

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Fienberg/Fisher Elementary School (0761)

Feeder Pattern - Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Olga Figueras

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Fienberg-Fisher K-8 Center is a full service, federally funded school that embraces the Comer Child Development Program. The student population is 79% Hispanic, 11% Non-Hispanic White, 7% Black and 3% other ethnic groups. 81.1% of the students are eligible for free or reduced price lunch. From 7:30 a.m., when the Raindrop Day Care Center opens, until 10:00 p.m., when the adult school closes, students of all ages are engaged in meaningful educational experiences.

Given instruction based on Sunshine State Standards all students in grades three through seven will improve their reading skills as evidenced by 64% of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 56% of the Students with Disabilities in grades three through seven will demonstrate increased reading performance as evidenced by scoring a Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on Sunshine State Standards all English Language Learners (ELL) in grades three through seven will improve their reading skills as evidenced by 56% of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through seven will improve their mathematics skills as evidenced by 62% of the students scoring Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 62% of the student scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given Instruction based on the Sunshine State Standards, Economically Disadvantaged Students will improve their mathematics skills as evidenced by 62% of the student scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) will improve their mathematics skills as evidenced by 62% of the student scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing scores as evidenced by 90% of the students achieving 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction based on Sunshine State Standards students in grade five will improve their science skills as evidenced by 55% of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Assessment.

Given the importance of strengthening the link between home and school to improve the academic achievement of students, Fienberg-Fisher K-8 Center will improve parent contacts with school as evidenced by a 5% increase from 1960 (2006-2007) to 2058 (2007-2008) in the number of parents attending school activities and home visits.

Given the Code of Student Conduct, the students of Fienberg-Fisher K-8 Center will demonstrate an increase in positive behaviors as evidenced by a 10% reduction in the number of students given outdoor suspensions, from 21 in 2006-2007 to 19 in 2007-2008.

Given the emphasis on the use of technology, students will increase technology use as evidenced by a 5% increase in the number of students who use the Accelerated Reader (AR) from 580 students in 2006-2007 to 609 students in 2007-2008.



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Given instruction based on Sunshine State Standards, Fienberg-Fisher K-8 Center students from K – 7 will improve their overall physical fitness as evidenced by a 3% increase in the FITNESSGRAM, from 89% in 2006-2007 to 92% in 2007-2008.

Given instruction based on the Sunshine State Standards, the students in the second through seventh grades will acquire an appreciation of the arts as evidenced by 60% of the students in grades 2 through 7 scoring at 80% or higher on the Sunshine State Visual Arts Standards teacher criteria and rubric of finished arts products.

Given instruction based on the Sunshine State Standards, the students in third through seventh grades will acquire an improved appreciation and understanding of music as evidenced by 60% of the students scoring at 80% or higher on the teacher-generated music final assessment.

Fienberg-Fisher K-8 Center will improve its ranking on the State of Florida Return on Investment Index publication from the 12th percentile in 2004 to the 17th percentile on the next publication of the Index.

An analysis of the Organizational Performance Improvement Survey provides relevant data that has helped the leadership team make a decision concerning specific needs within the faculty and staff. When looking at Strategic Planning and Process Management, the data indicates a need to work with staff, in order to gain input on decision-making issues, as well as in providing the staff with the tools they need to become more effective. In an effort to provide the staff more input, the leadership team will include all Department Chairpersons to have a more equitable representation of each grade level. The leadership team will also include representatives from the office, security, custodial, cafeteria and paraprofessional staff in the Safety and Discipline Sub-Committees of EESAC. This will provide the staff with a forum in which to address the needs of their stakeholders and will offer feedback about the quality and progress of their work. The faculty will continue to be represented at these committees in addition to the curriculum committees year-round.



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.

0761 - FIENBERG/FISHER ELEMENTARY SCHOOL

VISION

At Fienberg-Fisher K-8 Center we envision a safe, nurturing, healthy and sensitive atmosphere where students can learn and grow to become productive citizens of our multicultural society in South Florida. At our beautiful and unique historically preserved campus, surrounded by native vegetation, teachers, parents and staff work cooperatively with community in a collaborative mode to address the needs of each student and assist them in reaching the challenging goals addressed in our thoroughly designed curriculum. Concerned and supportive parents, working together with qualified staff members and strong school and community leaders continuously strive to improve students' skills and instill in them a positive, accepting and no-fault attitude, ensuring that "no child is left behind." The adult education program prepares students for the world of work and society in a multicultural, diverse world through its vocational and workforce development classes. Family literacy is emphasized to all the families of Fienberg Fisher K-8 Center.

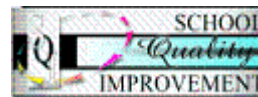
MISSION

The mission of Fienberg-Fisher K-8 Center is to develop independent, lifelong academically successful, healthy learners by working in partnership with our families and community.

CORE VALUES



School Improvement Plan 2007-2008



The entire staff recognizes the importance of a strong school/family/community partnership to achieve its mission. The school's vision is to have a nurturing, safe, intellectual, and sensitive atmosphere and environment so that all become educated and globally aware of their surroundings. Fienberg-Fisher follows Dr. James Comer's philosophy, "It takes a whole village to raise a child." If you have never visited our school, you have missed a wonderful experience. Those who enroll as part of our student body or staff and may be apprehensive of a new beginning are truly amazed at how welcoming, nurturing and caring we are at Fienberg-Fisher. A person joining our school will be made to feel great because of the kindness of everyone's heart and the accepting nature and disposition of our school. It is our philosophy that all students can learn and we truly set out to achieve that goal; additionally we believe that as members of our village everyone has a voice in shared decision making no matter who you are or when you arrived. Our base line purpose is that every student, adult or child, will exercise his/her right to learn and we all work together to make that a reality. The educational program recognizes cultural diversity through its instruction regarding Black History Month, Women's History Month, Jewish History Month, and Hispanic History Month. Several events are held throughout the year to reinforce respect and understanding of all cultures and the achievements of others.

