

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Ruth K. Broad/Bay Harbor Elementary School (0241)

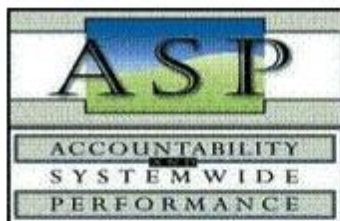
Feeder Pattern - Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Arlene Ortenzo

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Ruth K. Broad Bay Harbor Elementary School, an “A” school for eight consecutive years, utilizing the best of human resources and technologically rich programs, is located in Bay Harbor Islands, Florida and serves Bay Harbor Islands, Bal Harbour, Surfside, Sunny Isles, and Eastern Shores areas. These communities consist of many upper and middle class professionals, as well as newly immigrated Hispanic families. Our new facility opened its doors in 1996, however the pre-existing school was built in 1957. Presently, the Ruth K. Broad Bay Harbor Elementary enrollment is over 1287 students in grades Pre-K through six. Our student population averages 39% White Non-Hispanic, 54% Hispanic, 2% Black Non-Hispanic, and 5% Asian/Indian/Multiracial. Both the mobility index and number of free and reduced-price lunches are moderate. Parental and business involvement provide excellent support for the school. Ruth K. Broad Bay Harbor Elementary is not just a “school” but an evolving educational family. The administration, instructional and clerical staff, custodial and cafeteria staff, paraprofessionals, aides, volunteers, PTA, and the community at large form a dynamic team that serves its children and enhances the educational process for high academic achievement.

After analyzing and evaluating pertinent data such as the Organizational Performance Improvement Snapshot Survey, School Demographic and Academic Profile, School Climate Survey, FCAT Achievement Reports, School Report Card, and School Improvement Plan results from 2006-2007, Ruth K. Broad Bay Harbor Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as priorities for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades three through six will demonstrate skilled proficiency in reading as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through six will demonstrate skilled proficiency in mathematics as evidenced by 88% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skilled proficiency in writing, as evidenced by 95% or more of students meeting high standards on the 2008 FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percentage points from 61% to 71% on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the results of the school-site survey from 2006-2007 to 2007-2008 school years.

Given opportunities utilizing the Proudly Infusing Non-Violence Program, students in Kindergarten through sixth grade will demonstrate adherence to the Code of Student Conduct as evidenced by a decrease in the number of Student Case Management reprimand/warning referrals by 10% for the 2007-2008 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program, as evidenced by a 10% increase from 600 to 660 students, during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards, students in grades four through six will improve their muscular endurance as evidenced by 50% of the students meeting high standards on the push-ups test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on infusing technology in a practical and sound manner, the number of students in grades two through five enrolled in the visual arts program, will increase from zero to 120, in the 2007-2008 school year.

Ruth K. Broad Bay Harbor Elementary School will improve its ranking on the State of Florida ROI Index publication from the 94th percentile in 2004-2005 to the 95th percentile on the next publication of the Index.

Results of the Organizational Performance Improvement Snapshot Survey indicate a need for improvement in the areas of Strategic Planning and Process Management. Emphasis on Strategic Planning will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail. Improved Process Management will include retrieval, review, and interpretation of data from the following sources: grade level articulation; FCAT results; Edusoft, SuccessMaker, Accelerated Reader and Reading Plus reports.



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.

0241 - RUTH K. BROAD/BAY HARBOR ELEMENTARY SCHOOL

VISION

It is the vision of Ruth K. Broad Bay Harbor Elementary School to discover and identify the individual strengths of each child, to promote enthusiasm and the desire to learn, and to make our students competitive in the world.

MISSION

The Ruth K. Broad Bay Harbor Elementary School's community strives to provide a safe, academically challenging, and technologically supportive program for all its children by empowering them with a strong foundation to succeed presently, and in the years to come.

CORE VALUES

Excellence: We strive toward maximum standards in academic performance and organizational development.

Integrity: We promote positive interactions through honesty, respect, and, understanding that develop an environment of safety and well-being among students, staff, families, and community.

Equity: We provide an environment that enhances learning and makes every effort to close achievement gaps.

Citizenship: We take pride in the diversity of our community and foster responsibility in working together to ensure the educational and personal success of all students as integral citizens of our democratic society.

