade 5 in main idea to improve. The No Child Left Behind Act requirements were met by all subgroups.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase in reading proficiency as evidenced by 80 percent of the students in grades 3 through 5 scoring at or above FCAT Level 3 on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that all subgroups are included in all strategies with Tier II students receiving additional tutoring support to reach proficiency level as evidenced by teacher schedules, rosters, and plans.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize technology for Language Arts/Reading implementation of Accelerated Reader, FCAT Explorer, Eduplace.com/kids, and Riverdeep as evidenced by student reports and logs.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the Interim Assessment provided by the District as a teacher tool to guide instruction every quarter in grades 3 through 5.	Classroom Teachers	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Comprehensive Research-Based Reading Plan (CRRP) strategies to ensure growth in reading comprehension for students in Level 3 and above as evidenced by teacher plans and grade level meeting minutes.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement a tutorial program with emphasis on main idea and reference and research for FCAT Level 1 and 2 students and lowest 25% to provide intensive small group instruction during the school day.	Assistant Principal Hourly Staff	8/14/2006	5/30/2007	District Strategic Plan	\$10795.00
Train special area teachers on effective use of FCAT task cards using CRISS strategies.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series. Additional resources for remediation include Voyager Passport and Leap Frog.

Professional Development

Reading Leaders Staff Development, The Miami-Dade Public Schools' Houghton Mifflin Reading Series, Student Performance Indicators, Curriculum Mapping, Riverdeep, and CRISS.

Evaluation

This objective will be evaluated by scores on the administration of 2007 FCAT Reading Test. Ongoing interim assessments will be utilized to monitor students' growth. Reports will be generated through the Voyager Passport Program to monitor student progress in the tutorial programs.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 2 STATEMENT:

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

Needs Assessment

FCAT Mathematics scores are improving with an average of 77 percent of all students in grades 3 through 5 scoring at Levels 3, 4 or 5 in 2006. Efforts need to be directed at increasing the number of students moving out of Level 3 into Levels 4 or 5. Data shows that Number Sense is the weakest content area in grades 3, 4 and 5; while Algebraic Thinking shows the strongest growth in the three grades. Algebraic Thinking, Measurement and Geometry need to be addressed in the primary grades and paced appropriately. Nine-week pacing guides from the district will assist in this effort. The No Child Left Behind Act requirements were met by all subgroups.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards students will increase in mathematics proficiency as evidenced by 78 percent of the students scoring at FCAT Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the district-adopted Houghton Mifflin Mathematics Program K-5, with emphasis on home learning and parent involvement.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Assign teachers access so they can utilize the Student Progression Indicators process to individualize instruction to meet the needs of their level one and two (or lower performing students) as evidenced by an increase in student performance on unit tests.	Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Interim Assessment provided by the district as a teacher tool to guide instruction every quarter in grades 3 through 5.	Classroom Teachers	10/23/2006	5/11/2007	District Strategic Plan	\$0.00
Implement the suggested Mathematics Scope and Sequence developed by the District Curriculum Support Specialist to ensure that Sunshine State Standards are developed in a timely manner.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Continuous Improvement Model conducting small group tutoring by FCAT teachers using the Houghton Mifflin Mathematics Program with emphasis on Algebraic Thinking, Measurement and Geometry in collaboration with classroom teachers as evidenced by teacher plans and group rosters.	Hourly Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$18478.00
Implement the Riverdeep Mathematics Software to incorporate the use of technology with emphasis on students who scored at Level 3 or above.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin Mathematics Program

Professional Development

Mathematics and Science Leadership, Student Performance and Indicator Workshop update, Riverdeep Inservice.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Mathematics Test. Ongoing interim assessments will be utilized to monitor student growth. Reports will be generated to monitor student progress in the tutorial program.

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.)