School Demographics

Fienberg-Fisher K-8 Center is an urban, Full Service, federally funded school that embraces the Comer Child Development Program. Our school was approved in April 2007 to convert from a K-6 Elementary to a K-8 Center. On August 2007, we will welcome our first group of seventh graders who were our sixth graders in year 2006-2007. The student population is 79% Hispanic, 11% Non-Hispanic White, 7% Black and 3% other ethnic groups. At Fienberg-Fisher K-8 Center, 81.1% of the students are eligible for free or reduced price lunch. From 7:30 a.m., when the Raindrop Day Care Center opens, until 10:00 p.m., when the adult school closes, students of all ages are engaged in meaningful educational experiences. Our Special Education population constitutes 27.2% of the enrollment. We are a large center, meeting the needs of students in all exceptionalities from profoundly mentally handicapped to gifted. Our large English Language Learners (ELL) population constitutes 30% of the enrollment. The average daily attendance for the school year 2006-2007 was 95.2% with a 35% mobility rate. Our students exceed the expected level of achievement. We credit this not only to the commitment of our village, whose major goal is to help our students, but also to the flexible, well-planned and accommodating schedule we create for individual students. We receive children at all levels, diagnose their needs, place them on a flexible learning track and we teach them according to their needs resulting in students achieving at the maximum levels of their intellectual potential.

Fienberg-Fisher K-8 Center is a Title I funded school which utilizes allocated funds to provide supplemental support to classroom instruction. A large percentage of our Special Education (SPED) students are participating in inclusion. Following one of the three inclusion models, co-teaching, in class support and support facilitation, the teachers of Special Education students provide support to qualifying students in the basic program homeroom environment. Advanced students have the opportunity to participate in classes for the gifted and talented during the school day and the Academic Excellence Program (AEP) after school.

As a Comer school, our students and staff are trained to practice the guiding principles of Dr. James Comer: Collaboration, Consensus, and No Fault and the philosophy "It takes a whole village to raise a child." If you have never visited our school, you have missed a wonderful experience. Those who enroll as part of our student body or staff and who may be apprehensive of a new beginning are truly amazed at how welcoming, nurturing and caring we are at Fienberg-Fisher. A person joining our school will be made to feel great because of the kindness of everyone's heart and the accepting nature and disposition of our school. It is our philosophy that all students can learn and we truly set out to achieve that goal; additionally, we believe that as members of our village everyone has a voice in shared decision making no matter whom you are or when you arrived. Our baseline purpose is that every student, adult or child, will exercise his/her right to learn by working together, to make it a reality. The educational program recognizes cultural diversity through its instruction of Black History, Women's History, Jewish History and Hispanic Heritage. Several events are held throughout the year to reinforce respect and understand the cultures and achievements of others.

Because Fienberg-Fisher K-8 Center is a Full Service School, our students benefit from having a fulltime nurse practitioner and nurse's aid available at our campus through the Children of the World Health Clinic sponsored by Jackson Health Center. They provide comprehensive health services free of charge. Furthermore, with our long-term relationship with the Bruce Heiken Memorial Fund, vision exams and glasses are provided free to those students with vision problems. Our own incorporated RAIN (Referral and Information Network) program provides housing, food, and medicine vouchers, as well as bus tokens, clothes and fulltime support for our students' families. The Raindrop Day-Care Center provides care for children from birth to three years of age. Fienberg-Fisher is a true model of a Full Service School. Parents can drop their infants at the day-care center; elementary school-aged children in the elementary school, then proceed themselves to the Adult Center for English or Technology classes. Additionally, our school benefits from a full time MSW (Social Worker) who provides counseling services and coordinates therapy groups through various local agencies to address the mental health needs of our student body. Fienberg-Fisher K-8 Center also profits from a full-time Community Involvement Specialist who works closely with the parents and staff.

Fienberg-Fisher is comprised of 1 Principal, 2 Assistant Principals, 2 Reading Coaches, 1 SPED Program Specialist, 1 SPED Behavior Management Specialist, 44 classroom teachers, and 22 Special Education teachers, 1 Guidance Counselor, 1 Trust Counselor, 1 Media Specialist, 1 Social Worker, 1 Microsystems Technician, 1 Community Involvement Specialist, 12 paraprofessionals, 7 clerical/secretaries, and 24 custodian/service workers totaling 114 full-time employees with an additional 12 part-time personnel. 33% of the full time teachers have a Masters Degree while another 10% have a Specialist Degree. Out of the full time staff, 22% are White Non-Hispanic, 17% are Black, 59% are Hispanic, and 2% is another ethnic group. Furthermore, 24% are male and 76% are female. The regular program student/teacher ratio is 13 to 1 and the teachers have an average of 9 years teaching experience in Florida. The percent of new teachers at Fienberg-Fisher is 12.7 and the average salary for instructional staff is \$42,295.00. Additionally, at this time, there are no staff members with Americans with Disabilities Act (ADA) restrictions; moreover, we are up to code and in compliance with elevators and ramps located in the buildings.

Our campus occupies 7.18 acres in the middle of the South Beach Art Deco District, in Miami Beach, Florida. We extend over four city blocks displaying two magnificent, historically preserved multilevel buildings and a single level gymnasium painted in Art Deco colors. A uniquely landscaped "Children of the World Park", separates the primary and intermediate/Adult buildings. The buildings and grounds are extraordinarily well maintained by students, staff and custodians. Everyone is very proud of our school and we all work together at keeping it beautiful at all times. In this low socio-economic school, the world comes to the students to provide resources, which are normally expected at higher income level schools. This school operates at 73% capacity. Under the Quality Zone Academies Bond (QZAB), the school was awarded a grant of \$370,000.00 in 2003-2004, which was completed and operational in 2004-2005. This grant allowed the school to create a multi-media production, mathematics, science, and technology lab. Classworks and Scantron were installed, Compass Learning was installed for the bilingual program and our CEI lab was enlarged. Through loans



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and grants, we have been able to equip each classroom with five computers and a printer. A Full Service double trailer located in the south west corner of our grounds houses the Children of the World Health Clinic, the Raindrop Daycare Center and the offices for all the other agencies which provide services to our students and staff. Covered walkways connect all buildings and protect us from inclement weather.

