

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Eugenia B. Thomas Elementary School (0071)

Feeder Pattern - Ronald W. Reagan/Doral Senior High School

Regional Center III

District 13 - Miami-Dade

Principal - Mayra Falcon

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Eugenia B. Thomas K-8 Center, located at 5950 NW 114 Avenue, Doral, Florida, 33178, was established in 2001, in the multi-ethnic, multicultural City of Doral. The school's population is over 2,070 students, consisting of 82 percent Hispanics, 16 percent White Non-Hispanic, one percent Black, and three percent Asian/Indian/Multiracial. The retention rate for third grade students was 4 percent. In order to comply with the Small Class Size Law the teacher to student ratios for our school are as follows: Kindergarten 1:18, first grade 1:17, second grade 1:17, third grade 1:18, fourth grade 1:21, fifth grade 1:21 and sixth grade 1:21. Overall our students performed well on the administration of the 2007 FCAT Test with only 21 percent of our students scoring at a Level 1 or 2 in Reading and 23 percent scoring at a Level 1 or 2 in Math. Since we are now a K-8 center our students have the choice of attending Doral Middle School or our school and then they will attend Ronald W. Regan/Doral Senior High School which currently services students in ninth and tenth grade. Our school is composed of over 144 full-time certified teachers, consisting of 56 percent Hispanics, 18 percent Black Non-Hispanic, and 25 percent White Non-Hispanic. Over 37 percent hold a Master's Degree, 8 percent hold a Specialist's Degree or Doctoral. Furthermore, our student's attendance rate has increased over that past years to 96.53 percent during 2006-2007. Last year we received the "Read to Me Buddy" grant where fifty students from fifth grade were paired up with kindergarten students and three days a week for one hour met and participated in fun educational activities in order to improve their academic and reading success. Also, the Miami Dolphins awarded the school with the "Dol-Fin" grant that provides funding for a project that the students in fourth grade will work on throughout the school year and at the conclusion of the project get visited by a professional player.

Given instruction based on the Sunshine State Standards, students in grades three through six will increase by 5 percentage points on the administration of the 2008 FCAT Reading Test as compared to the administration of the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through six will increase by 5 percentage points on the administration of the 2008 FCAT Mathematics Test as compared to the administration of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the administration of the 2008 FCAT Science Test as compared to the administration of the 2007 FCAT Science Test.

Given school wide emphasis on increasing parental involvement, the school will demonstrate an increase of 5 percentage points in the number of registered volunteers as evidenced by comparing the 2006 - 2007 Registered Volunteer Log to the 2007-2008 Registered Volunteer Log.

Given an emphasis on safe and orderly environment, student attendance will increase by 1 percent for the 2007-2008 school year as compared to the 2006-2007 school year.

Given schoolwide emphasis on the use of technology, students in third grade will increase their reading comprehension by an average increase of 75 percent in the Star Reading post-test when compared to the pre-test administered at the beginning of the school year.

Given instruction based on the FITNESSGRAM standards, students in grades four and five will increase by 5 percent in the number of students reaching high standards on the 2008 FITNESSGRAM Test as compared to the 2007 FITNESSGRAM Test.

Given school wide attention to increasing the number of students in advanced academic programs, a 10 percent increase will be demonstrated in the enrollment of students in advance academics in 2007 - 2008 when compared to the 2006-2007 school year.

Eugenia B. Thomas K-8 Center will maintain its ranking on the State of Florida Return on Investment (ROI) index publication at 97th percentile on the next publication of the index.

After comparing the category average scores from the Organizational Performance Improvement Snapshot survey in the Spring of 2007, it was evident that Strategic Planning and Process Management are the two areas which need improvement. In order to strengthen the area of Strategic Planning, the administration will meet weekly with all grade-levels and instructional leaders to review the school's goals and determine the role that staff members will play in order to achieve our common goal. The administration will also meet with the Grade Level Chairs/Department monthly to seek the advice of staff members and share in the decision making. The second area of deficiency was Process Management. In order to improve in this area the administration will provide continuous feedback to staff with regards to their professional responsibility. Monthly meetings with all new staff will be held and mentors will be assigned to assist new staff individually as the need arises.



School Improvement Plan 2007-2008



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.

0071 - EUGENIA B. THOMAS ELEMENTARY SCHOOL

VISION

The vision of Eugenia B. Thomas K-8 Center is to promote success in giving our students the world as we support each other as a family by embracing team work through respect, integrity and honesty.

MISSION

The mission of Eugenia B. Thomas K-8 Center is to provide our students the opportunity for quality education by implementing comprehensive and innovative programs delivered by competent and committed staff in a state-of-the-art facility. We will establish a partnership with our community that will instill global awareness and social consciousness in our students as we prepare them to become world leaders.

CORE VALUES



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Eugenia B. Thomas K-8 Center strives to instill the importance of respect, integrity and honesty in our students by making a conscientious effort to model the exemplary values that we would like our students to exhibit.

Respect

We foster an environment where respect is given to all individuals on the assumption of good faith that enables them to work together collaboratively.

Integrity

We build positive relationships by ensuring that our actions mirror our school's beliefs and values to promote success in all of our students.

Honesty

We are committed instilling honesty in all of our students by ensuring that our staff models the exemplary values that we want them to exhibit.

