

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Dante B. Fascell Elementary School (1811)

Feeder Pattern - John A. Ferguson Senior

Regional Center V

District 13 - Miami-Dade

Principal - Estela Santiago

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Dante B. Fascell Elementary School is located in southwest Miami-Dade County in one of the fastest growing areas of West Kendall. The school was founded in 1996 and is located within the John A. Ferguson feeder pattern. The surrounding area includes single family homes, rental units, and HUD housing. The school services students in grades pre-kindergarten through five.

The majority of the students come from low to middle socio-economic backgrounds. Approximately eighty eight percent of the more than 866 students attending the school are Hispanic, three percent Black, six percent White and four percent other. Thirty five percent of them have been identified as being English Language Learners (ELL). Sixty percent of the students are on the Free/Reduced Meals Program.

DBFE has been identified as a Title I school for the 2007-2008 school year. For the past three years, Dante B. Fascell Elementary School has been awarded the Title III Grant.

According to the September Monthly School Intervention Report, Dante B. Fascell Elementary School had 13.1% of the students score a Level 1 and 7.03% a Level 2 on the 2007 FCAT Reading Test. Only 7.99% of the students scored a Level 1 on the 2007 FCAT Mathematics Test, while 12.46% scored a Level 2.

DBFE employs a total of ninety seven full time and 33 part time instructional and non instructional personnel. According to the May 2007 School Intervention Report, instructional staff attendance is 94.84%.

Given instruction based on the Sunshine State Standards, reading skills will improve as evidenced by 87% of students in grades 3-5 scoring at a Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percentage of students scoring a Level 1 or 2 on the 2008 FCAT Reading Test will decrease by 1% when compared to the number of students scoring a Level 1 or 2 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Mathematics skills will improve as evidenced by 83% of students in grades 3-5 scoring at a Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the percentage of students scoring a Level 1 or 2 on the 2008 FCAT Mathematics Test will decrease by 1% when compared to the number of students scoring a Level 1 or 2 on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, writing proficiency will improve as evidenced by 88% of fourth grade students scoring a 3.5 and above on the 2007 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, science skills will improve as evidenced by 66% of students in fifth grade scoring at a Level 3 or higher on the 2008 FCAT Science Test.

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 50% increase in the total number of stakeholders participating in the PTA sponsored Parent Academy workshops in the 2006-2007 school year when compared to the 2005-2006 school year.

Given the emphasis on student attendance, overall school attendance will increase to 96.35% when results from the 2006-2007 End of Year Attendance Bulletin are compared to the previous year.

Given the need to access technology usage, the number of teachers currently using Waterford Early Reading Program will increase by 50% when comparing program usage results from the 2006-2007 school year to the previous year.

Given instruction using the Physical Education Sunshine State Standards, the number of students in fourth and fifth grade receiving FITNESSGRAM awards will increase 5% by comparing the results of the 2007-2008 test to the 2006-2007 test.

Given emphasis on the benefits of participation in extra curricular activities, the number of students participating in extra curricular activities will increase by 1% when comparing enrollment from the 2006-2007 roster to the previous year.

Given the State of Florida ROI Index, Dante B. Fascell Elementary School will maintain its ranking of the 97 percentile on the State of Florida ROI index publication.

Results of the OPIS survey are very positive in all categories. Although all categories were rated high, there were two categories that have been identified as needing attention. Two questions eliciting the lowest responses were, I am recognized for my work; and I know how well my organization is doing financially. To address these concerns, the Leadership Team will develop a faculty and staff recognition program. The Leadership Team will share information on student and EESAC funding and provide budgetary informational sessions for anyone interested.



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.

1811 - DANTE B. FASCELL ELEMENTARY SCHOOL

VISION

Dante B. Fascell Elementary School will help individuals excel by discovering their full potential, experiencing the lure of the future, and dreaming of and actualizing the possible. The vision will be accomplished by: daring to dream, nurturing the intellect, expressing emotions, raising achievement, sharing responsibility, and fostering the love of reading.

MISSION

Dante B. Fascell Elementary School's mission statement is: Brightening the future through the power of knowledge using a multiple intelligence approach.

CORE VALUES

Dante B. Fascell Elementary School is driven by collaborative efforts between the students, staff, parents and business community to build a foundation that includes the underlying beliefs and values that all children can and will learn given mutual respect and support.