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

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

GOAL 3 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

The percentage of students scoring at 3.5 and above was maintained at 92 percent for the expository and 84 percent for the narrative. Data also indicates that students decreased in the narrative from 4.1 to 3.9. Due to this decrease in the narrative writing processes, efforts for the 2006-2007 school year will focus on developing diversified sentence structuring and the use of specific vocabulary throughout the writing process. The No Child Left Behind Act requirements were met by all subgroups.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 93 percent of the students in grade 4 will score at 3.5 or above on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assign teachers access to Student Performance Indicators, so they can individualize instruction to meet the needs of the lowest 25% of students in grades 1 through 5 as evidenced by improved writing skills on district assigned pre/post tests.	Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilizing the Continuous Improvement Model, collaboration between the classroom teachers and hourly teachers will take place in order to expand instruction in both narrative and expository writing in grade 4 as evidenced by student writing samples.	Classroom Teachers Hourly Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Model effective writing techniques in all Kindergarten through fifth grade classes in order to expose students to effective writing with an emphasis on narrative writing as evidenced by teacher lesson plans and student writing.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Feature authors of children's books on our morning announcements each nine weeks to support student writing in grades 2 through 5 as evidenced by student writing and teacher lesson plans.	Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilizing the Continuous Improvement Model, teachers will assess students' short and extended responses quarterly in grades 3 through 5 and provide feedback, and implement CRISS strategies as evidenced by teacher plans and student responses.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series

Professional Development

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series Professional Development and Student Performance Indicators, Rubric Training and CRISS.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Writing Plus Test. Additional evaluations will include district developed pre/post tests and short and extended responses monitored quarterly.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 4 STATEMENT:

All students will maintain or increase annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

The data shows that 52 percent of the students scored at Level 3 or above on the FCAT Science Test. For all curriculum students, the science content area where students did not demonstrate improvement was life and environmental science. The scientific process should continue for grades K-5. Grade level articulation regarding short and long term plans should be in place for pacing purposes to ensure all components of Science on Sunshine State Standards are addressed.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science processing skills as evidenced by a minimum of 53 percent of the students scoring at or above FCAT Level 3 on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a school Science Fair in April 2007 with children in grades 3-5 preparing an individual project while students in grades K-2 will prepare a class project.	Science Fair Chairperson	4/09/2007	4/13/2007	District Strategic Plan	\$0.00
Administer Science Pre-Test and Post Test to all 5th graders utilizing Edusoft in order to guide instruction.	5th Grade	10/03/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule presentations, demonstrations and field trips which relate to Sunshine State Standards with emphasis on environmental science.	Kindergarten Science Sponsor 5th Grade Science Sponsor	10/3/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the suggested Science Scope and Sequence developed by the District Curriculum Support Specialists to ensure that Sunshine State Standards are developed in a timely manner as evidenced by teacher plans.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

McGraw Hill Science Program

Professional Development

Mathematics and Science Leadership, grade level meetings, Hands-on-equation, and Navigating through Algebra K-2, 3-5.

Evaluation

This objective will be evaluated by scores on 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Parental Involvement will increase in 2006-2007 as compared to the 2005-2006 school year.

Needs Assessment

During the 2005-2006 school year, diverse parental attendance at activities/events were planned as per interests and current trends. Additions included the school's Parent Resource Center, Reading With the Stars, 5th Grade D.A.R.E. Assembly, Book Fair, Career Week, American Education Week, Pre-Kindergarten Thanksgiving Feast and 5th Grade Luncheon volunteers. Timing of planned events will be assessed so as to not conflict with parents/community seasonal events.

Measurable Objective

Given the school wide emphasis on parental attendance, the school will demonstrate a one percent increase in parental attendance as evidenced by the Parent Resource Center attendance logs for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan special activities to increase attendance by stakeholders at school events. Examples: Parent Resource Center, Reading With the Stars, 5th Grade D.A.R.E. Assembly, Book Fair, Career Week, American Education Week, Pre-Kindergarten Thanksgiving Feast, 5th Grade Luncheon volunteers. Standard IV	Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parents, staff and community members to actively participate in the on-goings of the total school's program by becoming involved in the EESAC or PTA as documented by rosters. Standard V	Principal EESAC Chair PTA President	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Develop a schedule of events of interest to parents/guardians to encourage participation in school during American Education Week as documented by rosters. Standard III	Assistant Principal	11/13/2006	11/17/2006	Community Partnerships	\$0.00
Document students attendance represented by their parents/guardians at the yearly Open House by parent rosters. Standard I	Classroom Teachers	9/06/2006	9/06/2006	Community Partnerships	\$0.00
Document parent participation during Career Week to demonstrate the wide variety of careers via parent rosters. Standard VI	Counselor	4/30/2007	5/04/2007	Community Partnerships	\$0.00