School Demographics

Eugenia B. Thomas K-8 Center has 11 acres of land located at 5950 NW 114 Avenue, Doral, Florida, 33178, and was established in 2001, in the multi-ethnic, multicultural City of Doral. This year we opened our K-8 Center where students attend from pre-Kindergarten through grade six. The school's population is over 2,070 students, consisting of 83 percent Hispanics, 12 percent White Non-Hispanic, 2 percent Black, and 3 percent Asian/Indian/Multiracial. The retention rate for third grade students was 4 percent. In order to comply with the Small Class Size Law the teacher to student ratios for our school are as follows: Kindergarten 1:18, first grade 1:17, second grade 1:17, third grade 1:18, fourth grade 1:21, fifth grade 1:21 and sixth grade 1:21. Overall our students performed very on the administration of the 2007 FCAT Test with only 21 percent of our students scoring at a Level 1 or 2 in Reading and 23 percent scoring at a Level 1 or 2 in Math. Approximately 26 percent of our students are on free or reduced lunch and we have 10 portable classrooms.

Eugenia B. Thomas K-8 Center is composed of over 144 full-time certified teachers, consisting of 56 percent Hispanics, 18 percent Black Non-Hispanic, and 25 percent White Non-Hispanic. Over 37 percent hold a Master's Degree, eight percent hold a Specialist's Degree or Doctoral. Our leadership team is comprised of the grade level chairpersons for Kindergarten through sixth, as well as the department chairperson for Special Areas, Bilingual, Special Education (SPED), our Math/Science Coach, Reading Leader, Data Analyst and our administrative team. This year we have 47 new and beginning teachers in our school and have implemented the MINT program to help mentor our new and beginning teachers.

As our community continues to grow we are registering many new students and we projecting on opening new classes. In order to comply with the Class Size Reduction Law we have recently opened new sections in Kindergarten, first and fifth grade. Last year we informed our parents and the community about increasing our students' attendance and they helped us by proving attendance incentives which helped us increase our attendance rate to 96.53 percent.

Eugenia B. Thomas K-8 Center is an integral part of the Ronald W. Reagan/Doral Senior High Feeder Pattern which currently has ninth and tenth grade. We have aligned the curriculum to prepare students for the programs and academies that they offer. This year we will integrate the Cambridge Primary Programme into curricula from Kindergarten to sixth grade. Next year we will implement the Cambridge Checkpoint Programme which will allow students to build a strong foundation and prepare for the challenging courses that the Cambridge Academy offers and ultimately fulfill the requirements to earn an Advanced International Certificate of Education (AICE) which is an international diploma that students can earn via an advanced academic curriculum and assessment program written and administered by a non-profit department (CIE) of the University of Cambridge in England.

Our school has five fulltime Gifted classes and SPED students in Kindergarten through six grade are serviced through inclusion. The school provides two-half day Exceptional Student Education Pre-K programs for three and four year olds. In addition, it provides Extended Foreign Language Program (EFL) beginning in Kindergarten to sixth grade, Kids and the Power of Work (KAPOW) for the second grade students, Academic Excellence Program (AEP), Teaching Enrichment Activities to Minorities (TEAM), Art Club, Chorus, Strings Ensemble, Band, Early Bird and After-school tutoring programs are available for students in Kindergarten through sixth grade that require additional assistance mastering reading and mathematics skills.

This year when we opened our sixth grade classes we were able to provide Advance Academic Placement in Language Arts, Mathematics, Science and Social Studies. Eugenia B. Thomas K-8 Center will implement Small Learning Communities (SLC) through the creation of classroom clusters, therefore implement a personalized learning environment. An applied and integrated curriculum is supported by appropriate instruction and assessment. Instructional methods for this applied and integrated curriculum will focus on teaching strategies to ensure that learning is more contextualized and interdisciplinary, with student-centered activities and project based assignments where students are encouraged to be active participants in their own learning.

Since Eugenia B. Thomas has a high English Language Learners (ELL) population, the challenge is to help these children acquire the language skills that will ensure their educational success. Teachers must also provide parents with the necessary tools to assist in the acquisition of language skills. Another challenge is meeting the needs of the SPED students. SPED students will receive computer assisted instruction utilizing the Reading Plus and Riverdeep, as well as, tutoring assistance provided by the teacher and trained paraprofessionals.

An integrated school-to-work curriculum must be supported by appropriate instruction and assessment. Instructional methods for this integrated curriculum often include "applied teaching methods and team-teaching strategies" so that learning is "more contextualized, more integrated or interdisciplinary, student-centered, active, and project based," notes Phelps (1997, p. 43). A student-centered approach encourages students to be active participants in their own learning. Instead of emphasizing memorization and abstract learning,

In addition, counseling services will be provided to all students. Counselors will work with the retainees in third grade once a week, and provide lessons on academic, personal, social and career topics. They will also work with parents to help them understand their child's needs and to remediate the academic and behavioral deficits that will impact student achievement via the School Support Team (SST) process.

Grade level and department chairpersons will act as liaisons between grade level and departments and administrators provide leadership and create a cooperative ambiance in their departments. We will continue work collaboratively with teachers and



School Improvement Plan

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administrators and must be able to deal with others in a productive, yet sensitive manner.

We are fortunate to be in a community where businesses and families believe that education is a top priority for our students' success. Parents from the school are not only very involved in our school activities and volunteer, but they also are willing and able to do whatever is needed outside of the school to ensure their child's academic success. The community leaders and businesses are always welcomed to our school events and take an active role in providing their services and goods to our school

Last year we received the "Read to Me Buddy" grant where fifty students from fifth grade were paired up with Kindergarten students and three days a week for one hour met and participated in fun educational activities in order to improve their academic and reading success. Also, the Miami Dolphins awarded the school with the "Dol-Fin" grant that provides funding for a project that the students in fourth grade will work on throughout the school year and at the conclusion of the project get visited by a professional player.

