

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Caribbean Elementary School (0661)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Christina Guerra

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Caribbean Elementary School is a Reading First School consisting of approximately 851 students in grades pre-kindergarten through five, 92.6 percent or 788 students who participate in the free or reduced priced meal program. The school student population consists of 44 percent African-American, 51 percent Hispanic, two percent White (Non-Hispanic), and three percent other (Asian/Indian and Multiracial). Additionally, 12.2 percent or 104 students enrolled are Limited English Proficient (LEP), 11.5 percent or 98 students are Special Education (SPED), 3.4 percent or 29 students are enrolled in the Advanced Academic program.

The school provides a variety of programs that include basic education; Special Education (SPED) including Inclusion classes, English as a Second Language (ESOL), a Voluntary Pre-Kindergarten Program, a part-time Special Education Pre-Kindergarten program, an Advanced Academic program, and an Academic Excellence Program. In addition, Caribbean Elementary is an Extended Foreign Language (EFL) school where selected students in Kindergarten through grade five receive instruction in English for 60 percent of the day and in Spanish for 40 percent of the day. The school has a mobility rate of 38 percent.

On the 2007 FCAT- Reading Subtest, 34 percent of Caribbean Elementary School students in grades 3-5 scored at Level 1 while 18 percent scored at Level 2. On the Mathematics Subtest of the 2007 FCAT, 26 percent of students in grades 3 – 5 scored at Level 1 while 30 percent of students scored at Level 2. On the 2007 FCAT Narrative Writing Test 66 percent of students in grade four scored 3.5 or higher. The 2007 FCAT Science Test indicate that fourteen percent of fifth grade students scored at Level 3 or above.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Student With Disabilities will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 81 percent of students achieving a score of 3.5 or higher on the 2008 administration of the FCAT Writing+, an increase of five percentage points from the administration of the 2006-2007 FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Parental attendance at parent meetings will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year as evidenced by the Title I Parental Involvement Monthly School Report.



School Improvement Plan 2007-2008



Given the implementation of the School-Wide Discipline Plan, Caribbean Elementary will decrease the number of Outdoor Suspensions by five percent as documented by the COGNOS Report from 119 in 2006-2007 to 113 in 2007-2008.

Given an emphasis on the use of technology in education, all staff members will increase their participation in professional development sessions in the area of technology from one in the 2006-2007 school year to three during the 2007-2008 school year.

Given instruction in physical fitness using the FITNESSGRAM, 61 percent of students in grades two through five will receive a gold or silver award on the 2007-2008 FITNESSGRAM.

Given instruction using the Sunshine State Standards, student enrollment and participation in extra-curricular activities such as a holiday and spring program, an Art Club, the Academic Excellence Program (AEP), a Science Club, SECME, Journalism and a Chess Club, will increase by five percent from 94 students in May 2007 to 99 students in May 2008.

Caribbean Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 41st percentile in 2004 to the 46th percentile on the next publication of the index.

According to the results of the Organizational Performance Improvement Snapshot (OPIS) Survey conducted in the spring of 2007, 16 percent of faculty and staff completing the survey felt they did not know how well the school was doing financially. In order to apprise the faculty and staff of the financial status of the school, the administration will review the school's finances at a faculty and staff meeting after each administrative budget conference. In addition, all departments including Bilingual and SPED will be given notification of all available funds.

Only two percent of Caribbean Elementary School's faculty and staff felt they did not understand how to measure the quality of their work or analyze their work to see how changes are made at the school. Caribbean Elementary School is committed to continuing grade level data chats to discuss scores, student strengths and weaknesses, teacher strengths and weaknesses, and how to improve student achievement. All faculty and staff will support the endeavors of the ST2 process and the interventions taking place at the school to continue to improve student scores and achievement.



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.

0661 - CARIBBEAN ELEMENTARY SCHOOL

VISION

Caribbean Elementary School will offer and instill academic skills to each student that will promote life-long learning in order to achieve his or her greatest potential.

MISSION

Caribbean Elementary School will strive to develop each student to his fullest potential using a variety of educational and technological methods that promote intellectual curiosity, independent thinking, and problem solving capabilities.

CORE VALUES



School Improvement Plan 2007-2008



High Expectations

We encompass the highest standards for achievement in academics.

Respect

We encourage an environment that fosters unity, confidence, self-worth, and independence which shapes the relationship of our students, parents, faculty, staff, and community members.

Knowledge

We promote an environment where knowledge is the foundation of our students academic success.

Citizenship

We respect the diversity of our community by collaborating as a team to ensure the educational success of all of our students. We recognize our responsibilities to our community and increasing the school/community relationship.

School Demographics

Facility/Community

Caribbean Elementary School was established in 1970. After Hurricane Andrew, in 1992 the school was destroyed and re-built in 1997. The school is erected on 9.24 acres in South Miami-Dade County at 11990 South West 200 Street. The two story, 48 classroom building was constructed with a cafetorium, a media center, and teacher planning rooms adjacent to the classrooms. Contiguous to these classrooms is the schools only portable classroom. Additionally, a new thirteen classroom modular building has been added. The entire facility has Internet and Intranet access and a state of the art closed circuit television system. The school has a 31 station computer lab, and all classrooms are equipped with at least five individual computer workstations, as well as a teacher workstation.

Student Demographics

Caribbean Elementary School is a Reading First School consisting of approximately 851 students in grades pre-kindergarten through five, 92.6 percent or 788 students of whom participate in the free or reduced priced meal program. The school student population consists of 44 percent African-American, 51 percent Hispanic, two percent White (Non-Hispanic), and three percent other (Asian/Indian and Multiracial). Additionally, 12.2 percent or 104 students enrolled are English Language Learners (ELL), 11.5 percent or 98 students are Special Education (SPED), 3.4 percent or 29 students are enrolled in the Advanced Academic program.

