

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Everglades K-8 Center (1721)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Doyleene Tarver

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Everglades K-8 Center is located in an urban, middle class area of southwest Miami-Dade County within the Miami-Coral Park Feeder Pattern. The school is 51 years old, providing services to students in pre-kindergarten through eighth grade. The student body of approximately 1,200 is composed of 89.7 percent Hispanic, .9 percent Black, 7.8 percent White, Non-Hispanic, and 1.6 percent Asian/Indian/Multiracial. About 13 percent are Students With Disabilities (SWD) and about 13 percent are English Language Learners (ELL).

Approximately 22 percent of the students are Level 1 and/or 2 in Reading and Mathematics.

There are approximately 150 teachers with an average class size of 25 students. The school attendance averages about 95 percent. The promotion rate fluctuates between 98 and 99 percent of students being promoted to the next grade level every year.

A strength of the school is an Immediate Intensive Intervention Lab for reading, developed and implemented to meet the needs of students whose performance indicators fall below high standards. Also, teachers are increasingly becoming more adept at utilizing data analysis to plan instruction that explicitly and systematically target students' needs.

Some challenges faced by the school include the need to enhance intervention and differentiated instruction in science and mathematics, particularly for SWD and ELL students. The school also needs to develop and implement an effective way to incorporate the computer-based, research-based programs in place at the school into the instructional schedule.

The school has been awarded the Reading First Grant which provides two reading coaches and supplemental materials to enhance and support instruction in grades kindergarten through third grade. Community partners include but are not limited to FitKids, Staples, Publix Supermarket and Balloons R Us.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade three through eight will increase by 5 percentage points on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades four and eight 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 and eight will increase by 10 percentage points on the 2008 FCAT 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 increase parental involvement by 5 percentage points during the 2007-2008 school year.

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

Given an emphasis on the use of technology in education, the number of teachers utilizing the Edusoft Assessment Management System will increase by 5 percent.

Given instruction based on the mandated M-DCPS Physical FITNESSGRAM requirements, 95 percent of the students in grades five and eight will meet the health-related fitness standards determined by the 2008 Physical FITNESSGRAM assessment.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in advanced academic courses will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Everglades K-8 Center will improve its ranking of Florida Return on Investment (ROI) index publication from the 82 percentile in 2004 to the 83 percentile on the next publication of the index.



School Improvement Plan 2007-2008



Information below is from spring 2007 OPIS:

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the two categories in need of improvement are "process management" and "strategic planning." These areas were selected because they ranked the lowest among the seven categories included in this survey. To improve in these areas, the administration will make available, meeting opportunities for staff members to brainstorm ideas. This will improve communication and planning, therein affecting staff work effectiveness and progress. Additionally, opportunities will also be provided for staff members to become aware of available resources and to express concern in an effort to develop and establish effective management.



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.

1721 - EVERGLADES K-8 CENTER

VISION

As the architects of our future generation, we envision a future in which teaching is a pledge of allegiance to education that strengthens, but goes beyond the academics realm. We believe in a future where all educators have a genuine understanding of students' needs and the professional commitment to meet those needs. We look forward to a future where education becomes the business of living. A business that goes beyond the acquisition of knowledge to also embrace the appreciation of values, the nobility of work, the motivation of goals, and the love of service. We look forward to a future where "educating the whole child" is not just a philosophical phrase, but the authentic desire to go beyond literacy, and extend itself to enhance the formation of character that will make the world a better place.

The school vision is to become a learning community to support an on-going learning environment that improves the learning of all students, and that embraces and invites family involvement to strengthen the learning culture of the school.

MISSION

Through a strong, all-embracing leadership we, the faculty, parents, and community, create confidence and work collaboratively in guiding the instructional program; setting high expectations for all; providing encouragement and support to meet the school's goals and objectives; intensifying parental involvement; and providing all students unconditional, comprehensive support so that they can reach their highest potential.



School Improvement Plan 2007-2008



CORE VALUES

In line with our district's core values,

Excellence

We strive for excellence in our pursuit to educate the whole child.

Integrity

We do this with integrity, consciously knowing that our best interest is in the well being of our students.

Equity

We foster equity by cultivating a supportive community of life-long learners.

Citizenship

Most importantly, we emphasize the development of character and civic virtue- a commitment to democratic principles and important core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others that form the basis of good character skills and attitudes required to be a good citizen.