The key to our success at Fienberg-Fisher K-8 Center is our commitment to educate all students. There are many challenges faced in student learning. Over 74% of our students are bilingual. Often they come with diagnosed disabilities. Additionally, due to their low socio-economic status, there is a high mobility rate but these are not excuses we use. Our expectation is that all students can and will learn, regardless of challenges. Our validation is the continued high academic performance of our students on all assessments. We have a conviction that all students can learn thus we follow a formula for success: welcome with love and understanding; prepare lessons with devotion and expertise; teach at the level of each student; nurture all the developmental pathways: social, ethical, cognitive, linguistic, physical, and emotional; drill as needed and reassure all stakeholders, preserving individual differences and protecting human dignity. All of our students want to succeed.

School Foundation

Leadership:

Results of the Organizational Performance Improvement Survey indicate that Leadership ranked 4th with a 4.6/5 score. The staff felt confident about the school's mission (item 1a, score: 4.6) and expressed a desire to be a stronger part of the decision-making process, (item 1g, score: 4.0).

District Strategic Planning Alignment:

Strategic Planning was the lowest ranking category, with a score of 4.2. The highest-ranking item was 2c, staff's ability to tell whether or not progress is made by their group in the plan of the organization. The lowest was 2a, which represents staff's feelings about being asked for ideas.

Stakeholder Engagement:

Customer and Market Focus received a score of 4.6/5. The highest-ranking item was 3a, score: 4.5, where staff stated that they knew who the most important customers were and 3b, where the staff feels they have adequate contact with their customers. The lowest ranking item in that category was 3e, score: 4.2 related to staff making decisions to solve customers' problems.

Faculty & Staff:

Human Resource Focus ranked as 4.2/5. The items that received the highest scores were 5a, and 5c, both scored: 4.3, which addresses the faculty's feeling that they are encouraged to develop their job skills and make changes that will improve their work. The lowest ranking items in this category were 5d and 5f both scored: 4.1 in which staff stated that they need more recognition and more signs of the organization caring for them as individuals and their knowledge that their supervisor cared for them.

Data/Information/Knowledge Management:

Measurement, Analysis, and Knowledge Management ranked 4.5/5. The highest item was 4b, score: 4.7, which indicates that the faculty knows how to analyze the quality of their work and make changes when needed. The lowest item was 4f, indicating a need to know more about how the work location is doing.

Education Design:

Process Management ranked 4.2/5. The highest item was 6b, score: 4.3. The faculty feels they collect information about the quality of their work. The lowest item was 6d, score: 4.1, in which the faculty expresses a lack of control over their work processes.

Performance Results:

Business Results, scored 4.3/5 overall. The highest ranking item were 7a and 7b, which address staff feelings that their customers are satisfied with their work and their work products meet all the requirements for high quality and excellence. The lowest ranking item was 7c, score 3.9 making it the lowest scoring item in the entire survey. The item rates the level of awareness about the financial status of the organization.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students at Fienberg-Fisher K-8 Center will be able to read on or above grade level.

Needs Assessment



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An analysis of the 2007 FCAT SSS Reading Assessment indicates that 74% of students in third through sixth grade scored a Level 3 or above which is a 2 percentage point decrease from the previous year. In particular, 55% of third graders, 67% of fourth graders, 59% of fifth graders, and 54% of sixth graders all scored at or above a Level 3. Moreover, fourth and fifth grade demonstrated a 5 percentage point increase from the previous year. However, the number of students in third grade scoring a Level 3 or above decreased by 20 percentage points from 2006 to 2007. Overall, 69% of students made learning gains in reading indicating a 1 percentage point increase from the previous year, and 62% of the lowest twenty-fifth percentile also made learning gains.

Further disaggregating of data within the four reading clusters indicates that students in grades 3-6 achieved combined averages of 61% in Words/Phrases, 58% in Main Idea/Purpose, 64% in Comparisons, and 44% in Reference/Research. The data reveals that overall, students at Fienberg-Fisher K-8 Center need the most remediation in the area of Reference and Research. This is supported by the fact that both third and sixth grade students scored poorly on the Reference/ Research Cluster. For instance, third grade students averaged 67% Words/Phrases, 58% Main Idea/ Purpose, 59% Comparisons, and 50% Reference and Research; while sixth grade students averaged 60% Words/Phrases, 60% Main Idea/Purpose, 63% Comparisons, and 43% Reference/Research.

Fourth grade students averaged 60% Words/Phrases, 62% Main Idea/ Purpose, 65 % Comparisons, and 75% in Reference/ Research. Therefore, these students in particular will need more direct instruction in the clusters of Words and Phrases. Additionally, fifth grade students averaged 55% in Words/ Phrases, 52% Main/Idea, 67% Comparisons, and 75% Reference/ Research.

Finally, 59% of students in the White, Black, Hispanic, Economically Disadvantaged, subgroups all met AYP. Student with Disabilities and English Language Learners however, did not meet AYP and will need intensive remediation.