School Demographics

Dante B. Fascell Elementary School is a public, non-profit organization within the Miami-Dade County Public School system. Founded in 1996, the school is located on 7.38 acres at 15625 SW 80th Street. The school services students in grades Pre-kindergarten through Five. These students include standard curriculum students (92 %), Students with Disabilities (SWD) students (9.4 percent), English Language Learners (ELL) students (36 %), and economically disadvantaged students (68 %). The ethnic/racial makeup of the student population is 87.5% Hispanic, 6% White Non-Hispanic, 2.9% percent Black Non Hispanic, and 3.7% other. There are 518 students, or 60%, on Free or Reduced lunch. The school has 5 portable classrooms. Upon promotion to sixth grade, students matriculate to Howard Doolin Middle School and later attend John A. Ferguson Senior High School.

According to the September Monthly School Intervention Report, Dante B. Fascell Elementary School had 13.1% of the students score a Level 1 and 7.03% a Level 2 on the 2007 FCAT Reading Test. Only 7.99% of the students scored a Level 1 on the 2007 FCAT Mathematics Test, while 12.46% scored a Level 2.

The school received the Governor's Sterling Award in 2004. For the past 6 years, the school has maintained an A rating. Recently the school was recognized as one of the top 100 schools in the State of Florida.

DBFE has a school wide Leadership Team, comprised of representatives from all grade levels and special populations such as Special Education students (SPED) and Gifted. The school is in compliance with the class size amendment rate. The average class size for primary grades, PK-3 is 17.48 and intermediate grades 4-5 is 21.64. The daily percentage of attendance for the 2006-2007 school year is 96.39%. The average daily attendance increased 2 out of 4 quarters in the 2006-2007 school year.

DBFE employs a total of 97 full time and 33 part time instructional and non-instructional personnel. There are 110 females and 20 males. There are 2 administrators, 78 instructional staff and 5 clerical members of the staff. Thirteen members (10%) are White, 12 (10%) are Black, 103(79%) are Hispanic and 1 reports being an ethnicity other than those. Twenty-nine teachers have Master's degrees while 5 have Specialist degrees. The school has 10 National Board Certified teachers. Eighty-three percent of the teachers have been employed for MDCPS more than 4 years.

The school faces the following challenges: maintaining academic achievement, limiting Third grade retention, providing opportunities for teacher collaboration and professional development.

Some of the school's community partners include Dairy Queen, Walmart, Roadhouse Grill and The Pizza Place. These groups contribute with both monetary and in kind donations. Special programs include Title I, the Academic Excellence Program (AEP) and Gifted.

School Foundation

Leadership:

Dante B. Fascell Elementary utilizes a cascading organizational structure in which the principal and her administrative team in collaboration with the Organizational Leadership Team (OLT) and the Educational Excellence Advisory Committee (EESAC) set the direction for the school. The senior leadership with the assistance of chairpersons interprets guidelines and requirements when revisiting its vision as well as formulating DBFE's strategic policies and aligning processes across all subsystems of the organization.

All of the school's stakeholders/customers have a vested interest in the school's performance and are therefore given an active role and provide meaningful input in the strategic planning process. Two groups are charged with the responsibility of assisting senior leaders with the development of the strategic plan. These are the EESAC which is responsible for addressing academic performance and the OLT which addresses non-academic organizational issues. Another group, the Literacy Leadership Team, is responsible for addressing the school's literacy progress.

To ensure the proper direction, assess progress and sustain improvement, the Principal and her administrative team regularly meet with various leadership committees. As the needs of each unit are redefined, it may be necessary to reconfigure processes. The elected leaders of each committee are responsible for conveying information to and from their members thus assuring that values and performance expectations are openly communicated. DBFE's cascading leadership system guarantees that continuous improvement occurs across the entire school and that communication travels in all directions.

The score for Leadership is 4.5 on a 5.0 scale.

District Strategic Planning Alignment:

In order to align the school's vision and mission with the requirements of FDOE, M-DCPS, its strategic plan and customer needs, DBFE has identified three Key Performance areas. These three areas are linked to the school's overall product of achieving educational excellence. DBFE's key performance areas include:

- Improved student achievement to empower students through knowledge
- A dedicated high performing workplace
- Effective and Efficient operational systems

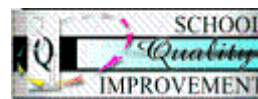
At DBFE the key participants in managing the school's strategic planning process and aligning it to the M-DCPS strategic plan are the EESAC and the OLT. The EESAC is responsible for addressing the School to Career and the Effective Learning Environment goals of the district's strategic plan which are academic in nature. The Efficient Management goal of the district's plan is addressed by the OLT. This allows for the participation of all the school's stakeholders during this process.