School Demographics

Everglades K-8 Center, formerly Everglades Elementary School, was established in 1957, to provide services to students in kindergarten through fifth grade. The school is located at 8375 S.W. 16 Street, in an urban, middle class area of southwest Miami-Dade County. The school sits on eleven acres of land, which presently include six portable classrooms. In 1998, a new building was constructed to expand services to grades 6, 7, and 8, making the school a K-8 Center. Included at the time was a state-of-the art media center to support and expand instruction for all students in grades pre-kindergarten through eight.

The student body of approximately 1,200 students is composed of 89.7 percent Hispanic, .9 percent Black, 7.8 percent White Non-Hispanic, and 1.6 percent Asian/Indian/Multiracial. Fifty-one percent of the students are on Free/Reduced Lunch. Approximately 22 percent of students are Level 1 and 2 in reading and/or mathematics. Approximately 7 percent of students are enrolled in gifted courses, 4 percent ELL, 7 percent SWD, and 4 percent Voluntary Pre-Kindergarten (VPK).

Everglades K-8 Center earned an "A" grade for the eighth time under the State of Florida's A+ Plan.

Aspects that contribute to the success of the school include the strong support for grades kindergarten through third made possible by the Reading First Grant awarded to the school. An "immediate intensive intervention lab" for students in grades kindergarten through five that demonstrate a deficiency in reading. In addition, the implementation of the Leadership Team and the small school environment/continuity supported by a K-8 center configuration.

A concern of the school that may affect the schools success is the high level of teacher mobility due to the number of teachers on leave (maternity), new teachers to the system or grade level, and teachers with out of field waivers.

The Leadership Team consists of fifteen staff members representing the areas of administration, reading support, mathematics, science, language arts, primary and intermediate grades, SPED, and ELL. The faculty at Everglades K-8 Center consists of 125 employees of which 98 percent are full-time and 2 percent as part-time employees. Approximately 16 percent are male and 84 percent are female. Eighteen percent are white Non-Hispanic, 15 percent are Black Non-Hispanic, and 67 percent are Hispanic. Currently there is still a vacancy for a third grade inclusion classroom.

The general class size and student teacher ratio by grade level is as follows:

General Population/Inclusion:

Kindergarten: 1:19
First Grade: 1:20
Second Grade: 1:20
Third Grade: 1:18
Fourth Grade: 1:22
Fifth Grade: 1:25

SPED Resource:

Kindergarten-Second Grade: 1:10
Third-Fifth Grade 1:7

SPED Self-contained:

Autistic Pre-K: 1:8
Autistic Kindergarten/First Grade: 1:5
Autistic Second/Third Grade: 1:10
Autistic Fourth/Fifth Grade: 1:8
Autistic Sixth/Seventh/Eighth 2:9

100 percent inclusion:

Sixth Grade: 1:18
Seventh Grade: 1:16
Eighth Grade: 1:18

The 2006-2007 attendance rate is approximately 95.5 percent. According to the Florida Department of Education (FDOE) Statistical Brief, dated January 2007, the State retention rate average is 6.8 percent and the District's retention rate average is 6.1 percent. Everglades K-8 Center's retention rate falls below both, the District and the State with a retention rate average of 4.2 percent. Accordingly, the promotion rate for the School, District, and State are 95.8, 93.9, and 93.2 respectively.



School Improvement Plan

2007-2008



Everglades K-8 Center is part of the Miami Coral Park Senior High Feeder Pattern. Therefore, promoted eighth grade transition into Miami Coral Park Senior High School where they can attend grades nine to twelve. For the 2006-2007 school year, Miami Coral Park Senior High earned a "C" grade.

The following are special programs in place at the school:

Teaching Enrichment Activities to Minorities (T.E.A.M.): Offered in grades two through four using the Building Thinking Skills Series to enhance student achievement.

Academic Excellence Program (AEP): Offered in grades two through five to develop higher order thinking that will enhance student achievement.

Chess: Offered in grades six and seven as an elective to develop higher order thinking that will enhance student achievement.

Extended Foreign Language (EFL): A Bilingual program offered in grades kindergarten through eight to develop literacy in two languages.

Content Gifted Program: Offered in the areas of mathematics and science, in grades two through five, to encourage and support critical and creative thinking to students with high ability levels.

Middle School Gifted Program: Offered in grades six through eight in core classes to encourage and support critical and creative thinking to students with high ability levels.