The school provides a variety of programs that include basic education; Special Education (SPED) including Inclusion classes, English as a Second Language (ESOL), a Voluntary Pre-Kindergarten Program, a part-time Special Education Pre-Kindergarten program, an Advanced Academic program, and an Academic Excellence Program. In addition, Caribbean Elementary is an Extended Foreign Language (EFL) school where selected students in Kindergarten through grade five receive instruction in English for 60 percent of the day and in Spanish for 40 percent of the day. The school has a mobility rate of 38 percent.

On the 2007 FCAT- Reading Subtest, 34 percent of Caribbean Elementary School students in grades 3-5 scored at Level 1 while 18 percent scored at Level 2. On the Math Subtest of the 2007 FCAT, 26 percent of students in grades 3 – 5 scored at Level 1 while 30 percent of students scored at Level 2.

Unique Aspects: STRENGTHS

Caribbean Elementary encompasses a myriad of programs that will contribute to the success of the school. The Advanced Academic program focuses on Language Arts and Science. Students who meet criteria for Advanced Academics are pulled out of their Language Arts and Science class daily. They participate in a smaller group setting thereby reducing the class size for both the homeroom class as well as the Advanced Academic class. Additionally, Caribbean offers an Academic Excellence Program that focuses on Mathematics and Chess. Furthermore, the school will be implementing a departmentalization approach with teachers who are instructing students in grades two through five. Lastly, Caribbean Elementary offers all students the opportunity to take part in Science Engineering Communication Mathematics Enhancement Program (SECME).

Unique Aspects: AREAS OF CONCERN

Caribbean Elementary School's mobility index rate of 38 may impede the school from succeeding. One unique contributing factor to the school's Mobility Index rate is the Battered Women's Shelter located across the street from the school. Each year, Caribbean Elementary is home to approximately 100 students from the Battered Women's Shelter, thus accounting for 12.2 percent of the student population. These students are transient as their parent is allowed approximately one year to remain in the Battered Women's Shelter. Additionally, student attendance is an obstacle. With the student attendance rate of 94.96 percent, Caribbean Elementary boasts one of the lowest attendance rates. Furthermore, the 97 percent of students on Free/Reduced Lunch indicates the low socio-economic status among the parents of students who attend Caribbean Elementary. This is a contributing factor to the serious lack of parental involvement as many parents work extended hours to provide for their families.

Teacher Demographics

Caribbean Elementary School's Leadership Team is comprised of one Principal, one Assistant Principal, two Reading Coaches (one Reading First), one Math and Science Leader, one Special Education Program Specialist, and two counselors. The kindergarten grade level consists of six teachers. The first grade consists of seven teachers. The second grade consists of eight teachers. The third grade consists of ten teachers. Both the second and third grade levels are departmentalized whereby one teacher instructs the Language Arts/Writing block while the paired teacher instructs the Mathematics and Science component. The fourth and fifth grade level each consists of six teachers. The fourth and fifth grade teachers are departmentalized among a four member team. In these grades two teachers each instruct the Language Arts/Writing for a two hour block while one teacher instructs Mathematics for a one hour block and one teacher instructs Science for a one hour block daily. In each grade level, Kindergarten through fifth grade, there are two teachers who instruct the Extended Foreign Language (EFL) classes. These teachers are departmentalized within themselves: one instructs the Language Arts and Science while the other instructs the Mathematics and Social Studies. While the Language Arts and Science component are taught in English, the Mathematics and Social Studies component are taught 60% in English and 40% in Spanish.

There are 61 instructional staff members at Caribbean Elementary School. There are 54 teachers with three or more years of experience and four beginning teachers at the present time. Additionally, there are three vacancies which will be filled with beginning teachers. This will increase the number of beginning teachers to seven which is equivalent to eleven percent of the total instructional staff. The ethnic make-up of the instructional staff at our school is as follows: 22 percent are African American, 55 percent are



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Hispanic, and 21 percent are White. Twenty-one percent of our instructional staff members hold Master's degrees while five percent are Nationally Board Certified. Caribbean Elementary currently has four paraprofessionals.

Class Size / Teacher – to Student Ratio

The average teacher to student ratio for students in general education by grade level is: Kindergarten 13 to 1, first grade 18.86 to 1, second grade 15.5 to 1, third grade 19.2 to 1, fourth grade 17.83 to 1 and fifth grade 19.5 to 1. Special Education students who are in the inclusion model have a reduced ratio of: 13.78 to 1 in third grade, 15.29 to 1 in fourth grade, and 16.71 to 1 in fifth grade. Additionally, Special Education students who participate in the resource model have a 6.67 to 1 teacher to student ratio. Furthermore, this year Caribbean will implement an Educational Behavioral Disability Program. Students who participate in this program will have a two to one teacher to student ratio.

Attendance Rate

Caribbean Elementary Schools' rate of attendance for the 2006 -2007 school year was 94.96 percent. This is comparable to the district average of 94.96 percent and slightly above the Regional Center VI average of 94.74 percent. Suspensions play a vital role in the attendance rate. For the 2006-2007 school year, there were a total of 118 outdoor suspensions. Of the 118 outdoor suspensions, 81 percent were Black students while 18.6 percent were Hispanic students. In comparing suspensions for students in the general education curriculum with students who are in Special Education (Students with Disabilities), 67.7 percent of students who were suspended were general education curriculum students while 32.2 percent of students who were suspended were Special Education. Being a Communication Status (ComSTAT) school, Caribbean Elementary monitors student attendance on a daily basis. Results of the implementation of a progressive attendance policy are submitted to the Regional Center on a monthly basis.