In 2007 Eugenia B. Thomas K-8 Center was awarded the prestigious Five Star School Award. The school was recognized by the Florida Department of Education for earning an "A" on the school grade. Our school has earned the Golden School Award for providing over 5,600 hours of volunteer time to the school, as well as, the National PTA Parent Involvement Certification of Excellence. The Salvation Army presented the school with an award for supporting their can food drive. In addition, the school received a grant from Waterford and Imagine Learning to help meet the educational challenges of ELL students in Kindergarten through second grade.

School Foundation

Leadership:

Based on the Organizational Performance Self Assessment Survey from Spring 2007, Eugenia B. Thomas K-8 Center received the score of 4.3 on the Leadership category. Eugenia B. Thomas K-8 Center prides itself on our vision and commitment to our school's mission. Our administrators involve all stakeholders in the decision-making process, to ensure that every team member is involved in the latest information regarding our school. Our leaders create a work environment that fosters collaboration between peers and opportunities to work together to complete set goals.

District Strategic Planning Alignment:

Based on the Organizational Performance Self Assessment Survey from Spring 2007, Eugenia B. Thomas K-8 Center received the score of 4.2 on the Strategic Planning category. Eugenia B. Thomas K-8 Center focuses on the efficient management practices set forth by our district. We engage family and community members to become our partners in raising and maintaining high expectations for our students. We ensure that our staff members are high-performing and up to date with the latest teaching trends.

Stakeholder Engagement:

Based on the Organizational Performance Self Assessment Survey from Spring 2007, Eugenia B. Thomas K-8 Center received the score of 4.5 on the Customer and Market Focus Category. At Eugenia B. Thomas K-8 Center we value our customers and their needs. We make certain to listen to their concerns and address them in a timely manner. Our staff members are empowered to make decisions to solve problems or to seek help when necessary. We thrive on communication, which is the key ingredient in our school's success.

Faculty & Staff:

Based on the Organizational Performance Self Assessment Survey from Spring 2007, Eugenia B. Thomas K-8 Center received the score of 4.2 on the Strategic Planning category. The school's foundation is built on teamwork. Every grade level/department has designated collaborative planning time, in which the team gathers to share information regarding the latest educational resources and to create lesson plans for the upcoming weeks/quarter. Our school provides mentors to beginning teachers and to teachers new to the school. All beginning teachers are part of a committee, which an Assistant Principal leads to ensure that they receive the support needed to succeed.

Data/Information/Knowledge Management:

Based on the Organizational Performance Self Assessment Survey from Spring 2007, Eugenia B. Thomas K-8 Center received the score of 4.2 on the Strategic Planning category. The school's foundation is built on teamwork. Every grade level/department has designated collaborative planning time, in which the team gathers to share information regarding the latest educational resources and to create lesson plans for the upcoming weeks/quarter. Our school provides mentors to beginning teachers and to teachers new to the school. All beginning teachers are part of a committee, which the Assistant Principal leads to ensure that they receive the support needed to succeed.

Education Design:

Our school's staff members are well informed of their responsibilities and are given continuous feedback on their progress to ensure that each team member maintains high expectations. We have a Weekly Bulletin that the receive via e-mail every Friday that highlights the events and deadlines for the upcoming week. We have trained our instructional leader in the Continuous Improvement Model and implement it during our common planning to evaluate our progress.

Performance Results:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas K-8 Center received an average score of 4.4 overall. Eugenia B. Thomas K-8 Center has created an environment that encourages students to become actively involved in their education and it has resulted in an average daily attendance of 96.53 percent. We are committed to maintaining our high academic standards and offer only the highest quality programs to our students, parents and community members.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction:
Addressed in Reading Goal, Strategies page 12

Responsibility of Teaching Reading for Every Teacher:
Addressed in Reading Goal, Strategies page 12

Quality Professional Development for Teachers and Leaders:
Addressed in Science, Strategies and Professional Development page 20

Small Learning Communities (SLC):
Addressed in School Demographics page 5

Intensive Intervention in Reading and Mathematics:
Addressed in Reading Goal, Strategies page 12 and
Mathematics Goal, Strategies page 15

Course Choice Based on Student Goals / Interests / Talent
Addressed in Electives and Special Area Goal, Strategies page 30

Master Schedules Based on Student Needs:
Addressed in School Demographics page 5

Parental Access and Support:
Addressed in Parental Involvement Goal, Strategies page 22

Applied and Integrated Courses:
Addressed in School Demographics page 5

Academic and Career Planning:
Addressed in Science, Strategies page 20

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will improve in the areas of comparisons and reading comprehension skills.

Needs Assessment

The 2007 FCAT Reading results indicate that 15 percent of the students in grades three through five have scored below FCAT Proficiency Level 3. Scores on the 2007 FCAT Reading Test also indicate that 85 percent of students in third through sixth grade made a year's worth of progress in reading and 59 percent of the lowest quartile in reading made a year's worth of learning gains. Students scored at or above FCAT Proficiency Level 3 in each AYP (NCLB) subgroup as follows; 86 percent of our White students, 77 percent of our Hispanic students, 79 percent of our black students, 72 percent of our students eligible for free and reduced lunch, 71 percent of our English Language Learners students and 44 percent of our students with disabilities. This demonstrates that our school met the criteria in all subgroups identified in the NCLB requirements.