Community partners include but are not limited to FitKids, Staples, Publix Supermarket and Balloons R Us. These partners contribute incentives such as, refreshments, speakers, and materials during school special events. Each year FitKids provides all students with duo-tang folders. Throughout the school year many activities are organized in which Publix Supermarket provides light refreshments and Balloons R Us provides all decorations.

The school has been awarded the Reading First Grant which provides two reading coaches and supplemental materials to enhance and support instruction in grades kindergarten through third grade.

School Foundation

Leadership:

According to the spring 2007 Organizational Performance Improvement Snapshot (OPIS) survey, the most favorable item is 1a (score 4.6-I know my work location's mission) followed by 1b (score 4.4-My supervisor uses our work location's values to guide us), 1d (score 4.4-My work location's supervisor shares information about the work location), and 1f (score 4.4- My work location lets me know what it thinks is most important). The survey results indicate a strong leadership that creates an environment that supports collaboration and team effort among all stakeholders. There is opportunity for improvement in item 1g (My work location asks me what I think). This will be addressed at staff meetings to encourage improvement in this area.

District Strategic Planning Alignment:

On the Organizational Performance Improvement Snapshot (OPIS) this section is one of the lowest ranked categories. The most favorable item is 2c (score 4.3-I know how to tell if we are making progress on my work group's part of the plan). Opportunity for improvement exists in the in item 2a (As it plans for the future, my work location asks for my ideas). These results suggest that a more aggressive approach should be utilized to involve all employees in the implementation of the school's mission, vision and core values in alignment with the district's strategic plan.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the school's strongest area is item 3a (score 4.6-I know who my most important customers are), and 3b (score 4.6- I keep in touch with my customers). Opportunities for improvement are reflected in item 3e (score 4.1-I am allowed to make decisions to solve problems for my customers). It is evident that the faculty and staff recognize the importance of establishing and maintaining an alliance with its customers and stakeholders. In addition, the employees analyzed the services provided and use the results to develop action plans to better meet the students' needs; thus, ensuring customer satisfaction and loyalty.

Faculty & Staff:

On the Organizational Performance Improvement Snapshot survey, the Faculty and Staff category received an average ranking of 4.2. Most of the staff members responded favorably to item 5e (score 4.5-I have a safe work place), 5b (score 4.4-The people I work with cooperate and work as a team). Opportunities for improvement are suggested by item 5d (score 3.9-I am recognized for my work). This item will be addressed by the administrative team to incorporate activities that will acknowledge teachers' effort and accomplishments.

Data/Information/Knowledge Management:

On the Organizational Performance Improvement Snapshot survey, this category ranked the highest with a score of 4.5. The most favorable areas are reflected in items 4a (score 4.6-I know how to measure the quality of my work), and 4b (score 4.6-I know how to analyze/review the quality of my work to see if changes are needed). There is opportunity for improvement in the areas of 4e (score 4.3-I get all of the important information I need to do my work), and 4f (score 4.3-I get the information I need to know about how my work location is doing).

This issue will be addressed by the principal to ensure that teachers have necessary information to perform at their maximum.

Education Design:

On the Organizational Performance Improvement Snapshot Survey (OPIS) the school ranked 4.2 in this category. The most favorable items are 7a (score 4.5-My customers are satisfied with my work) and 7b (score 4.5-My work products meet all requirements for high quality and excellence). An opportunity for improvement is reflected in item 7c (score 3.6- I know how well my work location is doing financially). This area will be addressed by providing teachers with reports about financial decisions presented at EESAC meetings, where teachers will be encouraged to attend.

Performance Results:



School Improvement Plan

2007-2008



On the Organizational Performance Improvement Snapshot (OPIS) the school scored 4.1. The most favorable items are 6b (score 4.2 -I collect information/data about the quality of my work), 6c (score 4.2-We have good processes for doing our work, and 6d (score 4.2-I have control over my work processes). Opportunity for improvement is presented in item 6a (score 3.8-I can get all of the resources I need to do my job). This item will be addressed by the principal who will use resources available to the school to ensure that teachers have necessary items and resources to do their job.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

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

Different Innovative Approaches to Instruction: Executive Summary, School Demographics, and Reading Objective pages 2,6,13

Responsibility of Teaching Reading for Every Teacher: Reading strategies and Professional Development pages 13-14

Quality Professional Development for Teachers and Leaders: Reading Goal - under professional development section under the objectives page 14

Small Learning Communities (SLC): School Demographics and Strategies for the core objectives page 6

Intensive Intervention in Reading and Mathematics: Executive Summary, School Demographics, Reading strategies, and Mathematics strategies pages 2,6,13,16

Course Choice Based on Student Goals/Interests/Talents: School Demographics page 6

Master Schedules Based on Student Needs: School Demographics page 6

Parental Access and Support: Parental Involvement strategies page 25

Applied and Integrated Courses: Reading and Mathematics strategies page 13, 16

Academic and Career Planning: Core objectives under strategies page 13,16

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will read on or above grade level.