Promotion/ Graduation/Retention Rates

Thirty-five percent of students in third grade scored at achievement Level 1 on the 2007 FCAT Reading sub-test. This is an increase of eleven percentage points from the District average of 24 and sixteen percentage points above the State average of 19 percent.

Feeder Pattern

Caribbean Elementary is in the Miami Southridge Feeder Pattern. Students from the school transition into Polly and Arthur Mays Community Middle School for sixth grade. Mays Middle School was graded a "D" based on the State of Florida standards. Thirty-eight percent of students enrolled at Mays Middle School who were administered the 2007 FCAT met high standards in Reading while 39 percent met high standards in Mathematics. These students will then feed into Miami Southridge Senior High School which was graded an "F" based on the State of Florida standards. Nineteen percent of the tenth grade students administered the 2007 FCAT met high standards in Reading while 43 percent met high standards in Mathematics.

Special Programs

Caribbean Elementary School is a STELLAR and Reading First school. As a Reading First school, we have a focused effort to enable all students to become successful early readers. Caribbean Elementary is also a Student Teacher Support Team (ST2) school. The ST2 process provides students with interventions and assistance in areas of need, based on testing and progress monitoring. Through collaboration with teachers, this process uses progress monitoring and diagnostic testing as a means to drive instruction. It provides ongoing support to students and teachers for the implementation of Reading First and the Comprehensive Research Reading Plan (CRRP). It utilizes progress monitoring in addition to diagnostic assessment to support teachers' development of an IEP.

The Advanced Academic program at Caribbean Elementary focuses on Language Arts and Science. Students who meet criteria for Advanced Academics are pulled out of their Language Arts and Science class daily. They participate in a smaller group setting thereby reducing the class size for both the homeroom class as well as the Advanced Academic class. Additionally, an Academic Excellence Program focusing on Mathematics and Chess is offered to all students. The school also, will be implementing a departmentalization approach with teachers who are instructing students in grades two through five. Lastly, Caribbean Elementary offers all students the opportunity to take part in Science Engineering Communication Mathematics Enhancement Program (SECME).

Caribbean Elementary is also an Extended Foreign Language (EFL) school where selected students in Kindergarten through grade five receive instruction in English for 60 percent of the day and in Spanish for 40 percent of the day. Lastly, the school through various School Educational Service Agencies offers after-school tutoring to students who qualify for free or reduced lunch.

School Community Relations/Partners

Caribbean Elementary School partner's with BJ's Wholesale Club. School Board Member Evelyn Greer's has been very involved in promoting attendance. Twice a year, Ms. Greer donates twelve bicycles to be utilized as incentives for students who have had perfect attendance throughout each semester.

Grants

Through the Office of Intergovernmental Affairs, Caribbean Elementary participates in the Title I, Reading First, and Qualified Zone Academy Bonds (QZAB) grants. Through the Title I grant, Caribbean Elementary is able to provide additional resources for students. These resources include instructional personnel as well as a Community Involvement Specialist. The Reading First grant provides an additional reading coach who is able to model lessons and assist teachers with their teaching strategies. The QZAB grant provides for replacement of technology.

School Foundation

Leadership:

The leadership team at Caribbean Elementary School helps set goals for all employees and staff through biweekly leadership team meetings. These meetings address issues that deal with safety, attendance, discipline and achievement of all students. The leadership team strives to promote and create a positive work environment by recognizing the endeavors and efforts that help meet the goals of the school set forth through the School Improvement Plan.

According to the Leadership Category on the Organizational Performance Improvement Survey, the average score was 4.7. The staff expressed a high degree of assurance with the satisfaction of their customers with their work. In order to continue this trend of satisfaction, the leadership team will regularly review and analyze assessment data gathered from various assessment tools utilized at the school to make decisions on how to best fulfill the academic as well as social needs of the customers, the students.

District Strategic Planning Alignment:

The faculty and staff of Caribbean Elementary School understand the goals and objectives of the school set forth by the School Improvement Plan and are involved in creating the goals and objectives based on assessment data that is analyzed as well as the academic needs of students. The average score on the strategic planning category was 4.5. Eleven percent of faculty and staff members who completed the Strategic Planning Category on the Organizational Performance Improvement Survey expressed a need to become more involved in future planning of the organization. In order to address this need, the Leadership Team will promote attendance at Educational Excellence School Advisory Council meetings and PTA general meetings via closed-circuit television, email and posted flyers on a monthly basis. The staff and faculty will also continue to have an opportunity to participate in the decision-making process by having discussions on the goals and objectives of the school during faculty and staff meetings, data analysis meetings, and Grade Level/Department Chair meetings.

Stakeholder Engagement:

Eighty-five percent of the staff who completed the Customer and Market Focus Category on the Organizational Performance Improvement Survey strongly feel that they have an open communication with their customers. The average score for this section of the survey was 4.5. The staff and faculty of Caribbean Elementary School strives to establish and maintain good rapport and communication with the parents and guardians of the students. Continuous opportunities to continue this partnership with families and community will be provided through a Reading, Mathematics, and Science/Technology Night, as well as a "Night of the Arts" to not only showcase student achievements, but also address the needs of the school to home connection. Parent communication will continue to be encouraged through parent/teacher conferences as needed, voice mail, and phone conversations.