The score for District Strategic Planning is 4.3 on a 5.0 scale. The majority of respondents answered in the affirmative for this category.

Stakeholder Engagement:



School Improvement Plan 2007-2008



In determining the requirements, expectations and needs of customers and stakeholders, DBFE articulates that students are the internal customers, and that active involvement from all stakeholders is integral to both school and district operations.

DBFE acknowledges and values the input its customer groups have on the overall strategic planning process. The inclusion of all customer segments within each decision-making body has proven invaluable to acquiring information and utilizing that information to improve customer satisfaction and maintaining high academic achievement. Listening and learning methods are kept current with organizational needs by directly aligning them to DBFE's three key performance areas.

The customers also rely on various representative groups to communicate their needs. These groups include, but are not limited to EESAC, OLT, and the PTA. DBFE strives to generate more effective community partnerships by maintaining open lines of communication and aligning stakeholders' needs with each group.

DBFE leadership strongly believes that with these communication mechanisms and continued academic achievement the school is maintaining its customer's loyalty. Within the established boundaries, DBFE recognizes that it is essential to the success of the school to consider knowledge of customer and stakeholder needs and expectations, and to carefully examine how the school builds relationships to increase retention of its customers.

The score for Stakeholder Engagement is 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for this category.

Faculty & Staff:

DBFE organizes and manages work and jobs to promote cooperation, initiative, empowerment, and innovation through its cascading leadership system.

Consensus based decision-making groups are at the heart of our organization. Employees are empowered through their participation in leadership teams and committees. These groups work cohesively towards the accomplishment of school-wide goals, execution of strategies, and successful completion of measurable objectives. In addition, the encouragement of knowledge and skill sharing across all work units results in an environment conducive to cooperation. Within this cooperative environment, employees are encouraged to think "outside the box" and take risks thereby promoting an organizational culture that supports innovative thinking.

The use of professional development days enables DBFE to manage work and achieve agility when addressing current organizational needs. These meetings allow faculty teams to convene and address the specific needs of their particular subgroup in a timely manner. Individual staff members share with senior leaders diverse ideas to address areas for improvement.

DBFE is dedicated to cross-training and leadership development opportunities throughout the organization. Cross-training is prevalent within the clerical staff and Leadership team.

The score for Human Resource Focus was 4.4 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items.

Data/Information/Knowledge Management:

Data collected by DBFE leadership teams are aligned to the tracking of daily operations and for the tracking of overall organizational performance through the use of the school's balanced scorecard (Snapshot). This document aligns all collected data with each of the school's three key performance areas. This alignment facilitates the integration of data across all subsystems of the organization during the performance review process. Leadership team members disseminate performance review findings to their constituent groups to be utilized for the development of Professional Development Plans and to adjust curriculum delivery methods, thus allowing for this data to directly support organizational decision-making and innovation.

DBFE collects relevant data for tracking of daily operations and overall organizational performance. The following are some data collected: Student/Stakeholder Satisfaction; Demographic/Enrollment Trends; No Child Left Behind Annual Yearly Progress Report; State of Florida Accountability Report; Technology Data; Professional Development Surveys; Feedback Reports; Student Performance Data.

The score for Process Management was 4.6 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items.

Education Design:



School Improvement Plan 2007-2008



Dante B. Fascell Elementary determines its key value creation processes through a systematic strategic planning approach, which utilizes the Plan-Do-Study-Act model for continuous improvement.

Due to the fact that careful consideration has been given to aligning all key processes to federal, state, district and school mandates and policy, the day to day operation of these processes assist administration, faculty and staff in meeting customer/stakeholder requirements. The participation of both leadership teams as well as all leadership committees ensures that this process is inclusive of all stakeholders and customers.

The following are key processes and performance measures used by the school:

- * School Improvement Plan Process
- * SST Process
- * ELL Process
- * Academic Performance
- * Code Red Process
- * Fire Emergency Process
- * Tornado Emergency Process
- * School Maintenance and Cleanliness Process
- * Public Relations Process
- * Inventory Control Process
- * Attendance Process

The score for Measurement/Analysis/Knowledge Management was 4.6 on a 5.0 scale. The majority of respondents answered in the affirmative for the 4 items.

