

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Flamingo Elementary School (1921)

Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - Claudia Hessing

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Flamingo Elementary School serves 901 students from the surrounding neighborhood, including standard curriculum students (78 percent), Special Education students (four percent), English Language Learners (ELL) students (43 percent), Gifted students (eight percent), and economically disadvantaged students (81 percent). The ethnic/racial makeup of the student population is 98 percent Hispanic, one percent White Non-Hispanic, and one percent Black. The mobility index is currently 24.

In order to meet the diverse needs of our student population, the following programs are offered at Flamingo Elementary: Special Education (Gifted and SPED), Academic Excellence Program in the areas of Broadcasting, Geography in Action and Art Appreciation, ELL and remedial literacy tutoring before, during and after school.

In understanding our school community and the needs of our students, the Flamingo Elementary School faculty along with the Educational Excellence School Advisory Council (EESAC) has developed the following objectives as a priority in achieving school improvement:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 76 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 76 percent meeting high standards on the 2007 administration of the FCAT Mathematics Test.

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

Given instruction in the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 65 percent of students achieving high standards on the 2008 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, parent participation in workshops/school activities will increase by 5 percentage points when comparing the parent participation logs for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of teacher written discipline-related referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education and adherence to bi-weekly visits to the computer laboratory, 85 percent of students in grades two through five will conduct at least two technology-supported projects during the 2007-2008 school year as documented by teacher technology logs.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in the arts, the number of students participating in the Annual Fine Arts Festival held in the Spring of 2008 will increase by five percentage points when compared to the number of students who participated the previous school year.

Flamingo Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

In addition to our academic objectives, our school will be addressing the areas of customer market focus and process management, which were the lowest two categories identified in the Organizational Performance Improvement Snapshot Survey. In the area of customer market focus, we will be providing more opportunities for our parents to dialogue with our staff. Initially, we need to assess the needs of our families via a survey and through home visits conducted by the school's Community Involvement Specialist. In the second area, staff strongly agrees that they have good processes to perform their jobs. They expressed a need for greater feedback on identifying indicators that pinpoint the quality of their job performance. Furthermore, staff members indicated that additional instructional resources would improve the quality of their instructional delivery. The school administration is committed to addressing those staff concerns by conducting daily classroom walk-throughs followed up by informal conferences. A needs assessment survey will be disseminated to all staff members in order to obtain educational tools/resources requests.

Flamingo Elementary is committed to academic excellence through extensive use of school-wide technology and educational opportunities which enable all students to acquire knowledge, critical thinking skills, and values required for responsible citizenship, personal development, and life-long learning.



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.

1921 - FLAMINGO ELEMENTARY SCHOOL

VISION

The staff, parents, and community of Flamingo Elementary School are committed to creating a safe and loving environment from which all students will become well-rounded responsible citizens. These productive citizens will be critical thinkers and problem solvers who will be able to transfer and apply their knowledge to real life situations.

MISSION

The staff, parents, and community of Flamingo Elementary School are dedicated to providing a nurturing, comfortable, and supportive environment where we uphold high standards and expectations and where each student is challenged to reach his or her potential.

CORE VALUES

Flamingo Elementary holds the following beliefs as the motivation for all endeavors undertaken by the school: responsibility, citizenship, kindness, honesty, integrity, respect, cooperation, fairness, and above all, the pursuit of excellence.

School Demographics

Facility/Community

The school is located on the east side of Hialeah and is surrounded by residential homes and a few apartment buildings. This 50 year-old school has been retro-wired to provide Internet and Intranet access to 100 percent of the classrooms. There are at least four computers per classroom including one teacher station, an open access computer lab, a paperless classroom, and a portable distance learning equipment. The media center houses a state of the art Closed Circuit Television (CCTV) system and Internet access via all of its computer stations. There is one relocatable classroom, which houses a pre-kindergarten class. The north boundary is adjacent to Bright Park, allowing the students access to the community play equipment located in the park. Because of the school's limited school grounds (four acres), the physical education classes are held at the park.

Student Demographics

Flamingo Elementary School is comprised of a large population of over 901 students. The student population is 98 percent Hispanic, one percent White Non-Hispanic and one percent Black. Our students primarily come from a low socio-economic level where over 81 percent of the students receive free or reduced price lunch. Currently 43 percent of the students are English Language Learners (ELL) and are enrolled in an approved English as a Second Language (ESOL) Program. Our student mobility index is currently 24.

Advantages

Flamingo Elementary has met high standards of performance during the last seven years. Based on the 2007 Florida Comprehensive Achievement Test (FCAT) results, the school again earned an "A" grade. We placed seventh in attendance among elementary schools in the district.