Faculty & Staff:

According to the results of the Human Resource Focus Category of the Organizational Performance Improvement Survey, 95 percent of the faculty and staff felt that they could make changes that would improve their work. The average score for this category was 4.6.

Data/Information/Knowledge Management:

Caribbean Elementary School acknowledges the value of data-driven decisions and constantly reviews various data elements to monitor student progress, staff, parent needs, and school functions.

Various assessment tools are utilized to help in the instructional process. DIBELS, Achieve, FCAT Explorer, Riverdeep, Accelerated Reader, and District assessments enable teachers to review the data and make appropriate instructional decisions. As a result of this data analysis, the school is able to identify students that will benefit from in-school tutoring and/or referrals for consideration in Special Education or Gifted.

According to the results of the Measurement, Analysis, and Knowledge Management Category of the Organizational Performance Survey, 94 percent of staff and faculty members that completed the survey felt that they received all the important information they needed to complete their work. The average score on this section of the survey was 4.6. In an effort to continue improving in this area, the Leadership Team will provide the staff and faculty with student assessment information as soon as it is available.

Education Design:



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Caribbean Elementary School will continue to offer tutorial services to students identified as not attaining high standards on the FCAT and subgroups not meeting Adequate Yearly Progress. These students will be afforded opportunities to work in small groups with trained tutors on a regularly scheduled basis. These students will utilize Soar To Success and Voyager Passport during these sessions. In addition, the Academic Excellence Program (AEP) will be offered after school. This program will focus on chess and journalism to help foster critical thinking skills. Additionally, the Gifted program will continue to be offered as a resource program focusing on higher order critical thinking skills across the areas of Reading/Language Arts and Science.

Performance Results:

Caribbean Elementary School has encountered the need to address student suspension rate at the school. Data indicates that there were 197 suspensions during the 2005-2006 school year. This has led to the implementation of a School Wide Discipline plan aimed at curbing undesirable student behaviors. Grade level assemblies during the first week of school addressed rewards and consequences for student behavior.

In an effort to improve student attendance and student achievement on state assessments, the faculty and staff at Caribbean Elementary School will continue to provide support through individual and group counseling sessions to reduce the suspension rate at the school.

Schools Graded 'C' or Below

Professional Development:

Caribbean Elementary School offers and provides teachers with an array of professional development opportunities that support enhanced and differentiated instructional strategies. As a Reading First school professional development takes place bi-weekly, such as coordinating on-site multi-grade level articulation meetings that are scheduled once every nine week period of the school year in half day sessions to discuss reading and writing strategies that both function and/or need improvement. Teachers have opportunities to share best practices among other grade levels and in turn also have opportunities to gain knowledge about practices that may work for them. These half day sessions are also coordinated with one to one data meetings every nine week period with the principal or assistant principal, the school psychologist and another member of the leadership team to provide teachers with in-depth knowledge of assessment results in order to help guide their instruction. In addition, the district's Reading First office provides workshops for teachers that focus on differentiated instruction and tools that allow teachers to modify and/or change their centers in the classroom.

Disaggregated Data :

Student achievement data is closely monitored throughout the school year to determine the effectiveness of instructional strategies. Data is gathered from the previous years FCAT assessment scores, DIBELS results as well as other school wide assessment data and it is shared with the teachers in order for them to immediately develop the composition of their differentiated instructional groups from the beginning of the school year. Thereafter, grade levels and subject area departments meet quarterly to discuss all pertinent results of assessments to ensure the educational needs of the students are being met. A plan of action is devised to continue with the instruction, monitor the progress, assess, and determine through an evaluation whether or not the goals and benchmarks are being met. Students that are not making adequate progress are referred to student services in order to determine possible causes for areas of deficiencies. All data gathered drives the instruction at the school and therefore drives the focus of the school.

Informal and Formal Assessments:

Reading

Student progress will be measured using the following evaluations throughout the year: DIBELS quarterly assessment, District provided Reading Interim Assessments and classroom based assessments.

Math

Student progress will be measured using the following evaluations throughout the year: bi-weekly and quarterly assessments from the Scott-Foresman series, and District provided Interim Assessments.

Writing

Student progress will be monitored using the following assessments: District Pre and Post writing assessments, School wide Monthly Writing Prompts, FCAT Writing Assessment, Spring 2008.

Science

Student progress will be monitored using the following assessments: School site generated Pre, Progress and Post assessment, District Interim Assessments, and the 2008 FCAT Science Assessment.

Alternative Instructional Delivery Methods :

Students that are not making adequate progress in the areas of Reading and/or Mathematics are provided additional support through the use of remediation materials and the instruction of an interventionist.



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

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 43 percent of the students did not make learning gains and 43 percent of students did not achieve high standards in reading.

An analysis of data across grade level indicates that 64 percent of African American scored below the state required mastery level on the 2007 FCAT Reading Assessment. Forty-five percent of our Economically Disadvantaged students scored below the state required mastery level on the 2007 FCAT Reading Assessment. Sixty-one percent of our Limited English Proficient (LEP) students scored below the state required mastery level on the 2007 FCAT Reading Assessment. Seventy-seven percent of Students with Disabilities (SWD) scored below the state required mastery level on the 2007 FCAT Reading Assessment. Fifty percent of third grade students tested did not meet the state required mastery level in reading. Fifty-four percent of fourth grade students tested did not meet the state required mastery level in reading. Seventy-one percent of fifth grade students tested did not meet the state required mastery level in reading. After examining data across grade levels it is evident that students in grades three through five will need to improve skills in the Reference and Research cluster all three grade levels received an average of 50 percent in this cluster. In addition, fourth grade will have to improve in the area of Words and Phrases, receiving an average of 40 percent. The Main Idea and Words/Phrases content clusters are indicated as the areas of greatest need in grade five, receiving 48 percent and 44 percent respectively. This year's instructional effort in these areas should result in increased student achievement.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