Performance Results:

Results of an online survey reveal a high satisfaction among the school's employees about all aspects of the organization. Student performance in all areas measured continues to be exceptional. The school has maintained a grade of A for the past 6 years, again making Annual Yearly Progress (AYP) this year. The school currently has 10 National Board Certified Teachers. The school has been recognized as one of the Top Ten schools with learning gains.

The score for Business Results was 4.4 on a 5.0 scale. The majority of respondents answered in the affirmative.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Reading achievement will increase school wide.

Needs Assessment

An assessment of data reveals that 82% of students in Third through Fifth grade scored an Achievement Level of 3 or above on the 2007 FCAT Reading Test. According to the September Monthly School Intervention Report, Dante B. Fascell Elementary School had 13.1% of the students score a Level 1 and 7.03% a Level 2 on the 2007 FCAT Reading Test.

Eighty-two percent of Third grade students scored on FCAT Achievement Level 3-5. Third grade students were most successful with the Words and Phrases and Comparisons strands. However, Third grade students require intensive instruction in Reference and Research and Main Idea/ Author's Purpose strands. Eighty percent of Fourth graders scored on FCAT Achievement Levels 3-5. Fourth grade students had an increase in all strands except Words and Phrases. The highest scores were achieved on the Reference and Research and Comparisons strands. However, Fourth grade students demonstrated a need for intensive instruction in the Words and Phrases. Seventy eight percent of Fifth grade students scored on FCAT Achievement Levels 3-5. Instruction in Fifth grade will emphasize the Main Idea//Author's Purpose and Words and Phrases strands.

This assessment also uncovered needs which include but are not limited to the following: (1) the need for vertical articulation to occur between third, fourth and fifth grades, (2) the need for an instructional initiative which promotes vocabulary development school wide, and (3) the need for instructional frameworks across the curriculum which will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement. All subgroups met Adequate Yearly Progress in Reading.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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, reading skills will improve as evidenced by 87% of students in grades 3-5 scoring at a Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percentage of students scoring a Level 1 or 2 on the 2008 FCAT Reading Test will decrease by 1% when compared to the number of students scoring a Level 1 or 2 on the 2007 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide inservice training on the 2007-2008 Comprehensive Reading Program to new K-5 classroom teachers or teachers new to a grade level.	Assistant Principal, Reading Coach, PD Liason	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the continuous improvement model to analyze data from PMRN scores of grades K-5 assessments to make instructional decisions.	K-5 Teachers, Reading Coach	10/1/2007	6/5/2008	Other/ Not Applicable	0
Utilize Voyager Passport as an intensive intervention for all Third grade Tier II and Tier III students for 1 hour per day as whole and small group instruction.	Teacher; Reading Coach	9/10/2007	6/5/2008	Other/ Not Applicable	0
Identify all Tier II and Tier III students in grades K-5 to make instructional decisions for tutoring.	Administration, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students scoring levels 3 or above on the 2006 FCAT test and monitor progress to maintain academic status.	Reading Coach, 4-5 Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use the continuous improvement model to identify areas of strengths and weaknesses on the 2006 FCAT Reading and the 2006 SAT10 to provide supplementary instruction aligned with strand weaknesses.	Assistant Principal, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with teachers through a professional development learning community on an on-going basis to review and discuss student assessments and adjust instructional focus as needed.	Reading Coach, PD Liason, K-5 teachers	9/13/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Core Literacy Program; Voyager Passport

Professional Development

CRISS, Houghton Mifflin, Soar to Success, Early Success, Edusoft, Reading Plus, Voyager Passport, DAR, PMRN, Dade Reading Council's Reading Conference, Exam View, Impact II, small learning communities (grades K-5).

Evaluation

This objective will be evaluated on the 2008 FCAT Reading Test. It will also be monitored using DIBELS, the assessments that are part of the Houghton Mifflin Reading Program (Soar to Success, Early Success). The District's Interim Tests and Exam View benchmark tests will also be used to monitor 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 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"/>

Mathematics Statement

Math achievement will increase school wide.

Needs Assessment

An assessment of data reveals that 78% of students in Third through Fifth grade scored an Achievement Level of 3 and above. Only 7.99% of the students scored a Level 1 on the 2007 FCAT Mathematics Test, while 12.46% scored a Level 2.