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

Measurable Objective

Given instruction based on Sunshine State Standards all students in grades three through seven will improve their reading skills as evidenced by 64% of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 56% of the Students with Disabilities in grades three through seven will demonstrate increased reading performance as evidenced by scoring a Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on Sunshine State Standards all English Language Learners (ELL) in grades three through seven will improve their reading skills as evidenced by 56% of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate DIBELS progress monitoring data and ensure that students are developing the knowledge skills that they will need to become readers. Students in grades 6-7 will be assessed by FORF.	Administration, Reading Coaches, Reading/Language Arts Teachers	8/20/2007	5/30/08	Continuous Improvement Model	0
Implement differentiated instruction using Houghton Mifflin Series.	Administration, Reading Coaches, Teachers	8/20/07	5/30/2008	District-wide Literacy Plan	0
Provide in-class grouping strategies, including direct instruction to small groups of students at the same reading level. Student placement in flexible groups, and different curricula may be used to instruct these different groups.	Administration, Language Arts/ Reading Teachers, SPED Program Specialist, Reading Coaches	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement guided reading groups created according to student assessment and teacher judgment.	Administration, Reading Coaches, Reading Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Include all students in the Learning Disabilities program (SLD), the majority of the students in the Emotionally Handicapped Program (EH), and Physically Impaired Program (PI) in the regular homeroom with the support of the SPED personnel.	Administration, Homeroom Teachers, Reading Coaches, Reading Tutors, Inclusion Teachers, SPED Program Specialist	8/20/2007	5/30/2008	Inclusion of SWD	0
Provide support and mentoring for Students with Disabilities that will reinforce the reading benchmarks and improve overall reading skills.	Administration, SPED Program Specialist, Teachers	8/20/2007	5/30/2008	Inclusion of SWD	0
Administer District Interim Assessments to monitor ELL student progress and redirect instruction when necessary. All assessment information will be disaggregated according to the sub-groups identified in the NCLB-AYP Report.	Administration, Reading Coaches, Teachers, Sped Program Specialist	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Analyze and discuss test results during monthly grade level meetings in order to monitor and plan instruction targeting ELL Students' needs.	Administration, Reading Coach, SPED Program Specialist, Reading/Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement the 90-minute uninterrupted Reading block using the Comprehensive Research Based Reading Plan (CRRP).	Administration, Reading Coaches, Teachers	8/20/2007	5/30/08	District-wide Literacy Plan	0
Utilize bi-weekly reading focus skill data to identify and remediate deficient skills.	Administration, Reading Coaches, Reading/Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Integrate the Continuous Improvement Model (CIM) utilizing the 8-step Process as a framework for instructional improvement in reading.	Administration, Reading Coaches, Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide after school tutorial for students identified in need of assistance through benchmark assessment.	Administration, All Teachers	10/1/07	5/30/08	District-wide Literacy Plan	5500
Implement Reading Plus Program with all students in grades 2 through 7 identified as needing assistance through benchmark assessment.	Administration	10/1/07	5/30/08	District-wide Literacy Plan	4600

Research-Based Programs

Houghton Mifflin Reading Textbook
 Accelerated Reader / Star
 Riverdeep
 FCAT Explorer
 Classworks
 Voyager Passport

Professional Development



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Professional development will be provided in the following:

Houghton Mifflin Professional Development
Project CRISS
Voyager Learning Professional Development
District ELL Language Arts Professional Development
Reading Plus Training (Supplemental)
Reading First Coach Professional Development

Evaluation

District Interim Assessments
Houghton Mifflin Theme Assessments
Benchmark Assessments
Teacher Made Assessments
Voyager Passport
2008 FCAT Reading Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All Fienberg-Fisher K-8 Center students will be able to perform at or above grade level in Mathematics.

Needs Assessment

An analysis of the 2007 FCAT SSS Mathematics Assessment indicates that 60% of students in third through sixth grade scored a Level 3 or above which is the same score as the previous year. In particular, 66% of the third graders, 71% of fourth graders, 40% of the fifth graders and 33% of sixth graders all scored at or above Level 3.

Closer analysis of the individual benchmarks indicates strength in the area of Geometry, where students scored an average of 58% correct. Additionally, Algebraic Thinking is an overall area of weakness in grades three through six. The students scored an average of 48% correct. In an ongoing effort to improve the Mathematics Program, Fienberg-Fisher K-8 Center will continue to use the Mathematics Pacing Guides and will analyze District Interim Assessment scores by strand to redirect instruction when necessary.

To improve the scores of fifth, sixth and seventh grade students, Fienberg-Fisher K-8 Center will departmentalize the Mathematics Program to ensure the expertise of the teacher. Additionally, the Mathematics Resource Teacher will provide periodic professional development targeting Mathematics instruction for Special Education teachers and fifth, sixth and seventh grade teachers. To improve the scores of the Students with Disabilities, Economically Disadvantaged Students and English Language Learners, students will be grouped by grade level in self-contained classes and the homeroom teacher will provide additional instruction to strengthen basic mathematics skills. In-school tutorial will be provided to all students based on individual need and the results of the bi-weekly assessment.

Fienberg-Fisher K-8 Center teachers will continue to teach all the Mathematics benchmarks by December and then again before March 2008. Each student's progress will be monitored bi-weekly by the teacher, the Mathematics Resource teacher and the administration working together as a team.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through seven will improve their mathematics skills as evidenced by 62% of the students scoring Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 62% of the student scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given Instruction based on the Sunshine State Standards, Economically Disadvantaged Students will improve their mathematics skills as evidenced by 62% of the student scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) will improve their mathematics skills as evidenced by 62% of the student scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) utilizing the 8-step process.	Administration, Mathematics Resource Teacher, Mathematics Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide after school tutorial for students identified in need of assistance through benchmark assessments.	All Teachers, Administration	10/1/2007	5/30/2008	Continuous Improvement Model	5500
Conduct monthly grade level meetings to assess and evaluate student performance pertaining to the SSS and develop lessons in Mathematics which address these needs.	Administration, Mathematics Teachers, Mathematics Resource Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0
Organize fifth grade students according to ability for level appropriate mathematics instruction.	Fifth Grade Teachers, Administration, Mathematics Resource Teacher	8/20/2007	5/30/2008	Diversity & Educational Equity	0
Implement inclusionary practices and specialized instructional approaches for Students with Disabilities.	Administration, Mathematics Resource Teacher, SPED Program Specialist, Inclusion Teachers, Mathematics Teachers	8/20/2007	5/30/2008	Inclusion of SWD	0
Enhance mathematics skills by utilizing directed computer instruction on a bi-weekly basis.	Mathematics Resource Teacher, Mathematics Teachers, Administration,	8/20/2007	5/30/2008	Education Innovation	0
Provide strategic instruction in Measurement for the seventh grade students.	Seventh Grade Mathematics Teachers, Mathematics Resource Teacher	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Institute an after-school AEP program for fourth through seventh grade students with an emphasis on Mathematics and Science and monitor progress through a Pre- and Posttest.(Project SLAM)	Mathematics Resource Teacher, Homeroom Teachers, Administration	10/1/2007	5/30/2008	Academic Enrichment Opportunities	5000
Provide strategic instruction in Algebraic Thinking for the fourth grade students.	Administration, Mathematics Resource Teacher, Mathematics Teachers	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Provide hands-on Mathematics and Science instruction in the Science Lab on a bi-weekly basis, for General Education Students and self-contained Special Education Students.	Special Education Teachers, ELL Teacher, Inclusion Teachers, Special Education Program Specialist, Administration	8/20/2007	5/30/2008	Inclusion of SWD	5000
Create bi-weekly benchmark assessment aligned with the Pacing Guide and utilize Edusoft for monitoring mathematics assessments and to help drive instruction as necessary.	Administration, Mathematics Resource Teacher, Mathematics Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Disaggregate and analyze data specific to all subgroups from the 2007 FCAT Mathematics Test to identify strengths and weaknesses and develop an instructional focus calendar for Mathematics.	Administration, Mathematics Resource Teacher, Mathematics Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide students in the pre-identified subgroups with daily tutorials.	Administration, Mathematics Resource Teacher, Mathematics Teachers	8/20/2007	5/30/2008	Inclusion of SWD	0
Implement the daily 60 minute uninterrupted block of mathematics.	Administration, Mathematics Teachers	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs