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Given instruction based on the Sunshine State Standards, Student With Disabilities will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Student Teacher Support Team (ST2) process to assess students and provide remediation.	Principal, Assistant Principal, School Psychologist	8/20/07	6/5/08	Continuous Improvement Model	0
Assist teachers in interpreting and analyzing the 2007 FCAT Assessment data to identify strengths and weaknesses in student performance.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Analyze and interpret DIBELS results to assist homeroom teachers in identifying guided reading groups and guiding instruction.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Identify Level 1 students in grades three, four, and five who did not demonstrate acceptable learning gains and provide small group in-school tutoring.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	2500
Identify Economically Disadvantaged students in grades three through five scoring in the lowest 25th percentile on the 2007 FCAT Assessment and provide in-school tutoring and interventions using Voyager Passport Program.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide bi-weekly professional development workshops incorporating CRRP strategies for teachers and staff members where the Reading Leader and Reading Coach will model reading lessons.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Identify English Language Learners (ELL) students in grades three through five scoring in the lowest 25th percentile on the 2007 FCAT Assessment and provide in-school tutoring and interventions using Voyager Passport Program.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Identify Black students in grades three through five scoring in the lowest 25th percentile on the 2007 FCAT Assessment and provide in-school tutoring and interventions using Voyager Passport Program.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Identify Students With Disabilities (SWD) in grades three through five scoring in the lowest 25th percentile on the 2007 FCAT Assessment and provide in-school tutoring and interventions using Voyager Passport.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide Reading Plus tutoring sessions through scheduled computer lab times and/or scheduled center time during differentiated instruction in the Reading/Language Arts block as an enrichment resource for students in the Extended Foreign Languages (EFL) classes to improve reading fluency skills.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Programs to be utilized include: Houghton Mifflin Reading Series, Voyager Passport, Reading Plus Software



School Improvement Plan 2007-2008



Professional Development

Professional Development Activities will be provided for Reading teachers in Kindergarten through Grade Five in the following:

School wide bi-weekly Reading/Language Arts Professional Development
Project CRISS,
BEST Practices,
Riverdeep,
Accelerated Reader (AR),
Assess 2 Learn,
FCAT Explorer,
Reciprocal Teaching,
Student Teacher Support Team (ST2)
Reading Plus

The Continuous Improvement Model will be implemented to gather and analyze data from assessments administered by teachers after instruction has taken place. In addition, the data will be utilized to differentiate instruction and provide tutorial services.

Evaluation

These objectives will be evaluated by the results of the 2008 FCAT. Students receiving tutorial programs will be evaluated by comparing the results of the 2006-2007 FCAT Assessment to the 2007-2008 FCAT Assessment. Other evaluations to be used throughout the year will be DIBELS quarterly assessment, District provided Reading Interim Assessments and classroom based 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
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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"/>

Mathematics Statement

All students will be proficient in mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 43 percent of students met standards of Level 3 or higher in Mathematics. As per the No Child Left Behind (NCLB) 2006-2007 Adequate Yearly Progress Report, students in the African-American, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities subgroups did not meet the required 56 percent at Level 3 or above on the 2007 FCAT Mathematics Test.

An analysis of data for students at all grade levels indicates that 23 percent of third grade students, 22 percent of fourth grade students, and 34 percent of fifth grade students scored at Level 1 on the 2007 FCAT Mathematics Test. Nine percent of third grade students, zero percent of fourth grade students, and one percent of fifth grade students scored at Level 5 as evidenced on the 2007 FCAT Mathematics Test.

Results of the 2007 Mathematics Test data indicates that for grades three through five, there exists a weakness in number sense with an average of 46.6 percent, algebraic thinking with an average of 45.3 percent, and data analysis with an average of 47.6 percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with all available data to enable them to analyze and monitor student progress.	Principal, Assistant Principal, Mathematics Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide after-school Mathematics tutoring for African American students.	Principal, Assistant Principal, Mathematics Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide after-school Mathematics tutoring for Hispanic students.	Principal, Assistant Principal, Mathematics Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide after-school Mathematics tutoring for Economically Disadvantaged students.	Principal, Assistant Principal, Mathematics Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide after-school Mathematics tutoring for the English Language Learner students.	Principal, Assistant Principal, Mathematics Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide after-school Mathematics tutoring for Students With Disabilities.	Principal, Assistant Principal, Mathematics Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Develop and implement Instructional Focus Calendar school-wide focusing on the following content clusters in need of improvement: Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.	Principal, Assistant Principal, Mathematics Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide all students the opportunity to participate in the Mathematics sector of the Academic Excellence Program to increase Mathematics performance.	Principal, Assistant Principal, Mathematics Coach	9/11/07	6/5/08	Continuous Improvement Model	0
Provide in-house school tutoring twice a week for all students in grades two through five scoring in the lowest 25 percentile in Mathematics.	Principal, Assistant Principal, Mathematics Coach	8/27/07	6/5/08	Continuous Improvement Model	1200
Analyze bi-weekly Mathematic assessments to identify strengths and weaknesses and develop a remediation plan for students in grades one to five.	Principal, Assistant Principal, Mathematics Coach	8/31/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Programs to be utilized include: Scott-Foresman Mathematics Series, Riverdeep, FCAT Explorer

Professional Development



School Improvement Plan

2007-2008



We will provide our Mathematics teachers with the following Professional Development Activities: SMILE, Riverdeep, FCAT Explorer, Assess 2 Learn, Scott Foresman Training follow up training.

