

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Earlington Heights Elementary School (1561)

Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Wandarece Ruan

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Earlington Heights Elementary School is a school located in a densely populated inner city neighborhood. It has been identified as a School of Controlled Choice serving pre-kindergarten through grade five students selected from the Earlington Heights, former Floral Heights, and Melrose Elementary School attendance boundaries. Earlington Heights is also a designated School of Choice featuring International Education studies, with district-wide open enrollment. As a Title I Program school, Earlington Heights is provided with supplemental funding to close the achievement gap between disadvantaged students and their peers. The school is housed in a beautifully landscaped 1930's coral structure on seven acres of land, which includes 36 classrooms and one external portable classroom. The student population consists of 79 percent Black, 20 percent Hispanic and one percent Other. Earlington Heights has a school-wide Title I Program with 89 percent of the students qualifying for free or reduced lunch. Students receiving English Language Learners (ELL) services total 12 percent of the school's population and Special Education students (SPED) total 18 percent. Earlington Heights has a high student mobility rate of 47 percent, and student attendance poses challenges yearly. In the 2006-2007 school year, Earlington Heights had an average attendance rate of 93 percent as compared to the District's attendance average of 95 percent. The results of the 2007 FCAT Tests shows there are currently 57 Level 1 students and 43 Level 2 students in grades three through five. There were twenty third grade students who were retained based on the FCAT reading scores. Teacher-student ratios at Earlington Heights are currently 20 to 1. Earlington Heights enjoys support from a number of community-based organizations and local businesses, such as The Children's Trust, Americorp, The Embassy Suites, and The Florida Marlins. Parental Involvement is another area that presents an ongoing challenge. There is very limited parent participation in school sponsored activities. A Parent Involvement Committee comprised of a teacher from each grade level has been established to develop and implement ideas to promote attendance and participation among parents. The dedicated faculty and staff demographics include 63 full-time members. These include a principal, an assistant principal and 30 classroom teachers. Additional instructional support staff includes a Reading Coach, a Math Coach, a Science Coach, a Technology Resource teacher, an International Baccalaureate coordinator, three classroom paraprofessionals, and a full-time temporary instructor. Non-instructional staff includes five clerical, two and a half security monitors, a food service manager and four custodians. 27 percent of the instructional staff holds a Master's degree. Earlington Heights Elementary School offers students, in grades kindergarten through fifth International Education studies modeled after the success proven International Baccalaureate (IB) Primary Years Program where students learn to locate, interpret and evaluate information about our world and other cultures. It also offers selected students in grades three through five, two Academic Excellence Programs, one that focuses on hands-on science and one on Journalism. This is the third year the school has offered an Extended Foreign Language Program (EFL) for students in grades kindergarten through second. This school year the program has been extended to third grade.

1. Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.
2. Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.
3. Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent of the students meeting high standards on the 2008 administration of the FCAT Reading Test
4. Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent of the students meeting high standards on the 2008 administration of the FCAT Reading Test.

1. Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.
2. Given instruction based on the Sunshine State Standards, Black students will improve their Mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.
3. Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.
4. Given instruction based on the Sunshine State Standards, Economically-Disadvantaged students will improve their mathematics skills as evidenced by 62 percent of the students 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 demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+

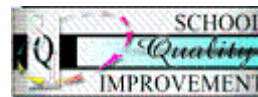
Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.



School Improvement Plan

2007-2008



Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

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

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will improve their running skills as evidenced by a 5 percent increase in the number of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language program in grades kindergarten through second grade, will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index by at least one percentage point on the next publication of the index.

The latest results available to Earlington Heights Elementary staff from the Office of Improvement, is that of the 2006 Organizational Performance Improvement Snapshot (OPIS) survey. The survey was completed by the school's employees, identified a need for improvement in strategic planning and business results. This selection is based on the fact that these two areas showed the lowest average scores in the overall item rankings. The school will improve the area of strategic planning by providing more opportunities for staff participation in developing school wide goals. More staff members will be invited to actively participate in the development and writing of the school's Instructional Focus calendar. The school will improve the area of business results by providing opportunities for staff participation in decision-making as it relates to expenditures in specific areas of the school's finance. The school finance committee will provide input and make recommendations related to certain areas of the school's budget.



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.

1561 - EARLINGTON HEIGHTS ELEMENTARY SCHOOL

VISION

All stakeholders of Earlington Heights Elementary School envision a learning environment that nurtures and encourages students to achieve their full potential as life long learners who become productive citizens and leaders.

MISSION

The staff, parents and community of Earlington Heights Elementary School believe all students have the right and ability to learn. We are committed to providing a solid educational foundation for our students so they may achieve their highest academic potential, while maintaining steady, positive growth. The principal frames the school's vision and mission to turn them into reality with strong instructional leadership.

CORE VALUES



School Improvement Plan

2007-2008



Responsibility

We strive to develop concerned and caring citizens who not only show compassion for themselves, but for their school and community.