Areas of Concern

The school has traditionally faced the following challenges: the transient population it serves and the influx of immigrant students who enter the school at different intervals during the school year. The high mobility rate offers teachers a challenge to improve continued student progress. Currently, 42 percent of our students are enrolled in the ESOL program and most of the remaining students have exited the program within the last few years. Most of our students come from Spanish-speaking homes and are rarely exposed to English beyond the school day. This offers another challenge for our teachers. They must provide constant English input in the classrooms that extends beyond the academic content in order to compensate for that student language deficit.

Teacher Demographics

The school employs a total of 109 staff members; 83 full time and 26 part-time. Of this group, two are administrators, 61 are teachers, 13 are paraprofessionals, five are clerical staff members, 13 are cafeteria staff members, five are custodians, three are security monitors, one is a guidance counselor, one is a media specialist, one is a Title I Community Involvement Specialist, one is a pool substitute, and one is a microsystems technician. The current staff is 65 percent Hispanic, 19 percent African-American and 16 percent White Non-Hispanic. There are nine teachers new to the school. Fifteen teachers have Master's Degrees, 3 have Specialist Degrees, one has a Doctorate, and two are National Board Certified. Currently, some of our teachers and paraprofessionals are seeking higher education degrees, two teachers are awaiting National Board certification and other four teachers are seeking National Board certification this school year.

Class Size/ Teacher-to-Student Ratio

Flamingo has the following teacher-to-student ratio for the 2007-2008 school year in the general education classrooms: Kindergarten 21:1, First Grade 18:1, Second Grade 19:1, Third grade 21:1, Fourth Grade 23:1, and Fifth Grade 24:1. We anticipate opening at least one primary and one intermediate class over the next few weeks in order to be in compliance with the Class Size Reduction Act. The SPED program has three teachers servicing 36 students with learning disabilities in Kindergarten through fifth grade offering services and support in both inclusion and resource settings. The overall ratio is approximately 12:1. The grade level counts are as follows: Kindergarten - 3, First Grade -1, Second Grade -3, Third Grade -8, Fourth Grade -12, and Fifth Grade -9. Additionally, two teachers service 61 Gifted students in grades two through five. The grade level counts are as follows: Second Grade -11, Third Grade -21, Fourth Grade -16, and Fifth Grade - 13.

Attendance Rate

Flamingo is proud of its distinction as one of the top schools in attendance in the Miami-Dade County School District for the last ten years. The school placed ninth for the 2006-2007 school year with a 96.84% annual average student attendance, an increase of 0.35 from the 2005-2006 school year.

Promotion/Retention Rate

2007 FCAT results demonstrated that 32% of the third grade students did not meet high standards and thus were identified for retention. Fifty percent of the identified students qualified for promotion based on one or more Good Cause Exemption criteria. The resulting 26 retained students received intensive intervention in the summer school program and are receiving intensive immediate intervention during the school day in accordance with the district's Comprehensive Research-based Reading Plan guidelines.

Feeder Pattern

Our students feed into Henry H. Filer Middle School and Hialeah Middle School, both in the Hialeah High Feeder Pattern. It is a true neighborhood school with many children transported via private bus companies.



School Improvement Plan 2007-2008



Special Programs

Flamingo Elementary School is a Title I school with approximately 84% of its students qualifying for free or reduced priced meals. The supplementary funding received from this program enables the purchase of resource materials that enhance instruction. Also, an additional full-time teacher was hired to provide support to teachers. Eleven paraprofessionals were hired to provide assistance in the classrooms and/or intervention for our Tier 1, 2 and 3 students during the school day. The Academic Excellence Program offers eligible students in grades three through five enrichment in the areas of Art Appreciation, Broadcasting, and Math/Science. In order to promote bilingualism and biculturalism, during the 2007-2008 school year, Flamingo will be implementing the Extended Foreign Language (EFL) Program in one kindergarten class.

School Community Relations/Partners

Flamingo Elementary is a professional development school in partnership with the University of Miami. This partnership offers opportunities for collaboration between Flamingo staff and the University of Miami faculty. The Flamingo faculty is responsible for onsite training of preservice teachers. Flamingo also has partnerships with several approved businesses such as: CarMax. The Hialeah YMCA provides after school care for children of working parents. Mental health and social service organizations include the Children Psychiatric Center and Citrus Health Network. The school has been a State of Florida Golden School award winner for the past 16 years for its exemplary school volunteer program.

Grants

Flamingo Elementary School became a NASA Explorers School upon being awarded a \$10,000 NASA Grant. This grant offers a team of teachers the opportunity to participate in NASA sponsored workshops and to in turn plan and conduct activities to support and integrate science into our school curriculum. NASA Family Nights will allow us the opportunity to expose parents to science content and thus further involve them in their children's education. We were awarded a continuation of the Adult Literacy Grant, which provided ESOL and GED classes for adults in our community and the enhancement of the school's technology program. We were also awarded a Title III Grant to enhance our English for Speakers of Other Languages (ESOL) program. For the sixteenth consecutive year, the school distinguished itself for its exemplary school volunteer program receiving the District Golden Volunteer Award.