School Demographics

Ruth K. Broad Bay Harbor Elementary School is located in Bay Harbor Islands, Florida and serves students in Bay Harbor Islands, Bal Harbour, Surfside, Sunny Isles, and Eastern Shores areas. These communities consist of many upper and middle class professionals, as well as newly immigrated Hispanic families. Presently, Ruth K. Broad Bay Harbor Elementary's enrollment is over 1,287 students in pre-kindergarten through grade six. Our student population averages 39% White Non-Hispanic, 54% Hispanic, 2% Black Non-Hispanic, and 5% Asian/Indian/Multiracial. Our exceptional student population constitutes 23 percent of the total enrollment. Limited English Proficiency students constitute 23% of the total enrollment. Thirty-six percent of our students receive free or reduced lunch. The mobility index of our school is moderate. Parental and business involvement provide excellent support for the school.

Ruth K. Broad Bay Harbor Elementary School employs 113 full-time staff members. The leadership team is composed of the principal, two assistant principals, two guidance counselors, a media specialist, a microsystem technology specialist, and grade level chairpersons. The instructional staff consists of 92 full-time teachers, a speech pathologist, three full-time paraprofessionals, and 10 part-time paraprofessionals. The ethnic breakdown of our instructional staff is as follows: 19% White, 21% Black, 39% Hispanic, and 1% Asian American. Other support personnel include clerical staff, custodial staff, cafeteria staff, aides, volunteers, an effective PTA, and the community at large. These dynamic groups of professionals serve our children and enhance the educational process for high academic achievement.

Ten percent of the instructional staff have specialist/doctoral degrees, 41% have masters degrees, 7% are National Board Certified Teachers, and 5% of the members are beginning teachers. All of the general education teachers are certified in Elementary Education.

Specialty programs include: an Exceptional Student Education program with an inclusion model for students with diagnosed exceptionalities, a Limited English Proficiency program that provides instruction in English for students of other languages, and a Gifted program for students who would benefit from enrichment opportunities. Our exceptional student population constitutes 16% of the total enrollment. Limited English Proficiency students constitute 19% of the total enrollment. Thirty-seven percent of our students receive free or reduced priced lunch.

Ruth K. Broad Bay Harbor Elementary is part of the Miami Beach Feeder Pattern, which consists of six elementary schools, one middle school and one senior high school. Fifth grade students in our school, who live within the Sunny Isles and Eastern Shores boundaries, transition to Highland Oaks Middle School. Sixth grade students transition to seventh grade at Nautilus Middle School and then on to Miami Beach Senior High School. Starting in the year 2008-2009 students in grade six will remain at the new Ruth K. Broad Bay Harbor K-8 Center.

Attendance rates for our school have improved this year due to the initiation of many new incentive programs and the constant monitoring of students who are habitually absent from school. There has been a one percent increase in this area from 95% to 96% of the students attending school on a daily basis.

Ruth K. Broad Bay Harbor Elementary School, an "A" school for eight consecutive years, utilizes the best of human resources and technologically rich programs. The Shepard Broad Foundation has been and continues to be a major benefactor, consultant, and support system for the school. Our business partners are engaged in updating our technological needs, and our Adopt-A-Class program offers the faculty funds to purchase materials/supplies for the children. The YWCA conducts an after-care program, and the Surf-Bal-Bay Recreational Program offers extra-curricular activities for our children after the regular school day.

School Foundation

Leadership:

Leadership proves to be an area of strength at our school. The overall score for Leadership was a 4.5 out of a possible 5 score. Indicators of effective leadership include but are not limited to clear mission and vision communicated to all members of the school community, a positive work environment that encourages learning, and valued professional input from faculty and staff. Measurement, analysis and knowledge management as well as customer focus are two additional areas of strength. This area had an overall score of 4.6.

District Strategic Planning Alignment:

Strategic planning is a category identified for improvement. An emphasis on this area will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail.

Stakeholder Engagement:

Customer and market focus are extremely positive at our school. All members of the school community understand the importance of building school, home, business, and community relationships.

Faculty & Staff:

Faculty and staff realize that working together as a team through cooperation and collaboration has had a positive impact on our school environment. Key stakeholders include cooperative grade level chairpersons, an effective Education Excellence School Advisory Council, a dynamic PTA, involved Dade Partners, and the support of our community.

Data/Information/Knowledge Management:

Data collection, analysis, and knowledge management are areas of strength for our school. Knowledge management is effectuated through careful review of existing information and analysis of data toward making competent decisions that lead to a high quality of education for all students.