Achievement

We pursue high standards of excellence so that our students realize their full potential to make appropriate decisions and choices.

Commitment

We foster the commitment of students to learn, persevere and show self-discipline and responsibility.

Independence

We encourage the development of sensitivity towards differences and diversity in the world and being responsive to the needs of others.

School Demographics

Facility/Community

The faculty and staff of Earlington Heights Elementary School believe all students have the ability to learn in a safe and effective learning environment. With a commitment to success and learning, we provide the best educational opportunities where all students achieve their highest academic potential. Earlington Heights is currently a "C" school not meeting Adequate Yearly Progress in Reading. Earlington Heights Elementary School is located at 4750 NW 22nd Avenue in a densely populated inner city neighborhood. It has been identified as a School of Controlled Choice, serving pre-kindergarten through fifth grade students from the Earlington Heights and Melrose Elementary School attendance boundaries. Earlington Heights is also a designated School of Choice featuring International Education studies, with district-wide open enrollment. As a Title I Program school, Earlington Heights is provided with supplemental funding to close the achievement gap between disadvantaged students and their peers. The school is housed in a beautifully landscaped 1930's coral structure on seven acres of land, which includes 36 classrooms and one external portable classroom. Earlington Heights has several structural needs which include a physical education pavilion, an adequate bus drop-off area, ramps and restroom facilities which are accessible to the handicapped, drainage and various renovations associated with an over 60 year old facility.

Student Demographics

Earlington Heights Elementary School serves approximately 514 students. From this population, 79 percent are Black, 20 percent Hispanic and one percent other. Earlington Heights has 89 percent Economically Disadvantaged students qualifying for free or reduced lunch. Students receiving standard curriculum total 70 percent, those receiving English Language Learners (ELL) services total 12 percent, and those receiving Special Education services total 18 percent. Earlington Heights addresses a high student mobility rate of 47 percent, and an average attendance rate of 93 percent, and implements class size reduction guidelines of 1:18 teacher/students ratios in grades kindergarten through three, and 1:22 teacher/students ratios in grades four through five, Special Education students (SPED) are provided with both inclusion and resource services from grades kindergarten through five. As a result of the 2007 FCAT Tests there are currently 57 Level 1 students and 43 Level 2 students in grades three through five. There were twenty third grade students who were retained based on the FCAT reading scores. Those students will receive an additional hour of intervention on a daily basis. Earlington Heights is part of the Northwestern Pattern. Students promoted to sixth grade will attend Brownsville Middle school, a ZONE school servicing grades six through eight. Teacher-student ratios at Earlington Heights are currently 20 to 1 and approximately 75 percent of the students wear the mandatory uniform.

Unique Aspects: Advantages

In addition, to Title I funding, the school received I Choose! Grant through the U.S. Department of Education as one of eight school programs. This grant is designed to significantly expand the availability of high quality school choice options to Miami-Dade County parents. Through this grant, Earlington Heights offers students in grades kindergarten through fifth, International Education studies modeled after the International Baccalaureate Primary Years Program. Students learn to locate, interpret and evaluate information about our world and other cultures.

Unique Aspects: Areas of Concern

In 2006-2007 school year, Earlington Heights Elementary had a mobility rate of 47 percent. The mobility proved to affect instructional flow and test scores. Student attendance poses challenges yearly. The principal and the attendance committee meet quarterly to plan, implement and monitor attendance improvement activities. Parental Involvement is another area that presents an ongoing challenge. There is very limited parent participation in school sponsored activities. A Parent Involvement Committee comprised of a teacher from each grade level has been established to develop and implement ideas to promote attendance and participation among parents. Parent workshops are scheduled during the day, as well as, in the evening to accommodate varying schedules. Additionally, the Parent Teacher Association (PTA) meetings are scheduled collaboratively with evening workshops in order to promote greater attendance. Our ultimate goal is to increase parental involvement in all school functions.

Teacher Demographics

The dedicated faculty and staff demographics include 63 full-time members. These include a principal, an assistant principal and 30 classroom teachers. Additional instructional support staff includes a Reading Coach, a Math Coach, a Science Coach, a Technology Resource teacher, an International Baccalaureate coordinator, three classroom paraprofessionals, and a full-time temporary instructor. Non-instructional staff includes five clerical, two and a half security monitors, a food service manager and four custodians. 27 percent of the instructional staff holds a Master's and/or Specialist's degree. 78 percent is female and 22 percent is male. The ethnic breakdown includes 9 percent White, 55 percent Black, 35 percent Hispanic, and 1 percent Asian. Currently, for the 2007-2008 school year, there are 8 beginning teachers. Earlington Heights receives various itinerant services from a Speech Pathologist, Staffing



School Improvement Plan

2007-2008



Specialist, Psychologist, Micro-Systems Technician and a Zone Mechanic. Many staff members assume leadership roles as Leadership Team members, Grade-group Team Leaders, Safety Patrol Sponsor, Committee Chairs, EESAC Officers, African American Advocate, New Teacher Mentors, Professional Growth Team Leaders, Community Partners' Liaison, Clinical Teachers, Teacher Trainers, Youth Fair Liaison, Grant Writers and PTA Board Members. All teachers implement a yearly Professional Development Plan based on student performance data which includes extensive staff development in the areas of the implementation of the Sunshine State Standards, Technology, Data Analysis, Classroom Management, School Safety and/or Family Involvement.