After reviewing and comparing the FCAT Reading data, students in third grade demonstrated a decrease in Main Idea from 73 percent to 71 percent, Reference and Research from 75 percent to 50 percent, Fourth grade students' FCAT Reading scores demonstrated an increase during the 2007 FCAT Reading Test when compared to the 2006 FCAT Reading Test from 67 percent to 60 percent in Words/Phrases, in Main Idea their scores increased from 68 percent to 72 percent and in Comparisons students' scores increased from 65 percent to 76 percent. After comparing the 2007 FCAT Reading Test scores to the 2006 FCAT Reading Test, fifth grade students demonstrated a decrease in the Comparisons scores from 73 percent to 67 percent and in Research/Reference their scores from 67 percent to 75 percent and in Main Idea/Purpose their scores decreased from 71 percent to 61 percent, which indicates an area of weakness.



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NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will increase by 5 percentage points on the administration of the 2008 FCAT Reading Test as compared to the administration of the 2007 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase Quick Reads kits to utilize with students scoring below Achievement Level 3, students in the lowest 25 percentile in the SAT-10 and students who scored Strategic in the first quarter of DIBELS.	Administration, Reading Coach, Data Analyst	9/18/2007	5/1/2008	District-wide Literacy Plan	6050
Purchase Voyager to be utilized with students in kindergarten through sixth grade that scored Intensive in the DIBELS. The students will be provided intensive in-house tutorial utilizing Voyager.	Administration, Reading Coach, Data Analyst,	8/20/2007	5/1/2008	District-wide Literacy Plan	29000
The Reading Coach will model in-class strategic reading lessons and provide Professional Development to staff by grade levels and department teams according to students' needs and provide intensive small group instruction, as well as help implement the Comprehensive Research-Based Reading Plan (CRRP).	Administration, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Purchase classroom libraries to include content based books to be utilized during the implementation of a school wide reading program.	Administration, Reading Coach, Grade Level/Department Chairperson	8/20/2007	6/5/2008	District-wide Literacy Plan	12000
The Data Analyst teacher will collect, analyze, and disseminate data to target students' needs in reading and provide intensive small group instruction, as well as implement the Continuous Improvement Model (CIM).	Administration, Reading Coach, Data Analyst	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Monitor the development and implementation of an Instructional Focus Calendar to be utilized school wide which will encompass all tested benchmarks and review weekly benchmarks during common grade level and department planning to ensure student proficiency in reading.	Administration, Grade Level/Department Chairperson, Data Analyst,	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Purchase Early Success and Soar to Success materials to be utilized with students in kindergarten through sixth grade that scored Intensive in DIBELS.	Administration, Reading Coach, Data Analyst	8/20/2007	5/1/2008	District-wide Literacy Plan	44340
Hire hourly teachers to provide Early Bird intensive tutoring utilizing Early Success and Soar to Success for intervention and maintenance of skills.	Administration, Hourly Teachers	10/1/2007	4/6/2008	District-wide Literacy Plan	15000
Hire hourly teachers to provide After School intensive tutoring utilizing Quick Reads for intervention and maintenance of skills.	Administration, Hourly Teachers	10/1/2007	4/6/2008	Diversity & Educational Equity	4500
Substitute funds will be used to provide training for teachers who will provide Early Bird intensive tutoring utilizing Early Success and Soar to Success, in-house intensive tutoring utilizing Voyager and After School intensive tutoring utilizing Quick Reads.	Administration, Reading Coach, Data Analyst	8/20/2007	10/1/2007	District-wide Literacy Plan	1500
Enroll sixth grade students in an Intensive Intervention Reading course if they do not meet state standards in reading.	Administration	08/20/2007	06/05/2008	District-wide Literacy Plan	0

Research-Based Programs

1. Houghton Mifflin for Kindergarten through sixth grade
2. Soar To Success for third through sixth grade
3. Early Success for Kindergarten through second grade
4. Voyager for Kindergarten through sixth grade
5. Creating Independence through Student-Owned Strategies (CRISS)
6. Waterford for Kindergarten through second grade

Professional Development

1. Comprehensive Research-Based Reading Program training will be provided in-house to teachers in Kindergarten through sixth grade using the Houghton Mifflin Reading Series.
2. Reciprocal Teaching training will be provided in-house to all instructional staff.
3. Diagnostic Assessment for Reading (DAR) training will be provided in-house to teachers in Kindergarten through sixth grade.
4. Voyager training will be provided in-house to selected staff.
5. FCAT Task Cards training will be provided in-house to all instructional staff.
6. Guided Reading training will be provided in-house to teachers in Kindergarten through sixth grade.
7. Imagine Learning training will be provided by the district to teachers in Kindergarten.
8. Early Success training will be provided in-house to selected staff.
9. Soar to Success training will be provided in-house to selected staff.
10. Quick Reads training will be provided in-house to selected staff.
11. Continuous Improvement Model (CIM) training will be provided in-house to all instructional staff.
12. Instructional Focus Calendar training will be provided in-house to all instructional staff.
13. DIBELS training will be provided to selected teachers.
14. Electronic Grade book training will be provided in-house to all instructional staff.
15. Data analysis review and interpretation of data.
16. Differentiated Instruction training will be provided for all Kindergarten through sixth grade teachers.

Evaluation

1. Use 2008 FCAT Reading Test for third through sixth grade.
2. Use District Interim Reading Assessments.
3. Monthly assessments of benchmarks will be administered to students in grades three through six utilizing Edusoft to analyze strengths and weakness.
4. DIBELS will be administered to all students in Kindergarten through fifth grade students as required.
5. DIBELS will be administered to fourth and fifth grade students that received a Level 1 and 2 in the FCAT Reading Test.
6. DAR will be administered to students identified as low risk during the second DIBELS assessment.
7. Edusoft will be used to monitor the progress of the Interim Assessments for Reading.
8. Edusoft will be used to monitor the progress of the tutorial program.
9. MAZE will be administered to sixth grade students.
10. FORF will be administered to sixth grade students.