Needs Assessment

The 2007 FCAT Sunshine State Standards (SSS), results in reading show that 78 percent of students in grades three through eight scored at Level 3 or higher. Additionally, 71 percent of the students in the lowest 25 percentile made learning gains. Hispanic students surpassed the proficiency target for Adequate Yearly Progress (AYP) by 21 percentage points in the percentage of students scoring at or above grade level in reading. SWD did not meet the proficiency target of 51 percent by 6 percentage points, however did meet AYP under the growth model. The following content clusters have been identified as the areas in need of most attention: reference and research and words and phrases. Overall, after analyzing the data, grade three and six performed the lowest.

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, the number of students meeting high standards in grade three through eight will increase by 5 percentage points on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Effectively utilize the District's Curriculum Pacing Guides to ascertain that students are provided with the specific knowledge, concept, and skills they need to perform at proficiency levels on the Florida Comprehensive Assessment Test (FCAT) 2008.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide immediate intensive intervention using research-based programs to increase student achievement.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Collect, analyze, and disseminate data to target students' needs.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase professional development efforts for teachers and support personnel to enhance their content knowledge and skills and their ability to interpret assessment result to provide explicit and systematic instruction that will improve student learning.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Intensify all instructional strategies for SWD and ELL students to increase their opportunities to make learning gains and achieve proficiency levels.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement an immediate intensive intervention lab to support the delivery and intensification of instructional strategies in a systematic and explicit manner for students in grades K-5, including SWD and ELL students, whose academic achievement levels are below expectations. This lab will: facilitate daily scheduling of students, provide stability and continuity in the delivery of instruction, and provide a motivating environment for learning. Two highly qualified teachers will be assigned to the lab which will run back-to-back daily in 30-minute sessions attending students in grades K-5. The teachers will utilize District prescribed research-based intervention material to target students' needs based on data derived from diagnostic assessments.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	District-wide Literacy Plan	96824
Utilize the District's K-12 Comprehensive Research-Based Reading Plan to improve student achievement.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide extended opportunities to increase student achievement, such as small-group tutoring before and after school for Level 1 and 2 students.	Administration Team, Literacy Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	12000
Conduct and analyze results of screening and progress monitoring to implement differentiated instruction that targets the diverse needs of students.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the Regional Center III Data Debriefing Protocols to conduct data debriefing sessions.	Administrative Team, Literacy Leadership Team	8-20-07	6-5-08	Other/ Not Applicable	

Research-Based Programs

- Houghton Mifflin Reading for grades three through five
- Bridges of Literature for grades six through eight
- Voyager Passport
- Early Success
- Soar to Success
- READ 180
- Reading Plus
- READ XL
- PLATO Learning

Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan and the K-12 Comprehensive Research-Based Reading Plan will be provided in the following areas:
(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis
- Effective utilization of Edusoft Assessment Management System
- Effective utilization of the Progress Monitoring Recording System (PMRS) data analysis

To enhance instructional delivery:

- Effective utilization of the K-12 Comprehensive Research-Based Reading Plan
- Training and on-going support in the effective utilization of new research-based state-adopted literacy program specifically aligned to the Sunshine State Standards.
- Training and on-going support in the effective utilization of research-based intervention programs
- Training and on-going support in the utilization of reading "BEST Practices" in teaching and learning, such as reciprocal teaching
- Training and on-going support Project CRISS (CReating Independence through Student-owned Strategies)

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Interim Assessment in Reading (IA) as a progress monitoring, among other evaluation tools

- 2008 FCAT Reading (final outcome)
- Progress monitoring evaluating the impact and effectiveness of instructional strategies, including that of the intervention and tutorial programs, will be conducted as follows:
 - 2007 FCAT Reading as baseline data
 - Benchmark reading assessment at beginning of the first grading period for initial instruction.
 - On-going benchmark assessment
 - Comprehensive English Language Learners Assessment (CELLA)
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Florida Oral Reading Fluency (FORF)
 - Diagnostic Assessment of Reading (DAR)
 - Interim Assessment in Reading (IA)

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 students will demonstrate increased performance in mathematics.