Class Size/ Teacher-to Student Ratio

Earlington Heights implements class size reduction guidelines of 1:18 teacher/students ratios in grades kindergarten through three, and 1:22 teacher/students ratios in grades four through five, Special Education students (SPED) are provided with both inclusion and resource services from grades kindergarten through five by Special Education teachers. Resource services are provided for students in grades kindergarten through second.

Attendance Rate

Student attendance poses challenges yearly. In the 2006-2007 school year, the overall attendance rate for the school was 93 percent as compared to the District's attendance average of 95 percent. The principal and the attendance committee meet quarterly to plan, implement and monitor attendance improvement activities. The school utilizes an automated attendance system that makes daily contact with parents of students who are absent from school. The assistant principal and the Community Involvement Specialist (CIS) monitor and analyze the daily attendance bulletin reports to identify patterns and rates of absences among students. Counseling is provided to students with excessive absences and the CIS makes home visits to confer and offer support and assistance to the families. Additionally, attendance incentives are implemented to encourage students to come to school throughout the year. Some of these incentives include: weekly and monthly attendance contest, end-of-the-year trophies, certificates, bicycle drawings, school dances and 100 percent attendance classroom flags.

Promotion/Retention Rates/Feeder Pattern

There were twenty third grade students who were retained based on the FCAT reading scores. Those students will receive an additional hour of intervention on a daily basis. Earlington Heights is part of the Northwestern Pattern. Students promoted to sixth grade will attend Brownsville Middle school, a ZONE school servicing grades six through eight.

Special Programs

The Educational Excellence School Advisory Council (EESAC) meets monthly to help in the decision-making related to the implementation of school improvement and accountability. The 2006-2007 Parent Climate Survey indicates that 94 percent of parents feel that Earlington Heights is effectively teaching the students the basic skills in Reading, Writing, Mathematics and Science. Additionally, the school teaches students to use computers, think critically, use good study habits and interact effectively within a diverse population. The Student Climate Survey also indicates that 88 percent of the students feel that they are getting a good education at Earlington Heights. Earlington Heights conducts many school activities unique to our school. The Just-a-Cup-of-Coffee/Pledge event is held the last Wednesday of each month. The pledge and morning announcements are delivered from the courtyard live in front of the entire school. Students of the Month are honored and presented certificates. Parents participate and receive pertinent parental involvement information. Our Mentoring Matters Staff Mentorship program pairs staff members with students who are at risk of having a less productive school year than expected, year round activities are scheduled, including an orientation breakfast and an end-of-year luncheon. The Enrichment Book Club is a literary club designed to help students scoring FCAT Level 3 and above to maintain high fluency level by reading literature of various genres and research experiences. Earlington Heights is in the second phase of becoming an authorized International Baccalaureate Primary Years Program. Selected students in grades kindergarten through third are currently enrolled in the Extended Foreign Language Program (EFL) which promotes the awareness of the Hispanic language and culture. A pull-out gifted program takes place at the school site. Qualified students participate in a resource program for one day a week. Other special Earlington Heights' events, programs and activities include: Career Day, Honor Roll and FCAT awards Programs, Week-At-A Glance Earlington Heights Bulletin, Academic Program (AEP) and the Monthly Parent/Student Calendar Newsletter.

School Community Relations/ Partners

Earlington Heights enjoys support from a number of community-based organizations and local businesses, such as The Children's Trust, Americorp, The Embassy Suites, and The Florida Marlins. Their contributions include school supplies, school uniforms, book-bags, tutoring, mentoring, specifically dedicated funds, bicycles, gift certificates and other various needed items.

Grants



School Improvement Plan 2007-2008



Earlington Heights Elementary School has achieved numerous accomplishments throughout the years. In 1999-2000 and 2002-2003, the school received the District's School Recognition Gold Award designated for schools improving by at least one performance grade. In 2000-2001, the school received the District's School Recognition Silver Award designated for schools that made exceptional gains in two of the three main areas tested on the Florida Comprehensive Assessment Test (FCAT). Scores from the 2004 administration of the FCAT earned the school the Florida School Recognition Award for innovation and commitment to achieving high academic performance for all students. In addition, to Title I funding, the school received I Choose! Grant through the U.S. Department of Education as one of eight school programs. This grant is designed to significantly expand the availability of high quality school choice options to Miami-Dade County parents. Through this grant, Earlington Heights offers students in grades kindergarten through fifth, International Education studies modeled after the International Baccalaureate Primary Years Program. Students learn to locate, interpret and evaluate information about our world and other cultures.