Education Design:

Data collection, analysis, and knowledge management are areas of strength in our school. Knowledge management is effectuated through careful review of existing information and analysis of data toward making competent decisions that lead to a high quality of education for all students.

Performance Results:

Performance results indicate that this process has impacted our student achievement, increased parent involvement, and expanded special area programs.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Ruth K. Broad Bay Harbor Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards as measured by the 2007-2008 FCAT Reading Assessment.

Needs Assessment

Results of the 2007 FCAT Reading Assessment indicate that 89% of the students in grades three through six have met the state required mastery level, 76% percent have made annual learning gains, and 69% of the students scoring in the lowest quartile made annual learning gains. Data results indicate that students showed strengths in concepts such as Word/Phrases and Reference/Research. Results indicate that weaknesses occurred in concepts such as Main Idea/Author's Purpose and Compare and Contrast.

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 demonstrate skilled proficiency in reading as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze the 2007 FCAT Reading Assessment data to identify strengths and opportunities for improvement.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide an uninterrupted daily ninety minute reading block for students in Kindergarten through grade six.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the Comprehensive Researched-Based Reading Plan with intensive focus on guided reading, vocabulary development, and comprehension skills.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Analyze results of the District Assessments to monitor student progress and instruction.	Instructional Personnel/ Administration	10/24/2007	6/5/2008	District-wide Literacy Plan	0
Utilize Accelerated Reader/STAR, FCAT Explorer, ACCESS 2 Learn, Riverdeep, Reading Plus, Voyager, and Successmaker to improve reading comprehension and promote independent reading.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Analyze the results of the 2007 FCAT Reading Assessment to group students for after-school tutorial programs and for assignments of mentors and volunteers.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide an after-school tutorial program twice a week for those students in the lowest quartile.	Instructional Personnel/ Administration	10/02/2007	2/29/2008	Continuous Improvement Model	3000
Provide an intensive reading program for those students in the lowest quartile, tier one, two or three and/or students who were retained.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Series
 SuccessMaker Program
 Reading Plus Program
 Voyager Program

Professional Development

Houghton Mifflin Reading Series Training
 Comprehensive Reading Plan Training
 Collaborative Planning and Teaching Training
 SuccessMaker Training
 Edusoft Training
 Reading Plus Program Training

Evaluation

2008 FCAT Reading Assessment
 District Interim Assessments

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 checked="" 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"/>

Mathematics Statement

Ruth K. Broad Bay Harbor Elementary School students will make sufficient annual learning gains to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Assessment indicate that 88% of the students in grades three through six have met the state required mastery level and 71% of the students demonstrated acceptable levels of learning gains. Data results indicate that students demonstrated strengths in concepts such as Measurement, Algebraic Thinking, and Data Analysis. Results indicate that weaknesses occurred in areas of Number Sense and Geometry.

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 demonstrate skilled proficiency in mathematics as evidenced by 88% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, and technology.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide technology-based programs for students including: FCAT Explorer, SuccessMaker, and Riverdeep.	Technology Specialist/Instructional Personnel/Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze results of the District Interim Assessments to monitor student progress and instruction.	Instructional Personnel/ Administration	10/22/2007	6/5/2008	Continuous Improvement Model	0
Provide an after-school tutorial program twice a week for students in the lowest quartile in mathematics as measured by benchmark skills utilizing the Blast Off Program.	Instructional Personnel/ Administration	10/1/2007	2/29/2008	Continuous Improvement Model	3000
Disaggregate and analyze the 2007 FCAT Mathematics Assessment data to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide an uninterrupted daily one-hour block of mathematics instruction for students in Kindergarten through grade six.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Mathematics Series
McDougal Littell Middle School Mathematics Series
SuccessMaker

Professional Development

Houghton Mifflin Mathematics Series Training
Item Specifications in Mathematics Training
SuccessMaker Training
Benchmark Training
Edusoft Training
Riverdeep

Evaluation

2008 FCAT Mathematics Assessment
District Interim Assessments
Houghton Mifflin Series Assessments
Blast Off Assessments

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 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"/>

Writing Statement

Ruth K. Broad Bay Harbor Elementary students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2007 FCAT Writing+ indicate that 89% of the students in grade four achieved a score of 3.5 or above on the narrative prompt and 93% of the students scored 3.5 or above on the expository prompt. Data indicates students in grade four need additional exposure to narrative and expository prompts and reinforcement of effective writing techniques. A review of writing samples from Kindergarten through third grade students indicate a need for a writing program that emphasizes grammar, sentence structure, and figurative language.