School Improvement Plan 2007-2008



Houghton Mifflin Mathematics
Classworks
Voyager V-Math Live
V-Math Tutorial

Professional Development

Professional Development will be provided in the following:

Math Leadership Conferences for Mathematics Leader
Teacher Professional Development Inservice for FOSS (Math and Science Program)
Gizmos Training
School-wide Monthly Technology Inservices

Evaluation

District Interim Assessments
Quarterly Assessments
Bi-Weekly Benchmark Assessments
Houghton-Mifflin Assessment
2008 FCAT Mathematics Assessment

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to incorporate the following elements in their writing: focus, organization, support and conventions.

Needs Assessment

An analysis of the 2007 FCAT Writing+ Assessment scores indicates that the combined scores of all students tested averaged a mean of 3.9. In particular, 89% of all students tested in either narrative or expository, scored 3.5 or above on the writing assessment. Ninety-three percent of students improved performance in Writing by 1%, with all subgroups meeting AYP.

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 increase their writing scores as evidenced by 90% of the students achieving 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Competency-Based Curriculum and the Sunshine State Standards to incorporate writing across the curriculum.	Administration, Reading Coaches, Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Conduct monthly grade level meetings with administration to review student progress pertaining to writing skills.	Administration, Language Arts Teachers, Reading Coaches	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide professional development to all teachers in grades 1-7 to enhance their understanding of the four basic elements of effective writing which include: focus, organization, support, and conventions.	Administration, Reading Coaches, Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Conduct periodic student-teacher conferences to address individual needs and monitor progress.	Administration, Reading Coaches, Language Arts Teachers.	8/20/2007	5/30/2008	District-wide Literacy Plan	1200
Provide teachers in grades 1-7 with professional development activities that include information about successful research-based writing strategies.	Administration, Reading Coaches, Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Inform parents of strategies that can be used at home to support writing achievement through information distributed at Open House, Parent/Teacher conferences and FCAT Parent Night.	Administration, Reading Coaches, Language Arts Teachers	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Conduct monthly grade level meetings to monitor and collaborate with teachers about best practices in writing instruction.	Administration, Reading Coaches, Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize monthly writing prompts to ensure that students learn effectively narrative and expository writing techniques.	Administration, Reading Coaches, Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Incorporate daily classroom journal writing to provide additional writing opportunities.	Administration, Language Arts Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Houghton Mifflin Writing Program

Professional Development

Professional development will be provided as follows:

- Houghton Mifflin Writing Professional Development
- Teacher Training on Holistic Rubric Scoring
- District Professional Development
- Best Practices Sessions Within Small Learning Communities

Evaluation

- 2008 FCAT Writing Assessment
- District Pre/Posttest Writing Assessment
- Teacher made 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

Science Statement

All students will be able to apply scientific method.

Needs Assessment

An analysis of the results of the 2007 Science FCAT indicate that fifth grade students at Fienberg-Fisher K-8 Center are scoring an average of 50% correct on the Scientific Thinking, 50% Physical/Chemical clusters, 50% correct on Life/Environmental and 47% correct on Earth/Space. These scores indicate a slight increase when comparing the 2006 and 2007 results. With 30% of the students scoring Level 3 or above, which indicates a 13 percentage point gain over the previous year, it is evident that continual support is necessary. In an effort to improve the Science performance, all students in grades Kindergarten through seventh grade will participate in bi-weekly, hands-on activities in the Science Lab. The classroom teachers will work cooperatively with the Mathematics and Science Resource Teacher to coordinate lab activities that support the pacing guides. Additionally, an after school Science Club will provide selected students expanded opportunities for hands-on, experimental and investigative Science activities.