Mathematics Goal

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

Florida Education Priorities

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 type="checkbox"/>

Mathematics Statement

All students in third through sixth grade will improve their mathematics achievement.

Needs Assessment

The 2007 FCAT Mathematics results indicate that 20 percent of the students in grades three through five have scored below FCAT Proficiency Level 3. Scores indicate that 80 percent of students made a year's worth of progress in mathematics. Students scored at or above FCAT Proficiency Level 3 in each AYP (NCLB) subgroup as follows; 83 percent of our White students, 79 percent of our Black students, 75 percent of our Hispanic students, 69 percent of our students eligible for free and reduced lunch, 77 percent of our English Language Learning Students (ELL) and 41 percent of our SPED students. This demonstrates that our school met the criteria in all subgroups identified in the NCLB requirements. The results demonstrate that third grade students' scores decreased in Number Sense from 75 percent to 67 percent and in Algebraic Thinking from 83 percent to 87 percent. Fourth grade students' scores increased in Number Sense from 70 percent to 73 percent and in Algebraic Thinking from 57 percent to 71 percent. Fifth grade scores decreased in number sense from 54 percent to 46 percent, Algebraic Thinking from 55 percent to 45 percent, Geometry from 62 percent to 54 percent and Data Analysis from 58 percent to 50 percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will increase by 5 percentage points on the administration of the 2008 FCAT Mathematics Test as compared to the administration of the 2007 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collect, analyze, and disseminate data to target students' needs in mathematics. Model in-class strategic mathematic lessons and provide Professional Development to staff by grade levels according to students' needs.	Administration, Math/Science Coach, Data Analyst	8/20/2007	6/5/2008	Education Innovation	0
Purchase McGraw Hill Mathematics Intervention Edition to utilize with small group intensive instruction for students not meeting benchmark standards in order to enhance their mathematics application skills in first through sixth grade.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Data Analyst	8/20/2007	6/5/2008	Continuous Improvement Model	3000
Provide in-house small group intensive instruction for students not meeting benchmark standards in order to enhance their mathematics application skills in first through sixth grade utilizing the McGraw Hill Mathematics Intervention Edition.	Administration, Math/Science Coach, Data Analyst	8/20/2007	6/5/2008	Continuous Improvement Model	0
Hire hourly teachers to provide After School intensive tutoring utilizing McGraw-Hill Mathematics Intervention Edition for intervention and maintenance of skills.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Data Analyst	10/1/2007	4/6/2008	Academic Enrichment Opportunities	6000
Hire hourly teachers to provide Early Bird intensive tutoring utilizing McGraw-Hill Mathematics Intervention Edition for intervention and maintenance of skills.	Administration, Grade Level/Department Chairperson, Math/Science Coach, Data Analyst	10/1/2007	4/6/2008	Academic Enrichment Opportunities	11000
Provide in-house training for teachers who are providing Early Bird and After School by the Math/Science Coach and utilize data to group students in intensive tutoring utilizing McGraw Hill Mathematics Intervention Edition.	Administration, Math/Science Coach, Data Analyst	8/20/2007	10/1/2008	Education Innovation	0
Offer two Advance Placement Mathematic courses for students in sixth grade.	Adminsitration	08/20/2007	06/05/2008	Secondary School Reform	0
Enroll sixth grade students in an Intensive Intervention Mathematics course if they do not meet state standards in Mathematics.	Administration	08/20/2007	06/05/2008	Secondary School Reform	0
Implement the Continuous Improvement Model (CIM).	Administration	8/20/2007	6/5/2007	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration	08/20/2007	06/05/2007	Continuous Improvement Model	0

Research-Based Programs

1. Harcourt Mathematics Florida Edition kindergarten through sixth grade.
2. Riverdeep for Kindergarten through sixth grade.
3. McGraw Hill Mathematics Intervention Edition.

Professional Development



School Improvement Plan

2007-2008



1. Mathematics Task Cards training will be provided in-house to teachers in kindergarten through sixth grade.
2. Riverdeep training will be provided in-house to teachers in kindergarten through sixth grade.
3. FCAT Explorer training will be provided in-house to teachers in third through sixth grade.
4. Continuous Improvement Model training will be provided in-house to all instructional staff.
5. Instructional Focus Calendar training will be provided in-house to all instructional staff.
6. Utilization of skills (i.e., Higher Order Thinking Skills, mathematics vocabulary, problem solving, Problem of the Day) training will be provided in-house to teachers in kindergarten through sixth grade.
7. McGraw Hill Mathematics Florida Edition in-house training will be provided to teachers in kindergarten through sixth grade.
8. Data analysis review and interpretation.

Evaluation

1. 2008 FCAT Mathematics Test
2. Basal Unit Assessment
3. Edusoft will be used to monitor the progress of the District Interim Assessments for Mathematics
4. Edusoft will be used to monitor the progress of the tutorial program and the weekly Stop, Drop and Test Program