Eighty-seven (87%) percent of Third grade students score in FCAT Achievement Levels 3-5. Third grade students maintained their performance levels in the Data Analysis, Algebraic Thinking and Geometry strands. Mathematics instruction in Third grade will reinforce the Algebraic Thinking strand. The data also reveals that students in Fourth grade maintained performance in Geometry and Algebraic Thinking. Instruction will focus on Number Sense, Measurement and Data Analysis. Of the Fourth grade students, 73% scored in Achievement levels 3-5. Of the Fifth grade students, 71% scored in Achievement Levels 3-5. Fifth grade students maintained performance in all strands except Geometry and Algebraic Thinking. Instruction will focus on these strands. The assessment also uncovered needs which include, but are not limited to the following: (1) increased articulation between grade levels, and (2) the need for instructional frameworks across the curriculum which will encourage teachers to utilize the mathematics hour to maximize learning and increase mathematics achievement. All subgroups met Adequate Yearly Progress in Mathematics.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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, Mathematics skills will improve as evidenced by 83% of students in grades 3-5 scoring at a Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the percentage of students scoring a Level 1 or 2 on the 2008 FCAT Mathematics Test will decrease by 1% when compared to the number of students scoring a Level 1 or 2 on the 2007 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a custom group in Edusoft to monitor the progress of Level 1 and 2 students and adjust instructional practices as necessary.	Assistant Principal/ Math Coach, Teachers	10/15/2007	3/5/2008	Other/ Not Applicable	0
Engage students daily in solving a "Problem of the Day" activity based on the lowest performing strands from the 2007 FCAT results.	Teachers in grades 4-5.	9/10/2007	6/5/2008	Other/ Not Applicable	0
Utilize the continuous improvement model to identify areas of strengths (Algebraic Thinking, Geometry, Number Sense) and weaknesses (Data Analysis and Measurement) on the 2007 FCAT Math Test to provide supplementary instruction aligned with strand weaknesses.	Assistant Principal/ Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Coordinate planning time between the SPED teachers and the classroom teachers to facilitate instruction and inclusive practices of special education students.	SPED teachers, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer before or after school math tutorial (Riverdeep, FCAT Explorer, Buckle Down) weekly for students in grades 4-5 scoring a Level 1 or 2 on the 2006 FCAT Mathematics test using small group instruction if funds are available.	Math Coach/ Teachers	10/15/2007	3/5/2008	Other/ Not Applicable	8000
Administer and analyze benchmark-referenced exams in grades 3-5 using Edusoft to adjust and monitor instructional strategies.	Teachers/Math Coach, Assistant Principal	10/15/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with teachers through a professional development learning community on an on-going basis to review and discuss student assessments and adjust instructional focus as needed.	Assistant Principal, Math Coach, PD Liason	9/13/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Harcourt Brace Mathematics Program

Professional Development

Riverdeep, Math and Science Conference, FCAT Explorer

Evaluation

This objective will be evaluated by the scores on the 2008 FCAT Mathematics Test. The District's interim tests or Exam View benchmark tests will be used to monitor progress. It will also be monitored using the assessments provided in the Harcourt Brace Mathematics Program.

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 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 checked="" type="checkbox"/>

Writing Statement

Writing achievement will increase school wide.

Needs Assessment

An assessment of data reveals that 88% of Fourth grade students earned a score of 3.5 or above on the narrative prompt. Likewise, 85% of students earned a score of 3.5 or above on the expository prompt. The mean score on the narrative prompt is 4.1 and the mean score on the expository prompt decreased to 4.1. The combined mean score is 4.1. This is down from 4.3 in the previous year. Students are in need of support in composing expository responses. All subgroups met Adequate Yearly Progress in Writing.

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, writing proficiency will improve as evidenced by 88% of fourth grade students scoring a 3.5 and above on the 2007 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in local, district, state and national writing contests.	Reading Coach, Teachers	10/1/2007	5/30/2008	Other/ Not Applicable	0
Afford teachers the opportunity to attend training to improve instruction in writing skills through in-house Professional Development.	PD Liason, Administration	10/1/2007	2/5/2008	Other/ Not Applicable	0
Administer District Writing Pre and Post Test in First through Fifth grades to determine proficiency level in order to modify instruction where needed.	Reading Coach, Teachers 1-5	9/17/2007	2/5/2008	Other/ Not Applicable	0
Utilize word processing software as a tool to improve spelling, grammar, and format organization during small group instruction.	Teachers	9/3/2007	6/5/2008	Other/ Not Applicable	0
Administer a whole group monthly prompts in fourth grade to monitor progress in small group instruction towards set goal of 3.5 or higher score.	Reading Coach, 4th grade teachers	10/8/2007	2/5/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Literacy Program

Professional Development

Writing in-service for fourth grade teachers

Evaluation

The objective will be evaluated by the scores on the 2007 FCAT Writing+ Test. The District's Pre and Post test and monthly writing samples will be used to monitor progress.