School Foundation

Leadership:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.2 in this category demonstrates that the school's administration is effective in providing direction and focus. It supports and encourages suggestions. It provides opportunities for professional growth and career advancement. The administration will continue to work collaboratively with its stakeholders and provide professional development opportunities.

District Strategic Planning Alignment:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 3.9 indicates this is in area for improvement. The staff feels they have a lack of knowledge of the school's goals and objectives. This area will be addressed through collaborative planning and goal setting sessions where all stakeholders will have an opportunity to generate ideas and make informed decisions.

Stakeholder Engagement:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.2 reflect staff's awareness of the importance of building and maintaining relationships with key stakeholders. They indicate knowledge of key factors that lead to customer satisfaction.

Faculty & Staff:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 3.9 indicates this is an area for improvement. The responses indicate that staff should be encouraged to offer suggestions for improving and enhancing their job responsibilities, resulting in cooperation and collaboration among the group. Beginning teachers will continue to be mentored through the Professional Growth Teams and will participate in the Beginning Teacher Program coordinated through the Office of Professional Development. Staff will also be encouraged to attend professional development workshops and be provided with sufficient resources to successfully fulfill their job.

Data/Information/Knowledge Management:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.3 indicates that job performances and the evaluation of its effectiveness is data driven.

Education Design:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.0 indicates that the staff has all of the resources, support and assistance needed to perform their job responsibilities. However, this area will continue to be worked on in order to ensure that the staff acquires sufficient data in order to provide feedback on the quality of their work as it relates to student achievement.

Performance Results:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.0 indicates the staff has some knowledge of the school's financial status. The staff will be kept informed of the financial decisions and financial status of the school.

Schools Graded 'C' or Below

Professional Development:

Teachers are provided opportunities to participate in a variety of professional development training such as CRISS and Reciprocal Teaching that will provide multiple instructional strategies to enhance the academic progress of students. Professional development in classroom management and lesson planning will be available for all new teachers.

Disaggregated Data :

The Leadership Team will disaggregate data from bi-weekly benchmark assessments and District interim assessments, and schoolwide testing to determine the instructional needs and progress of students. The Leadership Team meets weekly with classroom teachers to discuss assessment results and to formulate small groups for explicit skills instruction and realign focus calendar to meet the needs of the students.

Informal and Formal Assessments:

Bi-Weekly Benchmark Assessments
Quarterly Interim Assessments (November, January, April.)
Progress Monitoring- (September, January, April)
Bi-Weekly Ongoing Progress Monitoring
FCAT Assessment (February-March)
Weekly Teacher Made Tests

Alternative Instructional Delivery Methods :

Small group Instruction
Pull-out Tutorials
Cooperative Learning Groups
One-on-one individual teacher directed instruction
Hands-on Instructional activities
Technology assisted programs



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 2007 Florida Comprehensive Assessment Test (FCAT) Reading results reflected a 15 percent increase in students achieving learning gains and a 5 percent decrease in students achieving high standards when compared with the 2006 FCAT Reading test scores. However, 53 percent of the student population in grades three through five scored at Level 1 or 2. A content area analysis of the results in grades three through five reflects a need for improvement in the following areas: students in grade three on Words/Phrases, and Main Idea/Author's Purpose; students in grade four on Words/Phrases, and Reference/Research; while students in grade five on Words/Phrases, Main Idea/Author's Purpose. Participation rate was 100 percent for the 2006-2007 Florida Comprehensive Assessment Test (FCAT). Specific data from the Adequately Yearly Progress (AYP) Report, under the No Child Left Behind (NCLB) Act, indicates that 43 percent of the students at Earlington Heights Elementary School scored at or above grade level on the 2007 FCAT Reading Test. Additionally, students identified under the No Child Left Behind Act met federal standards by scoring at or above grade level as follows: 41 percent in the Black, 49 percent in the Hispanic, and 42 percent in the Economically Disadvantaged subgroups.