Writing Goal

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

Florida Education Priorities

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The 2007 FCAT Writing+ results indicate that four percent of our fourth grade students did not meet the expository writing state mastery standards score of 3.5 or above and six percent of fourth grade students did not meet the narrative writing state mastery standards score of 3.5 of fourth grade students received a combined mean score of 4.6 which indicates an increase from the 2006 FCAT Writing+ results of 4.3. Fourth grade students received a mean score of 4.6 in Expository and 4.6 in Narrative. Our data demonstrates fourth grade students need to increase the mean points earned in the area of conventions, overall 95 percent of our students scored a Level 3.5 or above.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide in-house tutoring to increase exposure to the writing process for targeted students who require assistance in mastering deficient writing skills.	Administration, Reading Coach	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Engage students in responding to bi-weekly prompts using expository and narrative formats in fourth grade.	Administration, Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Collaborate with teachers during common grade-level planning to discuss strategies to improve students' writing while implementing the Continuous Improvement Model (CIM).	Administration, Reading Coach	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide in-house in-services for teachers in kindergarten through sixth grade on how to apply graphic organizers to enhance pre-writing skills.	Administration, Reading Coach	8/20/2007	10/1/2007	Exchange Meaningful Information	0
Provide in-service during planning for teachers in kindergarten through sixth grade on how to utilize the holistic scoring, analyze, and disseminate data to target students' needs in writing.	Administration, Reading Coach, Data Analyst	8/20/2007	10/1/2007	Exchange Meaningful Information	0
Purchase graphic organizers for teachers in Kindergarten through sixth grade.	Administration	08/20/2007	11/01/2007	Other/ Not Applicable	1200

Research-Based Programs

1. Houghton Mifflin Florida Edition Reading Series for Kindergarten through sixth grade.

Professional Development

1. Four-Square Writing training will be provided in-house to teachers in Kindergarten through sixth grade.
2. FCAT Writing+ training will be provided to the fourth grade teachers once workshops become available by the district.
3. Holistic Scoring training will be provided in-house to teachers in third through sixth grade.
4. Continuous Improvement Model training will be provided in-house to all instructional teachers.
5. Graphic Organizer training will be provided in-house to teachers in Kindergarten through sixth grade.

Evaluation

1. 2008 FCAT Writing+ Test
2. FCAT Writing+ pre-test and post-test provided by the district for first through sixth grade.
3. Bi-weekly writing samples in narrative and expository writing in fourth grade.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

All students grade will improve science skills that enable them to master the Sunshine State Standards in science.

Needs Assessment

After reviewing and comparing the 2007 FCAT Science test scores, students in fifth grade demonstrated a decrease in most content clusters with the exception of Physical/Chemical where their scores remained the same. Fifth grade students increased in the Earth/Space content cluster from 50 percent to 53 percent. The percentage of students scoring a Level 3 or higher was 42 percent and the mean score was 304 as compared to 314 in the 2006 FCAT Science Test.

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 administration of the 2008 FCAT Science Test as compared to the administration of the 2007 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct weekly science experiments by incorporating inquiry-based learning and the Scientific Process in kindergarten through sixth grade to assist students in making real world connections to scientific concepts and preparing them to compete in the science fair.	Administration, Grade Level Chairperson, Math/Science Coach, Data Analyst, Lead Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Incorporate written short and extended responses to ensure mastery of science concepts in grades three through six.	Administration, Data Analyst, Math/Science Coach, Grade Level/Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Purchase Time for Kids for students in grades three through six to apply appropriate reading comprehension strategies aligned with benchmarks using science informational text.	Administration, Data Analyst, Math/Science Coach, Grade Level/Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	7000
Purchase Science Thesaurus for students in grades four through five to provide a comprehensive review and easy explanation of the science curriculum.	Administration, Math/Science Coach, Data Analyst, Grade Level Chairperson	08/20/2007	6/5/2008	Other/ Not Applicable	6000
Incorporate exploration of different careers in the field of science into the curriculum of sixth grade students.	Administration, Math/Science Coach, Career Specialist	8/20/2007	10/1/2008	Secondary School Reform	0
Offer an Advance Placement Science class for students in sixth grade.	Administration	08/20/2007	06/05/2008	Secondary School Reform	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrative	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model to monitor student achievement and the instructional program on an on-going basis.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

1. Scott Foresman Science Series

Professional Development

1. Integrating writing skills in content areas training will be provided to teachers in fourth through sixth grade.
2. Pacing Guide training will be provided to teachers in kindergarten through sixth grade.
3. Science Test Item Specification training will be provided to teachers in kindergarten through sixth grade.
4. Hands-on Inquiry-Based workshops on activities in science will be provided to teachers in kindergarten through sixth grade.
5. FOSS Kit experiment training will be provided to teachers in kindergarten through sixth grade.
6. Training in Scott Foresman Science Series.
7. Continuous Improvement Model (CIM) training will be provided in-house to all instructional staff.

Evaluation

1. 2008 FCAT Science Test for fifth grade students
2. Weekly performance-based assessments created by teachers in kindergarten through sixth grade.
3. Monthly science assessments of benchmarks will be administered to students in fifth grade by utilizing the Edusoft program.
4. Administer Science Pre-Test and Post-Test to fourth through sixth grade students.
5. District Interim Assesments in fourth and fifth grade

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Volunteers play an important role in the academic lives of our students. Volunteers are always needed to assist students in small groups and offering academic reinforcement. During the 2006-2007 school year, Eugenia B. Thomas K-8 Center had 767 registered volunteers.