Needs Assessment

The 2007 FCAT Mathematics Sunshine State Standards (SSS) results show that 78 percent of students in grades three through eight scored at Level 3 or higher. Additionally, 69 percent of students in the lowest 25 percentile made learning gains. Hispanic students surpassed the proficiency target for AYP by 21 percentage points in the percentage of students scoring at or above grade level in mathematics. Economically Disadvantaged students surpassed the proficiency target for AYP by 12 percentage points in the percentage of students scoring at or above grade level in mathematics. SWD did not meet the proficiency target of 56 percent by 12 percentage points, however did meet AYP under the growth model. The following content clusters have been identified as the areas in need of most attention: number sense, measurement, and geometry. Overall, after analyzing the data, grade five and six performed the lowest.

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, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide immediate intensive intervention using research-based programs and applying BEST practices in mathematics to increase student achievement.	Administrative team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to interpret assessment result to provide explicit and systematic instruction that will improve student learning.	District, administrative team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collect, analyze, and disseminate data to target students' needs.	Administrative team, curriculum support personnel	8/20/2007	6/5/2008	Continuous Improvement Model	0
Apply BEST practices in the teaching of mathematics to promote students' achievement.	Administrative team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Intensify all instructional strategies for SWD and ELL students to increase their opportunities to make learning gains and achieve proficiency levels.	Administrative team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Administrative team, curriculum support personnel	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct and analyze results of screening, diagnostic and progress monitoring assessments to implement differentiated instruction that targets the diverse needs of students.	Administrative team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Effectively utilize the District's Curriculum Pacing Guides to ascertain that students are provided with the specific knowledge, concept and skills they need to perform at proficiency levels on the 2008 FCAT.	Administrative Team	8/20/07	6/5/08	Other/ Not Applicable	0
Utilize the Regional Center III Data Debriefing Protocols to conduct data debriefing sessions.	Administrative Team, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

- Houghton Mifflin Mathematics, 2004 Edition
- Glencoe, 2004 Edition
- PLATO

Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:
(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment

To enhance instructional delivery:

- Training and on-going support in the effective utilization of research-based intervention programs
- Training and on-going support in knowledge of Sunshine State Standards strands, problem-solving abilities, written explanation of problem-solving reasoning, and the ability to judge whether an answer is reasonable
- Training and on-going support in the utilization of mathematics "best practices" strategies in teaching and learning, such as questioning and differentiated instruction.

Evaluation

- The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the District's Interim Assessment in Mathematics (IA) as a progress monitoring, among other evaluation tools.
- 2008 FCAT Mathematics test (final outcome)
- Progress monitoring evaluating the impact and effectiveness of instructional strategies, including that of the intervention will be conducted as follows:
 - 2007 FCAT Mathematics as baseline data
 - FCAT Mathematics simulations at beginning of the first grading period to be used as screening for initial instruction and at the end of each grading period as progress monitoring to continue to drive instruction.
 - On-going weekly 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 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"/>

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The 2007 FCAT Writing+ results show that 95 percent of students in grade four and eight are meeting high standards. Sixty-eight percent of the students in grade four scored at 4.0 or higher in the expository essay, and 79 percent scored at 4.0 or higher in the narrative essay. The combined score for students in grade four scoring at 4.0 or higher is 74 percent. The strongest area of the reporting categories for grade four is "Conventions," with an average Mean Points Earned of 77 percent.

The 2007 FCAT Writing+ results show that 86 percent of students in grade eight scored at 4.0 or higher in the expository essay, and 92 percent scored at 4.0 or higher in the persuasive essay. The combined score for students in grade eight scoring at 4.0 or higher is 90 percent. The strongest area of the reporting categories for grade eight is "Conventions," with an average Mean Points Earned of 65 percent.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and eight 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
Provide many opportunities for students to engage in different kinds of writing throughout the curriculum, such as writing explanations, writing reports, writing plays, etc.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Intensify all instructional strategies for SWD and ELL students to improve their writing skills.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Analyze students' writing to target areas of needs.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement quarterly writing to promote and showcase students' best writing pieces.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Apply BEST practices in the teaching of writing to promote students' achievement, paying particular attention to key elements/categories such as focus, organization, and support, utilizing revision as a teaching tool.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement and maintain a daily learning journal to provide many opportunities for writing practice and self-expression.	Administrative Team, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

-Houghton Mifflin Core Reading Series (Writing Component)

Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:
(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis

To enhance instructional delivery:

- Training and on-going support of the writing process, particularly to teachers new to grades 4 and 8.
- Training and on-going support in the utilization of "BEST Practices" in writing.
- Training and on-going support with strategies that would enhance student performance on the newly added component of the FCAT Writing test.