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 skilled proficiency in writing, as evidenced by 95% or more of students meeting high standards on the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a schoolwide writing program that incorporates specific areas of focus in writing that provide practice opportunities across the curriculum.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Analyze results of the District pretest prompt for all students in grade four for the purpose of forming homogenous writing groups.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize writing prompts for students in grades two through six to ensure that students learn effective narrative and expository writing techniques.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide an after- school tutorial program twice a week to those students who scored below a level 3 on the in-house writing pretest.	Instructional Personnel/ Administration	10/1/2007	2/29/2008	District-wide Literacy Plan	3000
Analyze results of monthly prompts for students in grade four to monitor progress and guide instruction.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement a Pen Pal program between our fourth grade students and a school within our region to improve writing skills.	Teachers/ Administration	10/1/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Writing and Rubric Scoring Training
Best Practices on Innovative Techniques

Evaluation

2008 FCAT Writing Assessment
District Writing Prompts
In House Writing Prompts

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Ruth K. Broad Bay Harbor Elementary students will be able to apply the scientific method.

Needs Assessment

Results of the 2007 FCAT Science Assessment indicate that 61% of students in grade five scored Level 3 or above. Data results indicate that students in grade five demonstrated strengths in Physical and Chemical Science and Life and Environmental Sciences. Results indicate that weaknesses occurred in the areas Scientific Thinking and Earth and Space Science.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percentage points from 61% to 71% on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model to develop students' understanding of scientific concepts.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement student participation in a schoolwide Science Fair to reinforce the scientific method.	Instructional Personnel/ Administration	8/20/2007	4/30/2008	Continuous Improvement Model	0
Analyze results of the Blast Off Science Diagnostic Test administered to students in grade five as a pretest to identify areas of weaknesses. Students in grade five will be given the Blast Off Science Diagnostic Test as a posttest to determine students' progress.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Reinforce grade-appropriate science content across the curriculum.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze results of the 2007 FCAT Science Assessment to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide an after-school tutorial program twice a week for those students that need remediation in science utilizing the Riverdeep Science Program. Student progress reports will be analyzed bi-weekly.	Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	3000

Research-Based Programs

Scott Foresman Science Series (K-5)
 Glencoe Science Series (6)
 Riverdeep Science Program

Professional Development

Scott Foresman Science Series Training (K-5)
 Glencoe Science Series Training (6)
 Item Specifications in Science Training
 In-house Science Fair Training
 Riverdeep Science Training

Evaluation

2008 FCAT Science Assessment
 Blast Off Pre and Post Test Assessment

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

Parental Involvement Statement

Ruth K. Broad Bay Harbor Elementary will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Results of the School Climate Survey indicate that seven percent of the parents had not attended any school activities, 71% of the parents had attended one to three activities, and 23% of the parents attended four or more school activities during the 2006-2007 school year. These results indicate a need for a 5% increase in the number of parents attending four or more school activities during the 2007-2008 school year.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the results of the school-site survey from 2006-2007 to 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disseminate written notification to parents in their home language of meetings and parent workshops that promote active parent involvement in their child(ren)'s education.	Administration/ Instructional Personnel	8/20/2007	6/5/2008	Improve Public Perception	0
Encourage parent involvement in decision-making groups including the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	PTA / EESAC Chairperson / Administration / Instructional Personnel	8/20/2007	6/5/2008	Improve Public Perception	0
Encourage parent involvement at PTA meetings to be held four times per school year.	PTA/ Administration/ Instructional Personnel	8/20/2007	6/5/2008	Improve Public Perception	0
Encourage parent involvement in programs, such as: Bilingual Parent Workshops, FCAT Parent Workshops, Family Literacy Program, School Volunteer Program, Career Awareness Presentations, and Student Mentoring.	Administration/ Instructional Personnel	8/20/2007	6/5/2008	Improve Public Perception	0
Plan and facilitate a schoolwide Open House/Resource Fair event for parents of students in Kindergarten through grade six and provide conferences for parents to review students' academic progress throughout the year.	Administration/ Instructional Personnel	8/20/2007	6/5/2008	Improve Public Perception	0

Research-Based Programs

Family Literacy Program
 Informed Families Program
 The National PTA
 Standards for Parent/Family Involvement Program