In addition, all homeroom teachers receive bi-weekly professional development from the Mathematics Leader on target areas, such as, Data Analysis and Probability, Measurement, Algebraic Thinking, Number Sense, Geometry, and utilizing manipulatives to increase student achievement.

In addition, the Continuous Improvement Model will be implemented to gather and analyze data from assessments administered by teachers after instruction has taken place. In addition, the data will be utilized to differentiate instruction and provide tutorial services.

Evaluation

These objectives will be evaluated by the results of the 2008 FCAT Mathematics Test. Other formative evaluations to be used throughout the year will be bi-weekly and quarterly assessments from the Scott-Foresman series, and District provided Interim 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students will be proficient in writing.

Needs Assessment

Scores on the 2007 FCAT Narrative Writing Test indicate that 66 percent of students in grade four scored 3.5 or higher. Therefore, we need to improve the percent of students in grade four scoring at or above the state required mastery level on the Narrative Writing Test by five percent.

Scores on the 2007 FCAT Expository Writing Test indicate that 84 percent of students in grade four scored 3.5 or higher. Therefore, we need to increase the percent of students in grade four scoring at or above the state required mastery level on the Expository Writing Test by five 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 grade four will improve their writing skills as evidenced by 81 percent of students achieving a score of 3.5 or higher on the 2008 administration of the FCAT Writing+, an increase of five percentage points from the administration of the 2006-2007 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train and assist teachers in holistic scoring procedures.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/2007	6/5/08	Continuous Improvement Model	0
Utilize SANRON Teach Me Writing program to increase, Focus, Organization, and Elaboration.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize results from the district developed monthly writing prompts to guide instruction in expository and narrative writing.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct monthly grade level meetings to analyze student work from grades Kindergarten through five utilizing the scoring rubric to target areas of improvement.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize graphic organizers to help students in grades Kindergarten through five organize their thoughts and write clear and specific responses to the monthly writing prompt.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Administer, Revise, and Re-score bi-weekly writing prompts in narrative or expository to target instructional areas of need and provide remediation.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Model writing lessons and conduct professional development workshops for teachers and staff members according to data results.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	4000
Utilize district writing pre/post tests as instructional tools.	Principal, Assistant Principal, Reading Leader, Reading Coach, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Select, prepare, and organize materials for the implementation of the writing plan on a monthly basis.	Principal, Assistant Principal, Reading Leader, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Programs to be utilized include: Writing component of the Houghton Mifflin Series

Professional Development

Writing Teachers will be provided with the following Professional Development Activities: Holistic scoring training, SANRON Teach Me Writing training.

Evaluation

Students' progress will be monitored using the following assessments: District Pre and Post writing assessments, School wide Monthly Writing Prompts, FCAT Writing Assessment, Spring 2008.

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"/>

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

Science Statement

All students will be proficient in science.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that fourteen percent of fifth grade students scored at Level 3 or above. The percentage of students proficient in Science for the 2007 assessment was 20 percentage points lower than the district average.

When comparing the results of the 2007 FCAT Science Test with the results of the 2006 FCAT Science Test students scored highest in the content area of Physical and Chemical Science. Additional instructional emphasis is needed in the areas of Earth and Space Sciences, Life and Environmental Sciences, and Scientific Thinking. Teachers in all grade levels should conduct hands-on activities to ensure that students get the practice using scientific thinking skills in laboratory exercises.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a Science Parent Night to educate them on the Scientific Process.	Principal, Assistant Principal, Science Coach	8/20/07	9/26/07	Continuous Improvement Model	0
Provide teachers with all available data to enable them to analyze and monitor student progress.	Principal, Assistant Principal, Science Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide instruction in the Scientific Process at all grade levels throughout the year by involving students in weekly hands-on Science experiences.	Principal, Assistant Principal, Science Coach, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Provide opportunity for students in grades two through five to attend the Science laboratory twice a week to reinforce the following areas: Earth and Space Science, Life and Environmental Science, and Scientific Thinking.	Principal, Assistant Principal, Science Coach, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Develop and implement Instructional Focus Calendar school-wide focusing on the following content clusters in need of improvement: Earth and Space Science, Life and Environmental Science, Physical and Chemical Science, and Scientific Thinking.	Principal, Assistant Principal, Science Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide students in grades four and five with three days of intense science hands-on experiments and content through the resources provided from Minority Aviation Education Association (MAEA) Interactive Science Programs.	Principal, Assistant Principal, Science Coach	8/27/07	8/29/07	Continuous Improvement Model	3600
Provide three days of professional development for faculty teaching science in grades one through five through MAEA Interactive Science Programs.	Principal, Assistant Principal, Science Coach	6/4/2007	6/6/2007	Continuous Improvement Model	3600
Provide all students the opportunity to participate in the SECME program to increase Science performance.	Principal, Assistant Principal, Science Coach	9/17/07	5/7/08	Continuous Improvement Model	0

Research-Based Programs

Programs to be utilized include: Scott Foresman Science Series

Professional Development

Science teachers will be provided with the following Professional Development Activities: Riverdeep, SMILE

Evaluation

Student progress will be monitored using the following assessments: School site generated Pre, Progress and Post assessment, interim assessments, bi-weekly assessments, and the 2008 FCAT Science 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Parental Involvement Statement

The school will provide opportunities for parents to be involved in their children's education.