Evaluation



School Improvement Plan 2007-2008



The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Writing Pre Test (DWT) as a progress monitoring, among other evaluation tools

- 2008 FCAT Writing
- Progress monitoring evaluating the impact and effectiveness of instructional strategies as follows:
 - 2007 FCAT Writing results as baseline data for grades four and eight
 - District Writing Pre Test (DWT)- (analysis of data by categories to identify needs)
 - Daily journal writing
 - Monthly writing prompts

Science Goal

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

Florida Education Priorities

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

The results of 2007 FCAT Science Sunshine State Standards show that 53 percent of students in grade five and eight scored at achievement Level 3 or higher. When analyzing the mean points earned by content clusters, the students in grades five and eight either performed equal to or better than both the district and state in all the content areas.

Grade five demonstrated most success in Life and Environmental Science with an average Mean Points Earned of 58, while grade eight's greatest strength was in Earth and Space Science with an average Mean Points Earned of 66.

Grades five and eight Schools performed as follows in the content areas:

In grade five, students scored a 58 percent in both physical/chemical and life/environmental. In earth/space grade five students scored 53 percent and in scientific thinking 50 percent. In grade eight, students scored 50 percent in physical/chemical and 54 percent in Life/Environmental. In earth/space, students scored 66 percent and in scientific thinking, students scored 58 percent.

The following content clusters in grade five have been identified as the areas in need of most attention: scientific thinking and earth/space science. The following content clusters in grade eight have been identified as the areas in need of most attention: physical and chemical and life/environmental.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collect, analyze, and disseminate data to target students' needs.	Administrative Team, curriculum support personnel.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Align all performance improvement efforts to the Continuous Improvement Model (CIM).	Administrative Team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the District's approved research-based core curriculum, Scott Foresman to improve student achievement.	Administrative Team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Analyze results of progress monitoring assessments to implement differentiated instruction that targets the diverse needs of students.	Administrative Team, curriculum support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to target instruction.	Administrative Team, curriculum support personnel	8/20/2007	6/6/2008	Other/ Not Applicable	0
Utilize the Regional Center III Data Debriefing Protocols to conduct data debriefing sessions.	Administrative Team, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Effectively utilize the District's Curriculum Pacing Guides to ascertain that students are provided with the specific knowledge, concept and skills they need to perform at proficiency levels on the 2008 FCAT test.	Administrative Team	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

- Scott Foresman Science Series, 2007 Edition
- Glencoe Science Voyages
- Holt Modern Earth Space Science

Professional Development

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and its impact on student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel):

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment

To enhance instructional delivery:

- Training and on-going support in the utilization of science "Best Practices" strategies in teaching and learning.

Evaluation



School Improvement Plan

2007-2008



The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Interim Assessment in Science (IA) as a progress monitoring.

- 2007 FCAT Science as baseline data

- Progress monitoring evaluating the impact of instructional strategies will be conducted as follows:
 - Benchmark science assesment at beginning of the first grading period for initial instruction.
 - On-going benchmark assessment

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

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

Needs Assessment

During the 2006-2007 school year, the percentage of parents participating in school activities such as Open House, Resource Fair, Awards Assemblies, Annual Spaghetti Dinner, and the like ranged between 20-24 percent in grades kindergarten through eight. This indicates a need to increase parental participation as well as school-home communication.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will increase parental involvement by 5 percentage points during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Miami-Dade County Public Schools' Parent Academy. Utilize their Parent Academy Starter Kit to promote Parent Academy activities to all parents (flyers, parent letters, fact sheet).	Administration	8/20/2007	06/05/08	Exchange Meaningful Information	0
Conduct survey to assess parents' needs.	Administration	08/20/07	06/05/08	Exchange Meaningful Information	0
Maintain a Parent Resource Center with booklets offering information on how to help their children with different academic areas.	Administration, PTA	08/20/07	06/05/08	Exchange Meaningful Information	0
Issue all parent communication effort in the two predominant areas at school, English and Spanish.	Administration	08/20/07	06/05/08	Exchange Meaningful Information	0
Offer on-going workshops to enhance parents' ability to help their children at home with academic as well as social/emotional development.	Administration, curriculum support team	08/20/07	06/05/08	Exchange Meaningful Information	0
Encourage parents attendance to school events by providing free child-care, refreshments, raffles.	Administration, curriculum support team	08/20/07	06/05/08	Exchange Meaningful Information	0