Research-Based Programs

National Council of PTA

Professional Development

EESAC inservice for interested staff and parents. School level review of School Board Rule 6Gx13- 1B-1.011: Parental Involvement -A Home-School Partnership, and School Volunteer Program.

Evaluation

This objective will be evaluated by the Parent Resource Center attendance logs for the school 2006-2007.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The school will provide a safe, well-managed environment in which students display good attendance and feel motivated to learn.

Needs Assessment

The data shows that 31 students in grades K through 5 are on the 2005-2006 Miami-Dade County Public Schools COGNOS Truancy Report. These students had a minimum of 15 absences during the 2005-2006 school year. Out of the 31 students 6 have been previously retained.

Measurable Objective

Given an emphasis on a safe and orderly environment and student attendance, the school will decrease in the number of students with 15 or more absences from 31 to 27 as evidenced in the end of the year COGNOS Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recognize students' good citizenship on a monthly basis based on acceptable conduct and regular attendance.	Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Faculty and staff will implement and follow the schoolwide discipline plan with support from social worker.	Classroom Teachers Social Worker	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact homes of absent students daily as evidenced by telephone logs.	Parent Liaison	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a daily student attendance drawing promoting attendance.	Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Truancy Intervention Program and monitor COGNOS Reports.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Truancy Intervention Program.

Professional Development

Administrators, student services personnel and teachers will attend district inservices which target improving discipline, attendance, personal safety and behavioral strategies. Additionally, staff will work with the Truancy Intervention Program.

Evaluation

This objective will be evaluated by weekly monitoring the Miami-Dade County Public Schools COGNOS the 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Increase faculty usage of technology including, but not limited to the use of district e-mail and online educational resources, such as the Electronic Gradebook, Riverdeep and FCAT Explorer.

Needs Assessment

Communication needs to be expanded between administration and faculty through the use of electronic mail. There is also a need for beginning the five new teachers to receive training in the following research based programs: FCAT Explorer and Riverdeep. Fourteen percent of the faculty has been trained on the usage of the Electronic Gradebook.

Measurable Objective

Given an emphasis on the use of technology in education, faculty members will show an increase in their usage of technology as an instructional tool as evidenced by computer lab sign-in logs and the use of the electronic gradebook.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train all faculty on the usage of the Electronic Gradebook.	Principal District Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train faculty and staff members on the usage of electronic mail as a form of communication.	Teacher and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide faculty members with adequate training in order to effectively use online educational research tools such as Riverdeep, FCAT Explorer and the Miami-Dade County Public Schools' Houghton Mifflin Reading Series software (www.eduplace.com).	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide professional development workshops to enhance computer skills and the use of educational software.	Technology Facilitator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series.

Professional Development

Faculty will be trained on the implementation of the district's electronic mail as a form of communication as well as utilization of the Electronic Gradebook. Beginning teachers will be trained on the classroom usage of online educational software such as Riverdeep and FCAT Explorer.

Evaluation

This objective will be evaluated by monitoring the sign-in computer logs for the 2006-2007 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Given an emphasis on the benefits of Physical Education, Village Green Elementary School students will improve physical fitness performance.

Needs Assessment

One hundred and forty-three students participated in the FITNESSGRAM for the 2005-2006 school year. Fifty seven students received awards; 28 gold and 29 silver.