Needs Assessment

Due to an average of 25 parents in attendance at 27 school functions and activities during the 2006-2007 school year, there exists a need to improve parental involvement in the 2007-2008 school year by five percent.

Measurable Objective

Parental attendance at parent meetings will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year as evidenced by the Title I Parental Involvement Monthly School Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshops for parents targeting Reading strategies to utilize at home to support and increase Reading achievement for students.	Principal, Assistant Principal, Reading Coach, Reading Leader	8/20/07	6/5/08	Continuous Improvement Model	0
Hold monthly PTA/Title I meetings with the Principal.	Principal, Assistant Principal	9/4/07	6/5/08	Continuous Improvement Model	3000
Promote the Parent Academy by sending flyers home on Thursdays, conducting meetings on a monthly basis, and providing parents with a parent resource center on a daily basis.	Principal, Assistant Principal, Community Involvement Specialist, Counselor	9/4/07	6/5/08	Continuous Improvement Model	0
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits.	Principal, Assistant Principal, Teachers, Counselor	8/20/07	6/5/08	Continuous Improvement Model	0
Present Math and Science Family Night twice a year, to provide parents with strategies that can be used at home to improve student achievement.	Principal, Assistant Principal, Mathematics Coach, Science Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Promote the four District Parent Night Conference dates via Connect-Ed, flyers, and student generated invitations to encourage parent participation.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct Bilingual Parent Outreach Workshops for parents.	Principal, Assistant Principal, 5th Grade EFL Teacher	9/4/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Programs to be utilized include: National PTA Standards

Professional Development

The following workshops will be provided to parents: District Advisory Council Presentations, Reading Strategies at Home, Mathematics Strategies at Home, Science Strategies at Home, Summer Home Reading and Mathematics Packet, Holiday Reading and Mathematics Packet

Evaluation

Parental participation and involvement will be documented and evaluated with Sign-In sheets for all meetings and workshops, the School Climate Survey, and the Title I Parental Involvement Monthly Summary Reports.

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

Discipline & Safety Statement

Caribbean Elementary School will provide a safe learning environment conducive to students reaching their full academic and social potential.

Needs Assessment

Based on data collected from COGNOS, a need to decrease the number of outdoor suspensions is evident. Caribbean Elementary School will decrease the number of outdoor suspensions by five percent in the 2007-2008 school year in order to promote a positive impact on student achievement.

Measurable Objective

Given the implementation of the School-Wide Discipline Plan, Caribbean Elementary will decrease the number of Outdoor Suspensions by five percent as documented by the COGNOS Report from 119 in 2006-2007 to 113 in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a school-wide Anti-Bullying campaign.	Principal, Assistant Principal, Counselor, Instructional Personnel	9/4/07	6/5/08	Continuous Improvement Model	0
Provide strategies to instructional personnel to assist students with conflict resolution and anger management.	Principal, Assistant Principal, Counselor	9/4/07	6/5/08	Continuous Improvement Model	0
Maintain communication with parents through parent-teacher conferences.	Principal, Assistant Principal, Instructional Personnel	8/20/07	6/5/08	Continuous Improvement Model	0
Implement School-Wide Discipline Plan on a daily basis.	Principal, Assistant Principal, Counselor, Instructional Personnel	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct monthly meetings with the Principal to provide parents with strategies to assist their children in following the School-Wide Discipline Plan.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct weekly anger management/peer counseling sessions with small groups of students identified by teachers to address individual needs.	Principal, Assistant Principal, Counselors	8/20/07	6/5/08	Continuous Improvement Model	0
Provide incentives for random acts of kindness or students "caught being good".	Principal, Assistant Principal, Counselor, Instructional Personnel	9/4/07	6/5/08	Other/ Not Applicable	750

Research-Based Programs

Programs to be utilized include: Lee-Canter's Assertive Discipline, Miami-Dade County TRUST Program

Professional Development

Provide professional development for instructional personnel on classroom management, the School-Wide Discipline Plan, anti-bullying, and strategies to decrease outdoor suspensions.

Evaluation

The 2007-2008 Executive Summary-by school will depict a decrease of five percent of Outdoor Suspensions. The Executive Summary-by school for suspensions will be reviewed on a quarterly basis.

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

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

Technology Statement

The focus of the Technology Plan is the integration of technology into the existing instructional program. Teachers will be provided with the knowledge to use technology as a communication and information tool which supports critical thinking and problem solving.

Needs Assessment

Based on a staff needs assessment survey, it was evident that there was a need for additional professional development in the area of technology with emphasis on electronic gradebook, Student Performance Indicators (SPI), and newly acquired instructional software.

Measurable Objective

Given an emphasis on the use of technology in education, all staff members will increase their participation in professional development sessions in the area of technology from one in the 2006-2007 school year to three during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a Technology Night where information regarding on-line programs such as Riverdeep and FCAT Explorer and the usage of the Parent Viewer, will be disseminated to the parents in order for them to assist their child(ren) with the programs.	Principal, Assistant Principal, Electronic Gradebook Manager	9/4/07	11/2/07	Other/ Not Applicable	0
Provide professional development to all teachers on the use of SPI.	Principal, Assistant Principal, Mathematics Leader, Reading Leader, Reading Coach	9/4/07	11/16/07	Continuous Improvement Model	0
Provide professional development in the usage of various technology based programs such as Riverdeep, FCAT Explorer, Accelerated Reader and Electronic Gradebook.	Principal, Assistant Principal, Microsystems Technician, Reading Leader, Reading Coach, Mathematics Leader	9/4/07	11/2/07	Continuous Improvement Model	0
Implement the use of district email to communicate school related information among faculty and staff.	Principal, Assistant Principal, Instructional Personnel	9/4/07	11/2/07	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Instructional staff will receive professional development in the following areas: Gradebook, Riverdeep, FCAT Explorer, SPI, and other Internet Applications.