Measurable Objective

Given instruction based on Sunshine State Standards students in grade five will improve their science skills as evidenced by 55% of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement student participation in a school-wide Science Fair to reinforce the scientific method.	Administration, Science Resource Teacher, Classroom Teachers, Media Specialist, Science Committee	2/11/2008	4/30/2008	Academic Enrichment Opportunities	0
Reinforce grade appropriate Science text to infuse Science in the Reading/Language Arts curriculum.	Administration, Science Resource Teacher, Classroom Teachers	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Use the Grade 5 Science Weekly Magazine to enhance and support the Science benchmarks.	Administration, Science Resource Teacher, Classroom Teachers	10/1/2007	5/30/2008	Academic Enrichment Opportunities	800
Plant the Organic vegetable & herb garden for students K-7 for a hands-on outdoor Science classroom.	Administration, Science Resource Teacher, Classroom Teachers	9/10/2007	5/23/2008	Education Innovation	500
Utilize the Science pacing guides in conjunction with the District's Long-Range Plan.	Administration, Science Resource Teacher, Classroom Teachers, Administration	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Promote the use of computer-assisted research and investigation to enhance scientific learning using the computer lab.	Administration, Science Resource Teacher, Classroom Teachers	8/20/2007	5/30/2008	Education Innovation	0
Use http://www.brainpop.com as our on-line enhancement for Mathematics, Science, Health, Reading, Technology, Writing and Social Studies.	Administration, Science Resource Teacher, Classroom Teachers, Parents	8/20/2007	9/1/2008	Education Innovation	1200
Institute an after-school Academic Excellence Program (AEP) program for fourth through sixth grade students with an emphasis on Mathematics and Science. (Project SLAM)	Administration, One Fifth Grade Teacher and Science Resource Teacher	9/10/2007	5/20/2008	Academic Enrichment Opportunities	5000
Schedule classes in Kindergarten through seventh grade to participate in hands-on activities incorporating Mathematics and Science skills in the Mathematics/Science Laboratory.	Administration, Science Resource Teacher, Classroom Teachers, Administration	9/10/2007	5/23/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Scott Foresman Science Textbook
Gizmos

Professional Development

Professional development will be provided as follows:

Scott-Foresmen Textbook Training
In-house Training on the Use of Hands-On Material
Science Fair Requirement Training
Gizmos Training
Science Item Specification Training

Evaluation



School Improvement Plan 2007-2008



2008 FCAT Science Assessment
Benchmark Assessments

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Actively engage family and community members to become our partners in raising and maintaining high student achievement.

Needs Assessment

According to our parent involvement logs for the 2006-2007 school year, 1900 parents attended meetings or activities at the school. Additionally, there were 60 home visits documented by the Community Involvement Specialist (CIS) and 850 documented phone calls. As a school, we hope to increase the number of parents that attend workshops and presentations in order to provide them with tools to help their children throughout the school year.

Measurable Objective

Given the importance of strengthening the link between home and school to improve the academic achievement of students, Fienberg-Fisher K-8 Center will improve parent contacts with school as evidenced by a 5% increase from 1960 (2006-2007) to 2058 (2007-2008) in the number of parents attending school activities and home visits.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create survey of parent interests to coordinate workshops based on parent needs.	CIS	8/20/2007	10/1/2008	Exchange Meaningful Information	0
Encourage active participation in PTA, ESSAC, and Parent Academy Workshops.	CIS, Guidance Counselor, Full Service School Coordinator, ESSAC Chair, Administration, PTA Board	8/20/2007	5/30/2008	Continuous Improvement Model	0
Motivate parental involvement through FCAT trainings, parent breakfasts, informational fairs, and on-going parent contacts.	CIS, Teachers, Administration, Office Personnel, Guidance Counselor, Full Service School (FSS) Coordinator	8/20/2007	5/30/2008	Exchange Meaningful Information	1500
Provide informational workshops on FCAT, study skills, Supplemental Education Services (SES) tutorial Services, parenting skills, and workshops on school aged children.	Administration, CIS, Guidance Counselor, Full Service School Coordinator	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Provide on-going communication through home visits, newsletters, fliers and telephone calls.	Administration, CIS	8/20/2007	5/30/2008	Exchange Meaningful Information	1500
Advertise and encourage parents to attend Parent Academy Workshops as offered by District and School Site.	Administration, Community Involvement Specialist, Teachers	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

National PTA Standards for Parent and Family Involvement
Comer School Development Program
Families Building Better Readers

Professional Development

Title I Workshops
Community Involvement Specialist Trainings
Full Service School In-services
School Social Worker In-services
Guidance Counselor Workshops
Parent Academy Workshops

Evaluation

Activity/workshop sign-in sheets.
Attendance logs
Documented home visits.

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Fienberg-Fisher K-8 Center will promote programs and practices which facilitate a safe and disciplined environment for all students.

Needs Assessment

According to the 2006-2007 Student Case Management Report; there were 6 indoor suspensions, 21 outdoor suspensions, and no expulsions. A decrease in negative behaviors along with a proactive approach to discipline will help to create a safe and orderly environment.

Measurable Objective

Given the Code of Student Conduct, the students of Fienberg-Fisher K-8 Center will demonstrate an increase in positive behaviors as evidenced by a 10% reduction in the number of students given outdoor suspensions, from 21 in 2006-2007 to 19 in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize student who are good role models with programs such as "Do the Right Thing", Comer Student of the Month, and citizenship awards.	All Teachers, Comer Facilitator	8/20/2007	5/30/2008	Diversity & Educational Equity	500
Convene Discipline and Safety Committee meetings to create a schoolwide discipline plan and to evaluate progress towards the objectives on a monthly basis.	Discipline and Safety Committee Members, Administration, Selected Staff	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide professional development for teachers in effective behavior management strategies and inclusion.	Administration, Trust Counselor, Counselor, Behavior Management Teacher, SPED Program Specialist	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Implement a unified schoolwide behavior management plan in the cafeteria.	Administration, Security Monitors	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Provide parent workshops on "Effective Ways to Communicate and Discipline Your Children".	Administration, Community Involvement Specialist, Full Service School Coordinator	8/20/2007	5/30/2008	Student Wellness	0
Provide intervention programs to ensure a safe and secure school environment free of violence, harassment, and discrimination.	Administration, Full Service School Coordinator, Counselor	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Provide alternatives to suspension in the form of group counseling for students and parents.	Administration, Trust Counselor, School Social Worker, Counselor	8/20/2007	5/30/2008	Student Wellness	0
Conduct Sensitivity Training for Bus Drivers and aides to increase awareness and promote best practices to reduce behavior incidents on the bus.	Administration, SPED Program Specialist	8/20/2007	3/28/2008	Safe and High-quality Facilities	0
Coordinate HIV/AIDS and Substance Abuse Presentations for students in 5th - 7th grade.	Administration, School Social Worker, Trust Counselor, School Counselor	8/20/2007	5/30/2008	Student Wellness	0
Coordinate Child Abuse Prevention Workshops for students in K-5th grades.	Administration, School Counselor, School Social Worker	8/20/2007	5/30/2008	Student Wellness	0
Conduct Teen Dating Violence Workshops for students in 6th and 7th grades.	Administration, Trust Counselor, Middle School Teachers	8/20/2007	5/30/2008	Student Wellness	0

Research-Based Programs

Comer School Development Program

Professional Development



School Improvement Plan 2007-2008



Inclusion Workshops
Conflict Resolution Workshops
Peer Mediation Training and Implementation
Code of Student Conduct Review

Evaluation

2007-2008 Student Case Management Report
COGNOS Report on Number of Indoor/Outdoor Suspensions

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

Miami-Dade County Public Schools

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

Technology Statement

Fienberg-Fisher K-8 Center will integrate standards-based curriculum with technology to enhance student learning in all curriculum areas.