Measurable Objective

Given an emphasis on physical fitness, 40% of 4th and 5th graders who participated in the FITNESSGRAM will achieve 80% mastery on during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Include a daily Physical Education routine where activities related with the Physical Fitness Program are incorporated.	PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in special events promoted by the district including, but not limited to: Walk Safe Program, Jump Rope for Heart, and the Elks Hoop Shoot.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Competency-Based Curriculum for Physical Education emphasizing the development of the fundamental motor skills of the students.	PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Organize the Village Green Elementary Field Day (Olympic Day) from Kindergarten to 5th grade.	PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Organize a Saturday "Playing With Your Kids" day with the participation of parents and community.	PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Village Green Elementary School website as an informative learning tool to involve students, parents and the community in the Physical Education Department activities.	Classroom Teachers PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The physical fitness test FITNESSGRAM, Miami-Dade County Public Schools Competency-Based Curriculum.

Professional Development

AIDS training update for staff, physical education training and workshops, Teacher Education Center workshop for web page development.

Evaluation

The objective will be evaluated based on the FITNESSGRAM data for the 2006-2007 school year.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

The school will provide various enrichment opportunities, promoting cultural awareness in order to gain global understanding as to how community resources can be accessed.

Needs Assessment

Approximately 15% of the student population enrolled in enrichment activities after school during 2005-2006. The French Club had the lowest enrollment.

Measurable Objective

Given an emphasis on the benefits of participating in enrichment opportunities, the number of students enrolled in enrichment programs will increase by one percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase student participation in Feria OLE, Hispanic Heritage Month activities, and the Cervantes Outstanding Student Essay contest as evidenced by attendance rosters.	Spanish Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Increase student participation in various aspects of the morning announcements, reading competitions and media promotional events.	Media Specialist	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Increase student participation in Chorus and Strings ensemble as evidenced by attendance rosters.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Increase the enrollement of students involved in the French Club as evidenced by attendance rosters.	Bilingual Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Offer field trips to the Miami Children's Museum, the Jackie Hinchey Sipes Gallery, and the Lighthouse. Increase the number of students exhibiting work at the Youth Fair, the annual students show, and enter the Superintendent's Holiday Card Contest as evidenced by attendance rosters.	Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Scott Foresman (Spanish), Harcourt (Spanish), Music & You MacMillan (Music), State of the Art Porfolio (AR), Art Appreciation Critiques (AR), LMS Library Media Science Policy and Procedures Manual.

Professional Development

Issues and Strategies (ESOL endorsement), Linguistics (ESOL endorsement), Elementary Choral Conducting (Music), Reading First Academy,, Houghton Mifflin for Reading Coaches and Art of Story-telling Festival and Conference.

Evaluation

The objectives will be evaluated by monitoring the enrollment data in enrichment activities for the 2006-2007 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Village Green Elementary School will improve ranking in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Village Green Elementary School ranked at the 59th percentile on the State of Florida ROI index.

Measurable Objective

Village Green Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile to the 61st 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.	Principal	10/3/2006	5/31/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal	10/3/2006	5/31/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	10/3/2006	5/31/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	10/3/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Village Green Elementary School will show progress toward reaching the 61st 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 will be reviewing specific data relative to the budget and approve expenditures allocated to the EESAC budget structure.

Training:

Teacher training of curriculum trends has been enthusiastically supported by the EESAC. Also, the EESAC is interested in scheduling staff development relevant to the general functions of the EESAC.

Instructional Materials:

The EESAC has no recommendations to make at this time.

Technology:

The EESAC supports the school's technology goals, objectives and strategies.

Staffing:

The EESAC will consider allocating funds to hire hourly paraprofessionals to support the delivery of general instruction.

Student Support Services:

The EESAC has no recommendations to make at this time.

Other Matters of Resource Allocation:

The EESAC recommends that EESAC funds be used to meet the general needs of the school.

Benchmarking:

The EESAC will regularly meet to review the implementation of the School Improvement Plan.

School Safety & Discipline:

The EESAC supports the school's safety and discipline goals, objectives and strategies.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$10,795.00
Goal 2: Mathematics	\$18,478.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$29,273.00

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