Measurable Objective

Given school wide emphasis on increasing parental involvement, the school will demonstrate an increase of 5 percentage points in the number of registered volunteers as evidenced by comparing the 2006 - 2007 Registered Volunteer Log to the 2007-2008 Registered Volunteer Log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Parent Academy Bilingual Seminars to inform volunteers of different issues and strategies that can be utilized to assist students.	Administration	10/1/2007	6/5/2008	Exchange Meaningful Information	0
Conduct orientation for volunteers interested in becoming involved in the Listener/Oyente Program.	Administration	9/4/2007	6/5/2008	Other/ Not Applicable	0
Offer on-going workshops to provide volunteers with information and strategies to help students improve academic skills.	Administration, Counselors	10/20/2007	6/5/2008	Other/ Not Applicable	0
Expand the Parent Volunteer Program and provide orientation sessions to improve parent and teacher collaboration.	Administration	10/1/2007	6/5/2008	Other/ Not Applicable	0
Offer an FCAT and SAT Parent Night workshops for parents of students in grades two through six.	Administration, Teachers	10/1/2007	6/5/2008	Exchange Meaningful Information	0
Conduct a Parent Internet Viewer workshop for parents that do not have experience with the E-Gradebook and the Parent Portal	Administration, Teachers	10/1/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

1. Offer various Volunteer Orientations to discuss the roles and responsibilities of volunteers along with the process of becoming effective and successful volunteers.
2. Promote and assist in registering volunteers for district workshops.
3. Train volunteers on how to become a Listener/Oyentes.

Evaluation

2007-2008 Registered Volunteer Log

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

The 2006-2007 Annual Attendance Report indicates that the average attendance was 96.53 percent. After reviewing the data the 4 percent of students that exhibit poor attendance have been identified by the Attendance Improvement Team.

Measurable Objective

Given an emphasis on safe and orderly environment, student attendance will increase by 1 percent for the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor students that are identified through the Attendance Improvement Team.	Administration, Counselors	8/20/2007	6/5/2008	Truancy Prevention	0
Utilize Connect-Ed to notify parents of absences and/or tardiness to emphasize the importance of bringing their children to school regularly.	Administration, Counselors	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Implement quarterly incentive programs to encourage students to attend school regularly.	Administration, Data Analyst	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review students' attendance and tardiness utilizing the Daily Attendance Bulletin and monitor students with five or more tardiness and absences.	Administration, Data Analyst	8/20/2007	6/5/2008	Truancy Prevention	0
Utilize a Perfect Attendance Award Program every semester to promote perfect attendance.	Administration, Honor Roll Committee, Data Analyst	8/20/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

2007-2008 Attendance Report

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

The 2007 FCAT Reading results indicate that although 23 percent of the third through grade students are not performing at the proficiency level in reading. Various computer programs (Accelerated Reader, Reading Plus, Riverdeep and FCAT Explorer) and Smartboards will be utilized to enhance student achievement in reading, therefore improving student achievement in Mathematics and Science as well.

Measurable Objective

Given schoolwide emphasis on the use of technology, students in third grade will increase their reading comprehension by an average increase of 75 percent in the Star Reading post-test when compared to the pre-test administered at the beginning of the school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase teacher use of computer-assisted support for reading and mathematics instruction through programs such as Riverdeep, FCAT Explorer, Accelerated Reader and Reading Plus to increase student skills.	Administration, Data Analyst, Computer Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase student utilization of the Waterford System for the ELL students levels I, II, III, in kindergarten through second grade in order to enhance reading and language arts skills.	Administration, Computer Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase student utilization of the Accelerated Reader program and Reading Plus to increase the reading comprehension skills of students.	Administration, Computer Specialist, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Purchase additional Smartboards for teachers to use daily in order to integrate technology and create multimedia lessons.	Administration, Computer Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	115500
Purchase additional Reading Plus licenses to ensure compliance for students in sixth grade	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide parent workshops on the Accelerated Reader Program.	Administration, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide training for teachers on using Smartboards to integrate technology into daily lessons.	Administration	09/13/2007	03/03/2008	Other/ Not Applicable	0
Implement the Read 180 program for sixth grade students that are enrolled in Intensive Reading Courses.	Administration	09/04/2007	05/30/2008	Other/ Not Applicable	0
Extend the hours of the Media Center from 6:00 - 8:00 PM for students to use the computers to access Accelerated Reader, FCAT Explorer, Riverdeep, and other educational programs.	Administration, Media Specialists	09/04/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

1. Read 180
2. Reading Plus

Professional Development

1. Training for targeted staff for Reading Plus.
2. Training for ELL teacher for Waterford Systems.
3. Edusoft Training provided by School Coordinator.
4. Training for Smartboards for third, fifth, and sixth grade teachers.
5. Training for New/Beginning teachers in Accelerated Reader.
6. Read 180

Evaluation

1. Edusoft reports
2. Computer programs print-out reports and logs
3. Diagnostic reports for Accelerated Reader
4. Review NETS related to utilization of technology in the classroom.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

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

Needs Assessment

Data from the 2006-2007 FITNESSGRAM Test Summary indicates that 33 percent of students in grades four and five did not obtain a gold award. An analysis of the Physical Fitness Testing Report demonstrates that 75 percent of students in grades four to five received a FITNESSGRAM award.

Measurable Objective

Given instruction based on the FITNESSGRAM standards, students in grades four and five will increase by 5 percent in the number of students reaching high standards on the 2008 FITNESSGRAM Test as compared to the 2007 FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that the appropriate instructional time is dedicated to fitness related activities on a daily basis.	Administration, Physical Education Staff	8/20/2007	6/5/2008	Student Wellness	0
Administer the FITNESSGRAM pretest to determine baseline measures in order to target students' weaknesses.	Administration, Physical Education Teachers, Data Analyst	8/20/2007	6/5/2008	Student Wellness	0
Conduct parent workshops to promote physical fitness and health awareness.	Administration, Physical Education Staff	8/20/2007	6/5/2008	Student Wellness	0
Utilize instructional time that is tailored to meet the goals of the program and of the individual students. Activities will emphasize improvements in cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Staff	8/20/2007	6/5/2008	Student Wellness	0
Monitor the physical education program to ensure that Physical Education teachers select activities specifically related to assessment component items.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Inform parents of the Parent Wellness web page.	Administration, Physical Education Staff	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Work with the Alliance for a Healthier Generation to empower staff, parents and students to get active, engaged and mobilize them to eat right, exercise and lead healthy lives.	Administration	09/04/2007	05/30/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

1. Effective utilization of data analysis-Continuous Improvement Model (CIM)
2. Effective utilization of Electronic Gradebook
3. Effective utilization of Edusoft computer-based assessments
4. Health awareness workshops for parents provided by the Physical Education Staff
5. Attend training for Jump Rope for Heart
6. Attend in-services provided by the Physical Education Department
7. Attend training for the FITNESSGRAM
8. Provide school-wide training for Healthy Schools

Evaluation

The administration of the 2008 FITNESSGRAM Standards Test

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

All students will be given the opportunity for the art through expanded curricular and extra curricular offerings.