Needs Assessment

When comparing the student participation rates in the Accelerated Reader Program for 2005-2006 school year and the 2006-2007 school year, Fienberg-Fisher K-8 Center demonstrated an increase of 150% in the use of the program. This is a significant improvement from previous years' gains. A continuation of the 2006-2007 incentive program for both teachers and students will further improve participation rates.

Measurable Objective

Given the emphasis on the use of technology, students will increase technology use as evidenced by a 5% increase in the number of students who use the Accelerated Reader (AR) from 580 students in 2006-2007 to 609 students in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that sufficient assistive technology tools are available to meet the needs of all students.	Administration, Technology Resource Teacher	8/20/2007	5/30/2008	Diversity & Educational Equity	0
Provide access to equipment and materials so students will have appropriate resources to attain needed skills and competencies.	Administration, Technology Resource Teacher	8/20/2007	5/30/2008	Diversity & Educational Equity	0
Provide software that can be used to enhance instruction in mastering state standards and benchmarks.	Administration, Technology Resource Teacher	8/20/2007	5/30/2008	Education Innovation	1500
Implement the Accelerated Reader Program school wide and monitor student usage.	Teachers, Media Specialist, Reading Coaches, Administration	9/10/2007	5/30/2008	District-wide Literacy Plan	0
Implement the use of technological resources that promote technology integration and student performance.	Administration, Technology Resource Teacher	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	1200
Implement the use of school plans that integrate technology and curriculum.	Administration, Technology Resource Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide training for faculty and staff in new technologies used for individualizing instruction, developing assessment tools, and managing assessment results.	Administration, Technology Resource Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0
Model the integration of technology in the classroom.	Administration, Technology Resource Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide training for all teachers to implement the Reading Plus Program and monitor students' progress.	Administrators, Teachers, Reading Coaches, Administrators	9/10/2007	5/30/2008	District-wide Literacy Plan	4600

Research-Based Programs

Classworks
Destination Reading
Accelerated Reader
Reading Plus
Fast ForWord

Professional Development

Monthly Technology Training
Reading Plus Training

Evaluation

2007-2008 Accelerated Reader Report
Reading Plus Reports

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 type="checkbox"/>

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

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

Needs Assessment

According to the 2006-2007 FITNESSGRAM, 11% of the student population did not meet the minimal health related standards. 88% of the students participating received awards.

Health and Physical Fitness, attendance and overall educational achievement correlate directly. With that in mind, Fienberg-Fisher K-8 Center will continue to improve the physical fitness level of all our students.

Measurable Objective

Given instruction based on Sunshine State Standards, Fienberg-Fisher K-8 Center students from K – 7 will improve their overall physical fitness as evidenced by a 3% increase in the FITNESSGRAM, from 89% in 2006-2007 to 92% in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and monitor fitness plan to meet school goals and objectives.	Administration, Physical Education Teachers, Nutritionist	8/21/2007	05/30/2008	Student Wellness	0
Conduct Nutrition Education classes for students from grades K – 7.	Administration, Nutritionist Registered Nurse (services contracted out)	8/20/2007	5/20/2008	Healthcare & Healthy Choices	0
Engage students in one time presentations on health related topics.	Administration, Area Health Education Center	01/07/08	01/31/08	Healthcare & Healthy Choices	0
Administer Nutritional Knowledge Pre-test and Post Test to measure progress.	Administration, Nutritionist	8/20/2007	5/30/2008	Student Wellness	0
Administer FITNESSGRAM Pre-Test to determine student baseline measures.	Administration, Physical Education Teachers	8/20/2007	10/15/2008	Student Wellness	0
Encourage all students to participate in health related activities through the provision of incentives.	All Teachers, Administration, Leadership Team	8/20/2007	5/30/2008	Student Wellness	0

Research-Based Programs

2007-2008 FITNESSGRAM Results
Food Is Elementary

Professional Development

District Level In-Services

Evaluation

2006-2007 FITNESSGRAM Results
2006-2007 BMI measurements
2006-2007 Nutritional Knowledge Post-Test Results

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

The goal of the Fienberg-Fisher Art and Music Department is for the students to acquire an improved appreciation of the arts.

Needs Assessment

It is imperative that all students have the opportunity to develop their artistic talents and abilities. Fienberg-Fisher K-8 Center will integrate the arts into the core curriculum. In order to offer students an opportunity to express their artistic talents, Fienberg-Fisher K-8 Center will add a Strings Orchestra to the list of Music Programs available to the students. The school will continue to participate in the various Art-centered programs currently available to the students.

Measurable Objective

Given instruction based on the Sunshine State Standards, the students in the second through seventh grades will acquire an appreciation of the arts as evidenced by 60% of the students in grades 2 through 7 scoring at 80% or higher on the Sunshine State Visual Arts Standards teacher criteria and rubric of finished arts products.