Research-Based Programs

N/A

Professional Development

Coordinate with school-site, Parent-Teacher-Student Association, and district support personnel to provide professional development and on-going support and resources on the topic of parental involvement.

Evaluation

The evaluation component will include sign-in logs as follows:

Number of parents signing participation logs during the 2007-2008 school year.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

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

Needs Assessment

The annual attendance report indicates a 95.98 percent attendance average for the 2006-2007 school year.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide individual and group counseling for at-risk students.	Student Service Personnel	08/20/07	06/05/08	District-wide Literacy Plan	0
Conduct family/team conferences to address ongoing attendance difficulties.	Student Service Personnel	08/20/07	06/05/08	Truancy Prevention	0
Monitor daily attendance via homeroom to ensure compliance.	Administration, Student Service Personnel	08/20/07	06/05/08	Truancy Prevention	0
Develop and implement an attendance incentive program to provide ongoing encouragement and motivation to the students.	Administration, Student Service Personnel	08/20/07	06/05/08	Truancy Prevention	0
Work collaboratively with parents to ensure support for attendance.	Administration, Student Service Personnel	08/20/07	06/05/08	Truancy Prevention	0
Facilitate school-based meeting in accordance with the Truancy Intervention Program.	Administration Student Services Personnel	08/20/07	06/05/08	Truancy Prevention	0

Research-Based Programs

Not applicable.

Professional Development

Professional development and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by Students Services support personnel):

To support and facilitate accountability in the area:

- Data analysis of the quarterly principal reports on regular attendance.
- Data analysis of the quarterly principal reports on exceptional attendance.
- Data analysis of the quarterly principal reports on truant attendance.
- Effective utilization of electronic grade book attendance component

To enhance instructional delivery/student achievement

- Training and on-going support in knowledge of the attendance requirements as delineated by District and State standards.
- Training and on-going support in the implementation of the Attendance Incentive Program.
- Continuous monitoring of the students' attendance.

Evaluation

The evaluation component will include year-end attendance reports, but will also incorporate progress monitoring as follows:

The final outcome/success of this goal will be evaluated as follows:

- 2006-2007 year-end reports on attendance.

Interim evaluation (progress toward goal) will be measured as follows:

- Attendance Incentive Program
- District quarterly attendance reports
- School Climate Survey
- Data-based Referral Report

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

The school will integrate technology into all curriculum areas.

Needs Assessment

During the 2006-2007 school year approximately 50 percent of teachers utilized the Edusoft Assessment Management System.

Measurable Objective

Given an emphasis on the use of technology in education, the number of teachers utilizing the Edusoft Assessment Management System will increase by 5 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to provide training and support in the use of the Edusoft Assessment Management System	Administrative team and technology support personnel	08/20/07	06/05/08	Other/ Not Applicable	0
Ensure that all teachers have classroom access to the Edusoft Assessment Management System	Administrative team, technology support personnel	08/20/07	06/05/08	Other/ Not Applicable	0
Monitor the use of the Edusoft Assessment Management System	Administrative team, technology support personnel	08/20/07	06/05/08	Other/ Not Applicable	0
Ensure continued functionality and accessibility to the local area network (LAN) for effective use of technology	Administrative team, technology support personnel	08/20/07	06/05/08	Other/ Not Applicable	0
Retrofit the two-pack building classroom for computer access.	Administrative team, technology support personnel	8/20/2007	6/5/2008	Other/ Not Applicable	10000

Research-Based Programs

Not applicable.

Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:

(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessments, and align curriculum and instruction:

- Training and on-going support in the effective utilization of Edusoft Assessment Management System

To enhance instructional delivery:

- Training and on-going support in the effective interpretation/utilization of data from the Edusoft Assessment Management System

Evaluation

The evaluation component will include monitoring of data binders for data reports such as district Interim Assessment (IA), and school-based progress monitoring assessments.