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 type="checkbox"/>

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

Science Statement

Science achievement will improve school wide.

Needs Assessment

An assessment of the data reveals that 41% of Fifth grade students scored at Achievement Level 3-5 on the 2007 FCAT Science Test. This is a five percent increase over last year. Fifth grade students mean scale score is 308. This score is above the District's and State's mean scale score of 295 and 306 respectively. Students scored the highest in the Physical/Chemical, Life/Environmental and Scientific Thinking Strands. Further analysis of this data reveals a need for continued remediation in the Earth and Space Science strand.

Measurable Objective

Given instruction based on the Sunshine State Standards, science skills will improve as evidenced by 66% of students in fifth grade scoring at a Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and analyze benchmark-referenced exams using Edusoft in grades 3-5.	Science Coach, Administration, 3-5 Teachers	9/24/2007	6/5/2008	Other/ Not Applicable	0
Provide inservice instruction for new science series	PD Liason, Science Coach, Administration	9/17/2007	6/5/2008	Other/ Not Applicable	0
Provide weekly practice in Earth and Space Science strand through a 'problem of the week'.	Science Coach, K-5 Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Engage students in both whole group and small group hands-on experiments/activities weekly.	Science Coach, K-5 Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize lab sheets and science kits to demonstrate monthly hands-on activities.	Science Coach, K-5 Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman-Pearson Science Program, FOSS Kits

Professional Development

Science in-service for teachers in grades K-5.

Evaluation

This objective will be evaluated after the 2008 administration of the FCAT Science Test. Exam View benchmark tests will be used to monitor progress. This objective will also be monitored using Edusoft and Exam View benchmark tests.

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 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

Parental Involvement will increase school wide.

Needs Assessment

An analysis of data indicates that the school has sponsored four Parent Academy workshops in English and six in Spanish. The workshops included topics on Launching Young Readers, Effective Discipline, FCAT and Special Education. In total, 57 parents attended a PTA-sponsored Parent Academy event. The frequency and scope of offerings needs to be increased.

Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 50% increase in the total number of stakeholders participating in the PTA sponsored Parent Academy workshops in the 2006-2007 school year when compared to the 2005-2006 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Host volunteer breakfasts to encourage parental and community involvement.	Community Involvement Specialist, Administration	9/10/2007	6/5/2008	Other/ Not Applicable	200
Distribute and/or post a bilingual newsletter for families to communicate pertinent school information and establish a home to school connection (National PTA standard 1 and Title I recommendations).	Media Specialist, Teachers, Administration	8/20/2007	6/5/2008	Other/ Not Applicable	50
Sponsor class incentives to increase PTA membership (National PTA Standard 5).	Administration	9/10/2007	1/30/2008	Other/ Not Applicable	0
Sponsor Parent Academy sessions to discuss topics of interest to parents and offer informational and educational sessions (National PTA Standard 2).	Reading Coach, Science Coach, Counselors, Administration	10/15/2007	5/16/2008	Other/ Not Applicable	0
Use Connect Ed to inform parents of upcoming Parent Academy sessions and other upcoming Title I and/or school events(National PTA Standard 1).	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Announce special events on the school marquee to promote communication, awareness and support of school activities in accordance with the National PTA standard 1.	Administration, Head Custodian	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain the Parent Resource Center with the latest community and school resource information of interest to parents and offer same information to parents in the main office communication bulletin board (National PTA standard 2).	Counselor, Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Inform and invite parents to utilize the onsite Parent Resource Center (National PTA standard 2).	Counselor, Community Involvement Specialist, Administration	8/27/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

National PTA Standards for Parent; Family Involvement

Professional Development

Volunteer orientation; Accessing Parent Resource Center, Parent Academy courses

Evaluation

This objective will be evaluated by comparing the PTA sponsored Parent Academy workshop sign-in rosters from the 2007-2008 school year with the previous year's attendance logs.

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

Discipline & Safety Statement

Attendance will improve school wide.