Needs Assessment

The number of students participating in advanced academic programs during the 2006-2007 school year was 748, which demonstrates an increase from the previous year. The TEAM class has been promoted to third grade. We increased the number of students enrolled in the 2006-2007 Extended Foreign Language Program (EFL) to 255 as compared to 239 in 2005-2006 EFL Program and this year we will expand the program to include sixth grade. We will continue to offer SECME for students in second through sixth grade that will participated in a district-wide competition. Since Eugenia B. Thomas K-8 Center is an integral part of the Ronald W. Reagan/Doral Senior High Feeder Pattern we have aligned the curriculum to prepare students for the Cambridge Programme that they offer by implementing the Cambridge Primary Programme from Kindergarten to sixth grade.

Measurable Objective

Given school wide attention to increasing the number of students in advanced academic programs, a 10 percent increase will be demonstrated in the enrollment of students in advance academics in 2007 - 2008 when compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Teaching Enrichment Activities to Minority (TEAM) with students in grade three.	Administration	8/20/2007	6/5/2008	Advanced Academics	0
Extend the Extended Foreign Language (EFL) Program through grade six.	Administration	8/20/2007	6/5/2008	Secondary School Reform	0
Provide awareness training to staff to recognize criterias for students demonstrating potential abilities to be referred for advanced academics programs.	Administration, Data Analyst, Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enhance the Academic Excellence Program (AEP) to enrich students' abilities and natural talents with chess and a hands-on science program.	Administration, Data Analyst, Math/Science Coach	10/1/2007	6/5/2008	Academic Enrichment Opportunities	0
Monitor and review eligibility to increase the number of gifted student enrollment in grades one through six.	Administration, Data Analyst, Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide all Upper Academy students with academic and career planning throughout the school year.	Administration, Career Specialist	8/20/2007	6/5/2008	Secondary School Reform	0
Implement the Cambridge Primary Programme curriculum in kindergarten through sixth grade.	Administration	08/20/2007	06/05/2008	Advanced Academics	0
Offer Advance Placement courses in Language Arts, Mathematics, Science and Social Studies for sixth grade students.	Administration	08/20/2007	06/05/2008	Advanced Academics	0

Research-Based Programs

Not Applicable

Professional Development

1. Training and ongoing support in providing differentiated instruction for advanced students.
2. Training on the procedures for referring students to the Gifted program.
3. Training on the Cambridge Primary Programme online resources.
4. Training for SECME sponsor on project criteria and competitions.

Evaluation

The evaluation component will include student participation rosters and enrollment for all advanced academic programs: Gifted, Academic Excellence Program (AEP), Advance Placement (AP), EFL and SECME.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Eugenia B. Thomas K-8 Center will rank at, or above, the 90th percentile statewide in the Return of 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 in 2005, Eugenia B. Thomas K-8 Center ranked at the 96th percentile on the State of Florida Return of Investment (ROI) index.

Measurable Objective

Eugenia B. Thomas K-8 Center will maintain its ranking on the State of Florida Return on Investment (ROI) index publication at 97th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Keep staff members informed on financial resources in relation to school programs.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation component will include the State of Florida Return on Investment Index (ROI) Report for the 2007-2008 school year.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Graduation (High Schools Only) Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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 committee distributed funds to enhance instruction in the classroom through purchasing educational materials to assist teachers with science and during our tutorial programs in achieving academic goals for students.

Training:

The EESAC provided funds that facilitated the professional development of teachers through providing technology equipment that will benefit instruction in the classrooms.

Instructional Materials:

The EESAC committee focused on supplying instructional materials that effectively gave teachers the opportunity to improve lessons in the classroom and develop different teaching strategies to have their students reach their academic goals.

Technology:

The EESAC purchased various software and audio-visual equipment, providing our students with the necessary tools to increase their reading levels, in the areas of fluency and comprehension.

Staffing:

The EESAC provided resources for teachers to enhance their professional development and the ability to track their students through educational software that will allow them to pin point the academic areas that need improvement.

Student Support Services:

The EESAC provided funds to purchase materials that allowed Student Support Services the ability to make a greater impact on academic and emotional areas of student development.

Other Matters of Resource Allocation:

The EESAC provided funds in order to acknowledge the academic achievement of the students through the purchase of award materials, to instill a sense of accomplishment.

Benchmarking:

Our school's benchmarks and outlines, set goals and objectives that were implemented throughout the school year. Assessment, evaluation and teaching strategies were aligned with the school's Continuous Improvement Plan in an on-going basis and reviewed throughout the school year.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC provided funds to purchase equipment that allowed the implementation of procedures that ensured the safety of all stakeholders at our school.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	112390
Mathematics	20000
Writing	1200
Science	13000
Parental Involvement	0
Discipline & Safety	0
Technology	115500
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	262090



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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