Evaluation

Participation will be demonstrated through sign-in sheets and teacher logs during the 2007-2008 school year.

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

Health & Physical Fitness Statement

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

Needs Assessment

Fifty-four percent of students in grades two through five did not receive a FITNESSGRAM award in the 2006-2007 school year. Therefore, there exists a need to improve the number of gold and silver awards by 12 percent in the 2007-2008 school year.

Measurable Objective

Given instruction in physical fitness using the FITNESSGRAM, 61 percent of students in grades two through five will receive a gold or silver award on the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Physical education teachers will demonstrate curl-ups and trunk lifts to improve muscular strength.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Physical education teachers will demonstrate push-up, modified pull-up, and flexed arm hang to improve endurance.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Students will be provided healthy well-balanced meals on a daily basis.	Principal, Assistant Principal, Food Service Manager	8/20/07	6/5/08	Continuous Improvement Model	0
Students will participate in daily aerobic activities.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Physical education teachers will demonstrate back-saver, sit-and-reach, and shoulder stretch to improve flexibility.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Students will be assigned to walk/run daily developing their cardio-fitness.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Programs to be utilized include: Moving into the Future: National Standards for Physical Education

Professional Development

Physical Education teachers will attend professional development sessions provided by the District (as needed).

Evaluation

Weekly, monthly, and quarterly assessments will monitor student progress and redirect learning activities on an on-going basis. Achievement of the objective will be considered when students demonstrate acceptable fitness levels, as evidenced by 275 of students assessed attaining a FITNESSGRAM Physical Fitness Award for the 2007-2008 school year.

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"/>

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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

Students will develop an appreciation for the arts through the implementation of extra-curricular activities.

Needs Assessment

Due to student involvement in the rigorous academic programs at Caribbean Elementary to enhance student achievement, our students have few opportunities to participate in extra-curricular activities. Nine percent of the student population participated in some type of extra curricular activity during the 2006-2007 school year. Therefore, the goal for the 2007-2008 school year is to increase participation in extra curricular activities. The students at our school site need to increase their cultural awareness of the arts and music and explore their talents in these areas. Therefore, a holiday and spring program, an Academic Excellence Program (AEP), Journalism, SECME, and a Chess Club will be implemented for students.

Measurable Objective

Given instruction using the Sunshine State Standards, student enrollment and participation in extra-curricular activities such as a holiday and spring program, an Art Club, the Academic Excellence Program (AEP), a Science Club, SECME, Journalism and a Chess Club, will increase by five percent from 94 students in May 2007 to 99 students in May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain attendance logs to monitor student participation in extra-curricular clubs.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	9/24/07	5/23/08	Continuous Improvement Model	0
Collaborate with homeroom teachers to integrate themes used in the classroom to those used in extra-curricular activities.	Principal, Assistant Principal, Grade Level Chairpersons, Teachers	9/24/07	5/23/08	Other/ Not Applicable	0
Establish criteria for entering and remaining in extra-curricular clubs.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	9/24/07	5/23/08	Other/ Not Applicable	0
Conduct a student survey in order to recruit members for extra-curricular activities.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	9/24/07	5/23/08	Other/ Not Applicable	0
Purchase materials needed to facilitate successful implementation of extra-curricular activities.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	9/24/07	5/23/08	Other/ Not Applicable	1000

Research-Based Programs

N/A

Professional Development

Teachers of extra curricular activities will attend District professional development sessions that will enhance the instruction of their program.

Evaluation

This objective will be evaluated using the data obtained from the attendance logs.

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 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 type="checkbox"/>

Return On Investment Statement

Caribbean Elementary School will rank at or above the 41 percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2004, Caribbean Elementary School ranked at the 41st percentile on the State of Florida ROI index. There is a need to increase our ROI index by five percent.

Measurable Objective

Caribbean Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 41st percentile in 2004 to the 46th 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.	Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Evaluation

On the 2004 State of Florida ROI index publication, Caribbean Elementary School will show progress toward reaching the 46th percentile.

EESAC Compliance

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

Budget:

The EESAC recommended utilizing funding to provide additional instruction to students.

Training:

The EESAC recommended training will be provided to teachers and parents on various curriculum areas of need.

Instructional Materials:

The EESAC recommended appropriate curriculum materials be purchased and available for homeroom teachers in all subject areas.

Technology:

The EESAC recommended the enhancement of programs such as FCAT Explorer and Riverdeep at the school site. In addition, they recommend each teacher have an overhead projector in their classroom and a lap-top computer.

Staffing:

The EESAC recommended lowering class size to target student needs more critically and hiring hourly teachers to assist in the implementation of the Reading Intervention Program.

Student Support Services:

The EESAC recommended the counselor work more closely with the School Psychologists, the Reading Leader, Reading Coach, Mathematics Leader, Grade Level Chairpersons and Homeroom teachers to assist and target students working below grade level that need Alternative Strategies.

Other Matters of Resource Allocation:

Benchmarking:

The EESAC recommended to implement and follow the PDSA model to increase student achievement at the school.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommended to continue to implement the School-Wide Discipline Plan to reduce violations of the Student Code of Conduct and to reduce incidents of violence.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	2500
Mathematics	1200
Writing	4000
Science	7200
Parental Involvement	3000
Discipline & Safety	750
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	1000
Return On Investment	0
Total	19650



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