Needs Assessment

Data from the Percentage of the Attendance Report indicates that the average daily attendance in the 2005-2006 school year was 95.89%. An analysis of this same report for the 2006-2007 school year indicates an increase of 0.5% average daily attendance percentage of 96.39%. Average daily attendance increased 2 out of 4 quarters in the 2006-2007 school year.

Measurable Objective

Given the emphasis on student attendance, overall school attendance will increase to 96.35% when results from the 2006-2007 End of Year Attendance Bulletin are compared to the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform parents of students with excessive absences of mandatory attendance laws and consequences of continued absences in accordance with School Board Rule 6Gx13-5A-1.041.	Administration, Attendance Review Committee	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use Connect Ed daily to inform parents of their child's absence from school.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer incentives to students with less than three absences.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	1500
Communicate with students and parents to address any issues related to excessive absenteeism.	Teachers, Administration, Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students with excessive absences and tardies to provide counseling interventions to address reasons for excessive absences.	Attendance Review Committee, Administration, Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Professional Development

Train staff on new attendance policy.

Evaluation

This objective will be evaluated by the 2006-2007 End of Year Attendance Bulletin 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

Technology Statement

The use of technology to enhance instruction will increase school wide.

Needs Assessment

Much of the school's funding has been allocated to the purchase of technology hardware and software. During the 2006-2007 school year, there were fourteen teachers using Reading Plus, eight using the Classroom Performance System, thirty-two using the Proxima Projectors, two using Waterford and all teachers were utilizing the electronic gradebook. The school's current technology infrastructure will be enhanced to increase the frequency and number of users of the various programs.

Measurable Objective

Given the need to access technology usage, the number of teachers currently using Waterford Early Reading Program will increase by 50% when comparing program usage results from the 2006-2007 school year to the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create Exam View test bank for various grade levels in Reading, Math and Science.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide Orientation to teachers for technology components from new science series.	Administration, Science Coach, Reading Coach	9/13/2007	10/5/2007	Other/ Not Applicable	0
Provide training for new Reading Plus users.	Administration, Reading Coach	9/13/2007	10/9/2007	Other/ Not Applicable	0
Showcase student activities at faculty meetings completed from utilizing the technology components provided through the new science series.	Teachers, Administration, Science Coach	11/14/2007	5/21/2008	Other/ Not Applicable	0
Provide training for the Waterford Early Reading Program.	Administration	9/24/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

Waterford Early Reading Program

Professional Development

Waterford Early Reading Program

Evaluation

This objective will be evaluated by comparing the number of teachers using the Waterford Early Reading Program by the end of the 2007-2008 school year to the number of teachers that used the Waterford Early Reading Program in the previous school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

The number of fourth and fifth grade receiving a passing score in the FitnessGram program will increase.

Needs Assessment

Two hundred ten third and fourth grade students participated in the FitnessGram program. Fifty-nine students (28%) passed six of six fitness tests. Sixty-eight (32%) passed five out of six fitness tests. These tests include the One Mile Run, push-ups, curl-ups, trunk lift back saver and the body fat composition and flexibility. Sixty percent of the third and fourth grade students received a passing score of 80%.

Measurable Objective

Given instruction using the Physical Education Sunshine State Standards, the number of students in fourth and fifth grade receiving FITNESSGRAM awards will increase 5% by comparing the results of the 2007-2008 test to the 2006-2007 test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze the number of student participating in the free breakfast program on a monthly basis using the current Historical Report.	Cafeteria Manager, Administration	8/20/2007	06/05/2008	Other/ Not Applicable	0
Incorporate yoga strategies into the weekly physical education courses in alignment with the FitnessGram program.	Administration, PE coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Remind students and parents of the importance of a healthy breakfast and that breakfast is free through the school's monthly newsletter and morning announcements.	Teachers, Media Specialist, Counselor, Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Target students who are habitually tardy to school by inviting them to the school's breakfast through a written invitation given to students.	Counselor, Administration, Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the new Fitnessgram program school wide with students in grades K-5.	Administration, PE coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate fast dance routines in the weekly physical education program to improve students' cardiovascular system.	administration, PE coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

District sponsored professional development opportunities

Evaluation

This objective will be evaluated by comparing the FitnessGram Summary to the previous year's FitnessGram Summary. Progress towards this objective will be monitored by reviewing physical education lesson plans.

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

Electives & Special Areas Statement

The number of students participating in extra curricular clubs will increase school wide.