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

Measurable Objective

1. Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.
2. Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.
3. Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent of the students meeting high standards on the 2008 administration of the FCAT Reading Test
4. Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent of the students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) school wide to increase student achievement in reading.	Administrator	8/20/2007	6/4/2008	Other/ Not Applicable	0
Align Instructional Focus Calendar for grades kindergarten through five with the Houghton Mifflin Reading Series to improve student achievement and promote inquiry based learning through the utilization of IB strategies.	Reading Coach	8/20/2007	6/04/2008	Other/ Not Applicable	0
Engage students in the Accelerated Reader program in grades two through five to increase reading comprehension and build stamina on reading proficiency.	Media Specialist	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement Book Club for students in grades three through five scoring at Levels 3 and above to provide enrichment and increase fluency.	Media Specialist	10/2/2007	6/05/2008	Other/ Not Applicable	0
Provide tutorial services for students in grades three through five scoring at Levels 1 and 2, during special areas, utilizing Voyager Passport to provide immediate intensive intervention.	Reading Coach Technology Facilitator	9/4/2007	6/05/2008	Other/ Not Applicable	9000
Implement Extended Day and Saturday School tutorial services for students in grades three through five scoring at Levels 1 and 2 in all subgroups to provide further intervention on the following Benchmark Clusters: Words/Phrases, Comparisons, Main Idea/Purpose, and Reference/Research.	Administrator	8/20/2007	6/05/2008	Other/ Not Applicable	12000
Provide computer-assisted instruction for students in kindergarten through five, using software i.e. SuccessMaker Enterprise and Reading Plus, for additional practice in the Benchmark Cluster of Words/Phrases, Author's Purpose and Reference/Research.	Computer Lab Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Regional Center Data Debrief Protocol to review data in order to identify the areas of weakness in Reading.	Administrator	08/20/2007	06/05/08	Other/ Not Applicable	

Research-Based Programs

The school will utilize the following programs:
 Houghton Mifflin Reading Series
 Early Success
 Soar to Success
 Fast ForWord Language
 SuccessMaker Enterprise
 Voyager Passport
 Reading Plus
 Riverdeep

Professional Development



School Improvement Plan 2007-2008



The following professional development offered at the school, region, and/or district level will be utilized:

Differentiated Instruction
Item Specifications for Reading
Best Practices for Reading
Houghton Mifflin Reading Series
FCAT Reading
SuccessMaker Enterprise
Accelerated Reader
FLKRS/ECHOS
DIBELS
Reading Plus
CRISS
Reciprocal Teaching

Evaluation

1. This objective will be evaluated by comparing scores on the 2007 FCAT Reading Test to the 2008 FCAT Reading Test.
2. DIBELS assessments will provide ongoing evaluative data which will be used to guide instruction toward achievement of this objective.
3. Data generated on reports from the computer programs will be reviewed to ensure success.
4. Attendance records and bi-weekly assessment results for the Extended Day and pull-out services will be reviewed to monitor student progress.

Mathematics Goal

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

Florida Education Priorities

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

Needs Assessment

The 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics results reflected a 3 percent increase in students achieving high standards when compared with the 2006 test scores. Fifty-four percent of the student population in grades three through five scored below the state-mandated criteria by scoring at Level 1 or 2 on the FCAT Mathematics. A content area analysis of the results in grades three through five reflects a need for improvement in all the mathematics strands. Participation rate was 100 percent for the 2006-2007 Florida Comprehensive Assessment Test (FCAT). Specific data from the Adequately Yearly Progress (AYP) Report, under the No Child Left Behind (NCLB) Act, indicates that 46 percent of the students at Earlington Heights Elementary School scored at or above grade level in the 2007 FCAT Mathematics Test. Additionally, students identified under the No Child Left Behind Act met federal standards by scoring at or above grade level as follows: 42 percent in the Black, 47 percent in the Hispanic, 43 percent in the Economically Disadvantaged subgroups.

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

Measurable Objective

1. Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.
2. Given instruction based on the Sunshine State Standards, Black students will improve their Mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.
3. Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.
4. Given instruction based on the Sunshine State Standards, Economically-Disadvantaged students will improve their mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide computer-assisted instruction for students in grades kindergarten through five, using software i.e. SuccessMaker Enterprise, RiverDeep.	Computer Lab Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Align Instructional Focus Calendar for grades kindergarten through five with the District's suggested Mathematics Pacing Guide and the Scott Foresman Mathematics series to improve student achievement.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide daily practice for students in grades kindergarten through five, on basic operations, to develop mental mathematics skills.	Resource Teacher	8/20/2007	05/30/2008	Other/ Not Applicable	0
Provide Extended Day tutorial services to students scoring at Levels 1 and 2 in all subgroups, utilizing FCAT Coach, Mascot's FCAT to provide intervention on the five strands.	Administrators	8/20/2007	05/30/2008	Other/ Not Applicable	0
Provide activities that give students opportunities to apply mathematical concept in the real world.	Administrators, Resource Teacher, Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) school-wide to increase student achievement in mathematics.	Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement daily activities, i.e., problem of the day, journal writing, and guided groups to reinforce learned concepts and skills for students in grades kindergarten through five.	Resource Teacher	8/20/2007	05/30/2008	Other/ Not Applicable	0
Encourage students Level 3 and higher to participate in the Academic Excellence Program.	Administrators, SECME Coordinator	9/24/2007	05/23/2008	Other/ Not Applicable	0
Utilize Regional Protocol, interim assessment and bi-weekly cluster assessment data to monitor students' deficiencies and develop intervention strategies to address those areas of weakness.	Administrators, Leadership Team	8/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize the Mathematics Resource Teacher to provide professional development activities, demonstration lessons, and support to grade level chairs and classroom teachers.	Administrators, Resource Teacher	8/20/2007	05/30/2008	Other/ Not Applicable	47500

Research-Based Programs

1. Scott Foresman Mathematics Series
2. SuccessMaker

Professional Development

The following professional development opportunities at the school, region, and district level will be utilized.