Given instruction based on the Sunshine State Standards, the students in third through seventh grades will acquire an improved appreciation and understanding of music as evidenced by 60% of the students scoring at 80% or higher on the teacher-generated music final assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create awareness of various artists and styles of art for grades Pre-Kindergarten through 7 students by using the Schoolwide Art Teacher developed Art-Go-Round Interdisciplinary Visual Arts Program.	Art Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Develop an art sketchbook/journal for students in grades 4 through 7.	Administration, Art Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Implement a String Orchestra Program for selected students in second through seventh grades.	Music Teachers, Administration	8/20/2007	5/30/2008	Academic Enrichment Opportunities	8000
Provide instruction in music theory to all grade 2 through 7 students.	Administration, Music Teachers	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Develop an understanding of the architectural styles and history of the school building and that of the surrounding community.	Administration, Art Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Coordinate a melody bell ensemble for selected students in third through seventh grades.	Music Teachers, Administration	8/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Implement the Arts for Learning/Miami Get SmART Grant program to integrate the Arts into the core academic curriculum in selected classes.	Art Teachers, Music Teachers, Classroom Teachers, Administration	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide all classrooms with a changing variety of visual art print resources so the students will be prompted to use critical thinking skills through the discussion of interdisciplinary connections.	Art Teachers, Classroom Teachers, Administration, Dade Partners	8/20/2007	5/30/2008	Education Innovation	0
Implement a choral program for selected students in third through sixth grades.	Music Teachers, Principal	10/1/2007	05/30/2008	Academic Enrichment Opportunities	0
Teach recorder instrumental playing techniques and implement a recorder ensemble for students in fourth through seventh grades.	Music Teacher, Administrators	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide a series of art prints that have interdisciplinary and visual arts themes to increase the understanding of Pre-Kindergarten through seventh grade students of the relevance of art themes to connections in mathematics, social studies, and science.	Administration, Art Teachers, Classroom Teachers	8/20/2007	5/30/2008	Education Innovation	0
Incorporate technology and art-related software such as Kid Pix and Painter Essentials as an art medium through the production of art.	Art Teachers, Microsystems Technician, Administration	8/20/2007	5/30/2008	Education Innovation	0

Research-Based Programs

Not Applicable



School Improvement Plan 2007-2008



Professional Development

Arts For Learning Workshops
Florida Elementary Music Teacher Association Conferences
National Endowment for the Humanities Conferences
District-level Workshops

Evaluation

Teacher-Generated Assessment based on the Sunshine State Standards.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Fienberg-Fisher K-8 Center will rank at or above the 17th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Fienberg-Fisher K-8 Center ranked at the 12th percentile on the State of Florida ROI, which represents a 3 percentage point gain over the 2004 results.

Measurable Objective

Fienberg-Fisher K-8 Center will improve its ranking on the State of Florida Return on Investment Index publication from the 12th percentile in 2004 to the 17th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Administration	8/20/2007	5/30/2008	Continuous Improvement Model	0
Consider shared use of facilities, partnering with community agencies.	Administration	8/20/2007	5/30/2008	Improve Public Perception	0
Become more informed about the use of financial resources in relation to school programs.	Administration, Reading Coaches	8/20/2007	5/30/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, Reading Coaches, Mathematics Leader	8/20/2007	5/30/2008	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

2006-2007 State of Florida ROI Index Publication

EESAC Compliance

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

Budget:

The members of the EESAC received budget training by the principal, and consensus was reached to utilize the allocated funds to purchase hourly personnel and substitutes to provide tutors and improve student-teacher ratio. The members will continue to review budget allocation issues at budget sub-committee meetings throughout the year.

Training:

The principal, EESAC chairperson and the union steward received training in identifying resources and strategies necessary for the development, monitoring and implementation of the School Improvement Plan. Additionally, the faculty and staff have been trained on the major changes to the Florida school grades calculations and accountability. Training by the Office of Education Planning and Quality Enhancement will be forthcoming.

Instructional Materials:

The members of the EESAC recommended the continued utilization of already existing research-based commercial programs and supplemental materials to enhance classroom instruction.

Technology:

The members of the EESAC recommended that we continue to utilize the Accelerated Reader Program for students on all grade levels and to provide incentives for students who accumulate the most points. The EESAC members were pleased with the adoption of the Reading Plus® 3.5 computer based program to enhance and support the Comprehensive-Research Based Reading Plan. We will also continue utilizing the state endorsed FCAT Explorer program, Classworks and Edusoft in class and in the Technology Laboratory.

Staffing:

The members of the EESAC reached consensus and decided to use the EESAC allocation to purchase hourly personnel and substitute teachers to conduct in-school tutorial instruction in the basics skills.

Student Support Services:

The members of the EESAC recommended the continuation of school wide programs, which support positive personal growth for students. Fienberg-Fisher Elementary School students will participate in Red Ribbon Week, Career Awareness, and Do The Right Thing program. The members of the EESAC are pleased to welcome a Safe School Specialist who will work in collaboration with the Full Service School Coordinator and the Guidance Counselor in order to expand services and provide presentations to students, and orientation workshops in the areas of discipline, anger management, and bullying thanks to the Safe School Healthy Learner Grant.

Other Matters of Resource Allocation:



School Improvement Plan 2007-2008



The members of the EESAC recognize the invaluable contribution of the numerous volunteers throughout the school, the impact of health services available at the school, the extensive staff development, the contributions of our Dade Partners and the variety of parental involvement opportunities that exist at our school. The members will continue to explore other avenues for expanding the school's resources, including the opportunities for grant writing.

Benchmarking:

The members of the EESAC will continue to receive monthly updates from the reading coaches and the mathematics and science lead teacher on the number of students making progress in the areas of Reading, Writing, Mathematics, and Science, as well as, the tracking tools used to make these assessments in order to monitor progress and ensure the successful implementation of strategies delineated in the School Improvement Plan in these areas.

School Safety & Discipline:

The members of the EESAC recommended that the safety measures and procedures already in existence continue to be implemented, evaluated and discussed through the Discipline & Safety Committee. Furthermore, the EESAC recommended that the Student Code of Conduct be reviewed with all students.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10100
Mathematics	15500
Writing	1200
Science	7500
Parental Involvement	3000
Discipline & Safety	500
Technology	7300
Health & Physical Fitness	0
Electives & Special Areas	8000
Return On Investment	0
Total	53100



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