Needs Assessment

Due to safety issues resulting from an excessive number of students on stage at one time, the number of students being accepted into the Chorus has been capped. The Chess Club is limited to interested Third through Fifth grade students because of space and supervision issues. Chimes Club is limited to Fourth and Fifth grade students because of equipment issues. The 2006 Science FCAT scores indicate a need to provide more exposure to Science related themes. A Science club was established last year. This club will continue to utilize a hands-on approach to encourage lifelong Science inquiry.

Measurable Objective

Given emphasis on the benefits of participation in extra curricular activities, the number of students participating in extra curricular activities will increase by 1% when comparing enrollment from the 2006-2007 roster to the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold auditions for all Fourth and Fifth grade students to participate in Chimes.	Music Teachers, Assistant Principal	10/15/2007	10/30/2007	Other/ Not Applicable	0
Hold auditions for all Second through Fifth grade students to participate in Chorus.	Music Teachers, Assistant Principal	10/8/2007	10/22/2007	Other/ Not Applicable	0
Send a letter home describing the Science Club hours, objectives and proposed activities.	Club Sponsor, Administration	9/10/2007	5/9/2008	Other/ Not Applicable	0
Determine interest of students for various clubs offered.	Administration	8/27/2007	9/5/2007	Other/ Not Applicable	0
Afford the opportunity for participation in a Chess Club for students in grades 2-5.	Club Sponsor, Teachers, Administration	9/10/2007	5/9/2008	Other/ Not Applicable	0
Afford the opportunity for participation in a Science club to selected fifth grade students.	Administration, Club Sponsor	9/10/2007	5/9/2008	Other/ Not Applicable	0
Afford the opportunity for participation in a Safety Patrol Club to select students in grade 5.	Club Sponsor, Administration	8/27/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Chess sponsor will attend professional development for chess.

Evaluation

This objective will be evaluated by comparing extra curricular club membership rosters from 2006-2007 to the previous 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

Return On Investment Statement

The ROI index will be maintained.

Needs Assessment

The most recent data indicates that in 2005, Dante B. Fascell Elementary School ranked at the 97th percentile on the State of Florida ROI index.

Measurable Objective

Given the State of Florida ROI Index, Dante B. Fascell Elementary School will maintain its ranking of the 97 percentile on the State of Florida ROI index publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Dante B. Fascell Elementary School will maintain the current percentile rank.

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

Miami-Dade County Public Schools

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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:

When the EESAC meets, budgetary issues are addressed and priorities are determined. The EESAC has supported the school's vision/mission by allocating funds to enhance academic programs including the expansion and maintenance of the school's technology and media programs.

Training:

EESAC recognized that in order for educational programs and initiatives to be successfully implemented, staff development is a key factor; thus, it has been recognized as key strategy in each of the School Improvement Plan objectives. A waiver was requested to utilize the funds allocated as extra-curricular supplements for professional development. Staff development is needed in the areas of reading, writing, math, technology and science.

Instructional Materials:

EESAC reviewed the school's needs in terms of instructional materials and indicated that additional courseware should be purchased for all grade levels including special area teachers. Supplementary materials should be purchased based on individual needs.

Technology:

EESAC funds were designated to meet the school's technology needs in order to achieve its goal to provide equitable access to every student in every classroom. EESAC continues to be committed to enhancing the school's programs and initiatives. Funds will be assigned as deemed necessary to include, but not be limited to, the areas of technology.

Staffing:

The EESAC members would like to see a reduction in the student-teacher ratio. EESAC recommended allocation of funds to reduce this ratio.

Student Support Services:

EESAC recognized improvement made in student attendance due to strategies implemented throughout the year. Parent workshops conducted by the Student Services Department were recognized as highly effective and were recommended to be continued. Suggestions were made for the Student Services Department to include conflict resolution as part of developmental counseling.

Other Matters of Resource Allocation:

The EESAC members wish to continue exploring possible ways to acquire additional funds, such as grants, to enhance the academic programs. The EESAC wants to explore ways to acquire parents' electronic mail addresses in order to send parents e-mail notifications and informational flyers.

Benchmarking:



School Improvement Plan 2007-2008



EESAC members have participated in activities within the region and feeder pattern to share Best Practices that are in place and have been successful in other schools. In addition, they discuss practices that could be modeled to meet the needs of our students and enhance our educational programs and initiatives.

School Safety & Discipline:

The EESAC members are pleased with the safety of the school. However, members would like to continue to educate parents on safety.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	8000
Writing	0
Science	0
Parental Involvement	250
Discipline & Safety	1500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	9750



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