1. Data analysis
2. FCAT Mathematics Item Specifications
3. SuccessMaker Enterprise

Evaluation



School Improvement Plan 2007-2008



1. 2008 FCAT Mathematics Test
2. District Interim Benchmark Assessments
3. Bi-Weekly Cluster 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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The 2007 Florida Comprehensive Assessment Test (FCAT) Writing+ results indicate that 91 percent scored 3.5 and higher, averaging 91 percent meeting high standards in writing. On the expository writing test, 76 percent of the students scored a 3.5 or higher and on the narrative test 78 percent of the students scored at a level 3.5 or higher.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) school wide to increase and maintain student achievement in writing.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Align school wide Instructional Focus Calendar for students in grades kindergarten through five with the Houghton Mifflin Reading Series to increase student knowledge of expository and narrative writing.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize results from Pre-Progress and Bi-weekly assessments to implement intervention strategies in writing to remediate students who have been identified as the lowest performing, through small group instruction.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement daily journal writing for students in grades kindergarten through five to provide practice in the writing process.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement a Wednesday Writing Workshop for students in grade four, using the Florida Writing Assessment Practice Book that outlines keys to effective writing for the purpose of improving writing skills.	Grade Team Leader	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

The school will utilize the following programs:
 Houghton Mifflin Reading Series
 SuccessMaker Writing

Professional Development

The following professional development opportunities provided at the school, region, and district level will be utilized:
 FCAT Writing Rubric
 Writing Pictures
 Project DRAW
 Four Squares

Evaluation

1. This objective will be evaluated by comparing scores on 2008 FCAT Writing+ Test to the 2007 FCAT Writing+ Test.
2. Results from the District interim assessments will be reviewed to monitor progress.
3. Results from bi-weekly essays will be analyzed to identify areas of weakness.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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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 able to apply the scientific method.

Needs Assessment

The 2007 Florida Comprehensive Assessment Test (FCAT) Science content area analysis indicates that students in grade five scored 50 percent on the Physical and Chemical Science cluster, an 8 percent increase; 42 percent on the Life and Environmental Sciences cluster, a three percent increase; 42 percent on the Scientific Thinking cluster, a 1 percent increase; and 47 percent on the Earth and Space Sciences cluster, an 11 percent increase, when compared to the 2006 FCAT science test. 37 percent of the students scored at a Level 1, 45 percent scored at a Level 2, and 18 percent scored at a Level 3.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 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
Implement the Continuous Improvement Model (CIM) to increase student achievement in science.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize the science kits with students in grades kindergarten through five to provide weekly hands-on/inquiry-based investigations that promote higher order thinking skills.	Science Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Align the school wide Instructional Focus Calendar for grades kindergarten through five with the District's suggested Science Long-Range Plans and the Scott Foresman Science series to improve student achievement.	Administrator	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide computer-assisted instruction for students in grades four and five, using Promethean Boards, as additional practice of the science strands	Computer Lab Teacher and Classroom Teacher	8/20/2007	06/04/2008	Other/ Not Applicable	0
Implement the Academic Excellence Hands-On Science Program, for students in grades three through five meeting high standards in science, as an enrichment activity to emphasize higher order thinking skills.	Grade 5 Team Leader	09/24/2007	05/30/2008	Other/ Not Applicable	0
Host an annual school wide Science Fair to showcase student science projects.	Grade 5 Team Leader Science Teachers	04/30/2008	05/09/2008	Other/ Not Applicable	0
Utilize the Science Resource Teacher to provide professional development activities, demonstrate lessons, and support grade level chairs and classroom teachers in implementation of the science curriculum.	Science Fair Chairperson Science Teachers Science Coach	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize results from pre-progress and tri-weekly assessments to monitor student's progress and drive instruction.	Administrator, Resource Teacher	8/20/2007	05/30/2008	Other/ Not Applicable	47500
Utilize Regional Protocol to review data and identify areas of weaknesses in Science.	Administrators	08/20/2007	06/04/2008	Other/ Not Applicable	

Research-Based Programs

Scott Foresman
SuccessMaker
Riverdeep
Brain POP

Professional Development

The following professional development opportunities provided at the school, region, and district level will be utilized:
 Inquiry-based instruction
 Hands-on approach to learning
 Technology-based science instruction

Evaluation

1. This objective will be evaluated by comparing scores on 2008 FCAT Science Test to the 2007 FCAT Science Test.
2. Results of the tri-weekly strand assessments will be reviewed to monitor progress.
3. Results of Science pre and progress tests and District Interim assessment for Science will be reviewed to monitor progress and drive instruction.