Professional Development

Family Literacy Program
 Informed Families Program
 The National PTA
 Standards for Parent/Family Involvement Program

Evaluation

In-house parent survey

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
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Miami-Dade County Public Schools

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

Discipline & Safety Statement

Ruth K. Broad Bay Harbor Elementary will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

District Student Case Management Reports from the 2006-2007 school year indicate that 16 students received reprimand/warning referral actions. A review of Student Case Management forms indicate that the majority of reprimands/warnings resulted from general disruptive behaviors, fighting, harassment and defiance of school personnel. These results indicate a need for a decrease in the number of administrative referrals from 16 in 2006-2007 to 14 in 2007-2008.

Measurable Objective

Given opportunities utilizing the Proudly Infusing Non-Violence Program, students in Kindergarten through sixth grade will demonstrate adherence to the Code of Student Conduct as evidenced by a decrease in the number of Student Case Management reprimand/warning referrals by 10% for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Schoolwide Discipline Plan.	Administration/ Instructional Personnel	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Review Code of Student Conduct with students.	Administration/ Instructional Personnel/ Counselors	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Provide student lessons on bullying and harassment.	Counselors/ Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide workshops for parents on "Bullying" and on "Effective Ways to Communicate and Discipline Your Children."	Counselors/ Safe School Specialist/ Administration	11/14/2007	2/28/2008	Parental Choice Options	0
Provide staff development for Proudly Infusing Non-Violence Program for teachers in Kindergarten, second, fourth and sixth grades.	Counselors/Safe School Specialist/ Administration	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Provide lessons from the TRUST Program (To Reach Ultimate Success Together) to students.	Counselors/ Administration	8/20/2007	6/5/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Bullying and Cultural Sensitivity in the Classroom
 Florida Counseling Association Conference
 Proudly Infusing Non-Violence Program

Evaluation

District Student Case Management 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Ruth K. Broad Bay Harbor Elementary will integrate technology in all curricular areas.

Needs Assessment

After reviewing the results of the 2006-2007 student participation in the Accelerated Reading Program, data indicate that 600 students participated in the program. These results indicate a need to increase student participation to 660 in 2007-2008.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program, as evidenced by a 10% increase from 600 to 660 students, during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the media specialist to assist students in initiating the Accelerated Reading Program.	Media Specialist/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the media specialist to implement an incentive program to encourage student participation in the Accelerated Reading Program.	Media Specialist/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Inform parents about the benefits of the Accelerated Reading Program.	Media Specialist/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Accelerated Reader Program in grades one through six.	Media Specialist/ Instructional Personnel/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the media specialist to provide computer-assisted instruction for students on the use of the Accelerated Reading Program.	Media Specialist/ Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Accelerated Reader Program

Professional Development

Accelerated Reader Program

Evaluation

Teacher generated Accelerated Reader Program and Reports
Biweekly Student Summary and Class Summary Reports

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Ruth K. Broad Bay Harbor Elementary will promote the overall health and fitness of the students.

Needs Assessment

Results of the 2006-2007 FITNESSGRAM test indicate that 45% of students in grades four, five, and six achieved an acceptable score on the push-ups test. The results indicate a need for a 5% increase in the number of students successfully achieving the acceptable standards.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards, students in grades four through six will improve their muscular endurance as evidenced by 50% of the students meeting high standards on the push-ups test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a curriculum that encourages students to participate in a variety of upper body strength and endurance activities.	Physical Education Teachers/ Administration	8/20/2007	6/5/2008	Student Wellness	0
Emphasize maximum participation in a variety of physical activities that promote a healthy lifestyle.	Physical Education Teachers/ Administration	8/20/2007	6/5/2008	Student Wellness	0
Provide information to parents regarding the elements of the FITNESSGRAM Test by disseminating information through the Resource Fair and parent meetings.	Physical Education Teachers/ Administration	1/14/2007	4/30/2008	Student Wellness	0
Design a fitness log to monitor student goals and progress.	Physical Education Teachers/ Administration	8/20/2007	6/5/2008	Student Wellness	0
Provide opportunities for students to engage in extracurricular activities through the Surf-Bal-Bay Recreation Program that includes intramural sports and jump rope, the YWCA After-School Care Program, Bay Harbor Islands Tennis Program, Taekwon-Do Karate Program, and Surf-Bal-Bay PAL Program.	Administration/ Physical Education Teacher/ Community Program Directors	8/20/2007	6/5/2008	Student Wellness	0
Establish relations with a local health club to promote family/student involvement in physical activity.	Physical Education Teachers/ Administration	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

FITNESSGRAM Test

Professional Development

Florida Alliance for Health, Physical Education, Recreation, and Dance Conference

Evaluation

2007-2008 FITNESSGRAM 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Ruth K. Broad Bay Harbor Elementary students will develop an appreciation for the arts through expanded curricular and extra-curricular offerings.