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

District Strategic Plan

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<input checked="" 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

The 2007 M-DCPS Physical FITNESSGRAM results show that 90 percent of the students in grades five and eight achieved high standards of physical fitness.

Measurable Objective

Given instruction based on the mandated M-DCPS Physical FITNESSGRAM requirements, 95 percent of the students in grades five and eight will meet the health-related fitness standards determined by the 2008 Physical FITNESSGRAM assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a monthly log to record student's progress	Administrative team, curriculum support personnel	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Conduct parent workshop to promote physical fitness and awareness.	Administrative team, curriculum support personnel	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Maintain an increased level of physical fitness and awareness.	Administrative team, curriculum support personnel	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Develop and implement after-school physical fitness activities program.	Administrative team, curriculum support personnel	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Develop a Wellness Fair to encourage students to participate in physical fitness activities.	Administrative team, curriculum support personnel	08/20/07	06/05/08	Student Wellness	0

Research-Based Programs

Not applicable.

Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas:

(as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis

To enhance instructional delivery:

- Monthly Physical Education workshops
- Attend the 57th Annual FAHPERDS Conference
- Membership to: AAPHERD, JOPHERD, and FAHPERDS

Evaluation

The evaluation component will include the M-DCPS Physical FITNESSGRAM, but will also incorporate progress monitoring as follows:

- The final outcome will be measured by administration of the 2007 M-DCPS Physical FITNESSGRAM
- Interim evaluations will include quarterly administration of the M-DCPS Physical FITNESSGRAM

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Increase the number of students participating in advanced academic programs.

Needs Assessment

Approximately 20 percent of the entire school's population participated in Advanced Academic Programs for the 2006-2007 school year. This percent indicates a need to increase the number of critical thinking activities across curriculum and grade levels, in order to build student ability and interest in higher order thinking that will allow them to participate in these programs.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in advanced academic courses will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide instruction that will build interest and curiosity in the advanced academic programs	Administrative team	08/20/07	06/05/08	Advanced Academics	0
Promote the advanced academic programs through flyers and newsletters.	Administrative team	08/20/07	06/05/08	Advanced Academics	0
Enhance the advanced academic programs to enrich students' abilities and natural talents.	Administrative team	08/20/07	06/05/08	Advanced Academics	0

Research-Based Programs

Not applicable.

Professional Development

Professional development and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessments, and align curriculum and instruction:

- Knowledge/information about advanced academic programs

To enhance instructional delivery:

- Training and on-going support in providing differentiated instruction for advanced students

Evaluation

The evaluation component will include student participation rosters.

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

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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

Everglades K-8 Center will improve its Return on Investment percentile rank by five percentile points statewide in the value and cost effectiveness of its programs.

Needs Assessment

The most recent data available from the Florida Department of Education indicate that, in the 2004-2005 school year, Everglades K-8 Center Return on Investment index - Percentile Rank was 81.

Measurable Objective

Everglades K-8 Center will improve its ranking of Florida Return on Investment (ROI) index publication from the 82 percentile in 2004 to the 83 percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
Become more informed about the use of financial resources in relation to school programs.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
Collaborate with the District on resource allocation.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Not applicable.

Professional Development

Not applicable.

Evaluation

The evaluation component will be determined by the next available State of Florida Return On Investment Index (ROI) Report.

EESAC Compliance

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

Budget:

The EESAC recommended that monies allocated by the State to be used for materials, equipment, and staff training that will address students' needs and enhance students' academic performance.

Training:

The EESAC recommended that attendance and promotion of parent/teacher workshops, as well as staff development be increased.

Instructional Materials:

The EESAC recommended that they have the opportunity to preview textbooks, computer software, and other supplies that will enhance the academic achievement of all students.

Technology:

The EESAC recommended the use of funds to enhance existing technology in order to compliment instructional activities.

Staffing:

The EESAC recommended that funds be appropriated for additional staffing as the need arises.

Student Support Services:

The EESAC recommended the continuation of the collaborative effort of the school counselors, the psychologist, the speech therapist, the social worker, and the community involvement specialist in meeting students' individual needs.

Other Matters of Resource Allocation:

The EESAC members made recommendations as to the use of additional allocations for instructional materials, personnel, and supplies.

Benchmarking:

The EESAC recommended that students be monitored on an ongoing basis in order to ensure the effectiveness of recommended materials and services.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC members discussed safety and discipline concerns and make recommendations to the safety committee.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	108824
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	10000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	118824



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