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"/>

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"/>

Parental Involvement Statement

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

Needs Assessment

The results of the 2006-2007 Title I Parent Outreach Monthly School Report indicate that an average of 15 percent of all parents attended school sponsored events i.e. parent workshops, recognition programs and advisory meetings.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan, advertise and deliver monthly family support workshops to help equip parents with skills to assist in student achievement using the data gathered from the beginning of the year parent survey.	Counselor/Community Involvement Specialist	8/20/2007	06/04/2008	Other/ Not Applicable	0
Encourage parents to participate in Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA).	Parent Involvement Committee Chair	8/20/2007	06/04/2008	Other/ Not Applicable	0
Encourage parents to participate in Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA).	EESAC Chair	8/20/2007	5/30/2008	Other/ Not Applicable	0
Disseminate monthly parent newsletter/calendar, in students' home language, to include school related events, tests schedules, school policies and student/parent recognitions to improve home-school communications.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide opportunities for parents to complete a feedback survey after every school related event to ensure improvement of future events.	Community Involvement Specialist	08/20/2007	05/30/2008	Other/ Not Applicable	0
Establish a Title I Parent Contract with parents to collaborate in the educational process by reinforcing Reading, Writing, Mathematics, and Science at home, as well as, participate in school-related activities.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center. Additionally, parents will be encouraged to use the resources available through the Parent Academy to check out instructional materials and use them at home.	Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Offer Parent Academy courses on topics of interest.	Community Involvement Specialist	08/20/2007	05/30/2008	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities offered at the school, region, and district level will be utilized:

- Engage the Community Involvement Specialist
- Customer Service
- Community Involvement
- Families Building Better Readers Overview
- National P.T.A. Standard IV Overview
- District, State, National conferences

Evaluation

1. This objective will be evaluated by comparing data from the 2007-2008 Title I Parent Outreach Monthly School Report to the 2006-2007 Title I Parent Outreach Monthly School Report.
2. Parental involvement logs, sign-in sheets and surveys will be used to monitor parent interest and participation.

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The schools provide a safe and disciplined environment for all students.

Needs Assessment

Analysis of data from 2006-2007 indicates that one of the areas of need is to improve student behavior school-wide. This is evident through the report of Student Case Management. The report indicates that 154 students were referred for general disruptive conduct in the 2006-2007 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a school-wide discipline plan to provide uniformity in expectant behaviors.	Administrator	8/20/2007	06/04/2008	Other/ Not Applicable	0
Utilize COLOR Chart on a daily basis to monitor student behavior.	Administrator	8/20/2007	06/04/2008	Other/ Not Applicable	0
Coordinate student participation in the Project Drug Abuse Resistance Education (DARE) Program to provide skills to avoid involvement in drugs, gangs and violence.	Administrator	3/12/2008	5/30/2008	Other/ Not Applicable	0
Provide seminars given by School Resource Officer in order to promote positive values, character, and behaviors.	Administrator/School Resource Officer	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide one-on-one and group counseling, by School Counselor, for students with excessive number of Case Management to improve behavior.	School Counselor	8/20/2007	06/04/2008	Other/ Not Applicable	0
Implement Character Education in grades kindergarten through five to develop good citizenship.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement School Safety Patrol Program to maintain a safe environment.	Safety Patrol Advisor	9/24/2007	06/04/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities provided by the school, region, and district will be utilized:

- Classroom Management
- Functional Assessment Behavior
- Positive Behavior Support
- Creating a Customized and Highly Effective Classroom

Evaluation

1. This objective will be evaluated by comparing referral data from 2007-2008 to the referral data from 2006-2007.
2. Referrals will be reviewed quarterly by the discipline committee to provide further support to teachers and students.
3. Character Education logs will be reviewed monthly to monitor participation.

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 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"/>

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

The end of the year data for 2006-2007 on the usage of the SuccessMaker software for Reading and Mathematics indicates that students had a mean usage time of 10.9 hours.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize software for students in kindergarten for 7 minutes, grade one for 10 minutes, grade two for 12 minutes and grades three through five for 15 minutes in reading and mathematics to provide daily opportunities to utilize technology.	Computer Lab Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Increase and monitor daily staff usage of technology by providing professional developments in the areas of ; Electronic Grade Book, mClass DIBELS, SuccessMaker and Reading Plus.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide incentives for students to encourage the use of technology for the allocated time daily.	Computer Lab Teacher Classroom Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Analyze 2006-2007 students' time-on-task results of SuccessMaker with individual teachers of reading and mathematics to identify target increase need.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to increase student usage of Technology.	Administrator	8/20/2007	05/30/2008	Other/ Not Applicable	0
Provide inservice for teachers to utilize computer assisted programs as enrichment and remediation and intervention.	Technology Specialist, Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