Needs Assessment

The most recent data indicates that we have no students participating in a visual arts technology program at Ruth K. Broad Bay Harbor Elementary. There is a need to provide our students with opportunities to infuse technology with the Visual Arts Competency Based Curriculum.

Measurable Objective

Given emphasis on infusing technology in a practical and sound manner, the number of students in grades two through five enrolled in the visual arts program, will increase from zero to 120, in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide instruction to students on the process used for visual arts through hands-on interaction with technology.	Art Teacher/ Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to exhibit their completed visual arts projects through student exhibitions.	Art Teachers/ Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Involve district personnel in training opportunities for the art teacher.	Art Teacher/ Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to use a variety of software programs enhancing their ability to infuse technology into the art program.	Art Teachers/ Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Implement a curriculum that encompasses different visual arts components to enrich the appreciation of the arts.	Art Teacher/ Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Visual Arts Technology Program

Professional Development

Visual Arts Technology Program

Evaluation

Teacher generated attendance reports

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
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Miami-Dade County Public Schools

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

Return On Investment Statement

Ruth K. Broad Bay Harbor Elementary School will rank at or above the 95th percentile statewide in the ROI Index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Ruth K. Broad Bay Harbor Elementary School ranked at the 94th percentile on the State of Florida ROI Index.

Measurable Objective

Ruth K. Broad Bay Harbor Elementary School will improve its ranking on the State of Florida ROI Index publication from the 94th percentile in 2004-2005 to the 95th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform staff about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/5/2008	Improve Public Perception	0
Allocate resources to take advantage of a broader resource base, e.g. private foundations and volunteer networks.	Administration	8/20/2007	6/5/2008	Improve Public Perception	0
Sharing of facilities and partnering with community agencies.	Administration	8/20/2007	6/5/2008	Improve Public Perception	0
Collaborate with the District on resource allocation.	Administration	8/20/2007	6/5/2008	Improve Public Perception	0

Research-Based Programs

Not Applicable

Professional Development

Provide inservice for all stakeholders on the evaluation of the efficiency and effectiveness of programs.

Evaluation

State of Florida ROI Index

EESAC Compliance

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

Budget:

The EESAC recommends that the budget be allocated based on the needs of the school. All stakeholders are included in the decision-making process.

Training:

The EESAC recommends that staff development be a major focus for all teachers. Staff development will follow the District protocol plan. All District and regional workshops will be offered to all teachers.

Instructional Materials:

The EESAC recommends that all District-mandated resource materials be purchased for the school.

Technology:

The EESAC recommends that we continue utilizing the SuccessMaker computer program, and the State-endorsed FCAT Explorer program along with the Reading Plus program. We will utilize the Accelerated Reader Program for students on all grade levels. Students will be assessed using the Edusoft program.

Staffing:

The EESAC recommends the use of part-time paraprofessionals to assist in the self-contained ELL classes and inclusion classes.

Student Support Services:

The EESAC recommends the continuation of schoolwide programs that support positive personal growth for students. Character education and an anti-bullying program will continue to be implemented. Students will participate in Red Ribbon Week, Career Awareness, a community-based Sterling Bobcat program, Super Bobcat Recognition program, Bobcat Pride Recognition program, Turn-Around Student program, Youth Crimewatch program, Do The Right Thing program, Student Council Leadership program, and Intramural Spirit Week activities.

Other Matters of Resource Allocation:

The EESAC recommends that supplemental materials be purchased as needed based upon availability of funding.

Benchmarking:

The EESAC recommends the use of Edusoft data, as well as in-house testing material from the District, to assess progress.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommends that one full-time security guard be assigned to monitor the campus on a daily basis. The District's plan for crisis management is being implemented at the school site. All staff members are implementing a schoolwide discipline plan. Parents have been advised about increased security measures via meetings and newsletters. All staff members are trained in adhering to all security measures.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	3000
Mathematics	3000
Writing	3000
Science	3000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	12000



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