SuccessMaker Enterprise
Reading Plus
Fast ForWord

Professional Development

1. Provide professional development on the implementation and updates of the SuccessMaker Enterprise to encourage its use as an enhancement for Reading and Mathematics achievement.
2. Provide professional development on computer to increase comfort level of teachers

Evaluation

1. This objective will be evaluated by comparing usage records from 2007 to those of 2006.
2. Time on task reports will be reviewed by the Technology Specialist to monitor progress and additional support needed.
3. SuccessMaker and Reading Plus reports will be analyzed in order to monitor usage and student progress.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

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

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 93 percent of students in grades four and five had passing scores. These results indicate a need for students to continue to be more physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will improve their running skills as evidenced by a 5 percent increase in the number of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education Team Leader	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide daily activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance to promote physical fitness and align activities to Sunshine State Standards for reading, math and science.	Physical Education Team Leader	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide activities in order to prepare for the FITNESSGRAM: <ul style="list-style-type: none"> • one mile run • 20 crunches in one minute • 10 push-ups in one minute • Body stretching for flexibility 	Physical Education Team Leader	8/20/2007	5/30/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities, specifically related to assessment component items, which would enhance specificity of training.	Administrator	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

FITNESSGRAM Activities
 Jump for Heart
 American Red Cross-Whales'Tales (Water Safety)
 Safe Walk

Evaluation

1. This objective will be evaluated by comparing 2008 FITNESSGRAM results to the 2007 FITNESSGRAM 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Based on the student portfolios and students' self-assessment surveys, the need to increase global understanding of cross-cultural issues and the ability to communicate in more than one language contributes to an enriched, responsible and meaningful life.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language program in grades kindergarten through second grade, will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in school and District bilingual competitions, to promote second language acquisition.	Spanish Teachers	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide five hours per week of Spanish language instruction to selected students in grades kindergarten through second grade to promote fluency.	EFL Teachers	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide extended hands-on experiences for students to increase cultural awareness through planned, relevant excursions outside the school setting.	Lead Teacher	8/20/2007	6/04/2008	Other/ Not Applicable	0
Infuse International Curriculum throughout the school year to raise global awareness.	Lead Teacher	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement the Extended Foreign Language Program in grades kindergarten through second grade to promote knowledge of Spanish and the Hispanic culture.	EFL Teacher	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

Muy Bien World Languages Program
Pan y Canela World Languages Program
La Cartilla

Professional Development

The following professional development opportunities provided at the school, region, and district will be utilized:

1. Extended Foreign Language Program.
2. Training on the use of Supplemental Materials/Programs
3. Bilingual and World Languages Department training.
4. International Baccalaureate Program (IBPYP).

Evaluation

The objective will be evaluated by comparing the 2007-2008 Full Time Equivalent Report to the 2006-2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index publication.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Earlington Heights Elementary School ranked at the 21st percentile on the State of Florida ROI index.

Measurable Objective

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index by at least one percentage point on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Administrators	8/20/2007	6/04/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundations, volunteer networks.	Administrators	8/20/2007	6/04/2007	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/2007	6/04/2008	Other/ Not Applicable	0
Use student data to target specific areas for improvement and make purchases that will assist in improving student achievement	Administrators	8/20/2007	6/04/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Earlington Heights Elementary School will show progress toward reaching the 22nd 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:

A mini-budget inservice was conducted in Spring 2006. Additional training will be provided for the new members of the 2007-2008 EESAC. The EESAC reviewed procedures for school purchases and made fund allocation expenditures.

Training:

EESAC Chair attended EESAC Chairs' Workshop and shared information with EESAC members.

Instructional Materials:

EESAC allocated \$2000.00 to school's media center for use with matching funds program and approved funds for student enrichment activities.

Technology:

EESAC members had accessibility to download pertinent school improvement data in the school's media center and computer lab in order to determine student achievement progress and needs assessments for the School Improvement Plan.

Staffing:

EESAC representatives participated in the interviewing process for new teachers.

Student Support Services:

EESAC representatives attended family support meetings and parent workshops. Funds were allocated to purchase special incentives for the recognition of student achievement.

Other Matters of Resource Allocation:

Not Applicable

Benchmarking:

Members of the EESAC met to review and conduct a needs assessment based on the effectiveness of the School Improvement Plan. An EESAC representative participated in the development of the Instructional Focus Calendar, outlining benchmark activities for grades kindergarten through five.



School Improvement Plan 2007-2008



School Safety & Discipline:

Members of the EESAC addressed school safety concerns presented by members of the school community.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	21000
Mathematics	47500
Writing	0
Science	47500
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	116000



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