School Foundation

Leadership:

The area of school leadership ranked the highest in the 2007 Organizational Performance Improvement Snapshot Survey, with a 4.5 average score. All staff members feel that the administrative team cares about them, facilitates professional growth, and encourages them to seek career advancement. The staff also feels that their efforts are recognized and appreciated. There is consensus that Flamingo Elementary School offers them a positive and safe work environment.

District Strategic Planning Alignment:

The 2006 Organizational Performance Improvement Snapshot Survey results indicate an average score of 4.3 in the area of District Strategic Planning Alignment. Faculty and staff members agree they share in the school's decision-making mainly through the Educational Excellence Council and the Instructional Leadership Team. Most staff members are members of subcommittees which formulate goals, objectives, and strategies for school improvement. They are empowered to make decisions about their work through data-analysis and interpretation. The staff has access to all the important information they need to perform their work effectively and efficiently.

Stakeholder Engagement:

The 2007 Organizational Performance Improvement Snapshot Survey results indicate an average score of 4.4 in this area. Faculty and staff members agree they know who their customers are and have ways of communicating with them regularly. However, they expressed they did not have a clear idea of the stakeholders' specific needs. Nevertheless, according to the 2006-2007 School Climate Survey results, both parents and students gave Flamingo Elementary a grade of A-, demonstrating their satisfaction with services provided by the school. Flamingo has partnerships with several approved local businesses and distinguishes itself for its exemplary school volunteer program. Through our parents, community leaders, DADE Partners, university interns, and high school student programs, our school records over 3,500 community volunteer hours each year.

Faculty & Staff:

The area of human resource focus ranked the third highest in the 2007 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. Flamingo Elementary prides itself in offering its faculty and staff members ample opportunities for professional growth and team-building. Our teachers take advantage of common grade-level planning time in order to identify short and long-term goals and to plan grade level activities and field trips. Teachers team up and model lessons for each other. They also train each other in various areas according to their expertise.

Data/Information/Knowledge Management:

The area of human resource focus ranked the third highest in the 2007 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. Flamingo Elementary prides itself in offering its faculty and staff members ample opportunities for professional growth and team-building. Our teachers take advantage of common grade-level planning time in order to identify short and long-term goals and to plan grade level activities and field trips. Teachers team up and model lessons for each other. They also train each other in various areas according to their expertise.

Education Design:

The area of human resource focus ranked the third highest in the 2007 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. Flamingo Elementary prides itself in offering its faculty and staff members ample opportunities for professional growth and team-building. Our teachers take advantage of common grade-level planning time in order to identify short and long-term goals and to plan grade level activities and field trips. Teachers team up and model lessons for each other. They also train each other in various areas according to their expertise.

Performance Results:



School Improvement Plan 2007-2008



The area of performance results ranked the second highest in the 2007 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. The school's strong emphasis on attendance and high student achievement drives the faculty and staff endeavors, as well as, the programs and activities that are offered to our students. We clearly communicate our goals and expectations to our students and are consistent in implementing an incremental discipline plan when they deviate from those expectations. As a result, achievement levels were positively impacted. Flamingo had high learning gains in the areas of reading and mathematics, 80% and 77% respectively. Attendance performance for the year averaged 97.1, placing Flamingo in seventh place among elementary schools in the district. Additionally, the school suspension rate is very low, two percent, and there were only two incidents of violence reported last school year.



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

Reading Statement

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 71 percent of students in grades three through five scored at or above achievement level 3, a decrease of 6 percentage points when compared to the scores from the previous year. The data also indicates that 80 percent of students in grades three through five demonstrated acceptable levels of learning gains in reading, an increase of 9 percentage points as compared to the previous year.

All subgroups identified under the No Child Left Behind (NCLB) Act met or surpassed the proficiency target and thus met Adequate Yearly Progress (AYP) in Reading. Sixty-three (63) percent of Hispanics, 62 percent of Economically Disadvantaged, and 51 percent of English Language Learners (ELL) scored at or above grade level in Reading.

A content cluster analysis of the results in grades three through five indicate a need for improvement in the following areas: Grade 3 on Reference/Research, Grade 4 on Comparisons, and Grade 5 on Words/Phrases.

The DIBELS data indicates that 48 percent of students who began the year in need of intensive intervention increased at least one instructional level by the Spring administration of the assessment.

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 three through five will increase their reading skills as evidenced by 76 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Reading is Fundamental (RIF) program in second grade to instill independent reading habits.	Administrators, Reading Coach, Media Specialist, Grade 2 Teachers	8/20/07	6/4/08	Other/ Not Applicable	254.1
Utilize computer assisted programs in reading such as Accelerated Reader, Assess2Learn, FCAT Explorer, EasyTech and STAR to improve reading comprehension.	Administrators, Classroom, ESE, ESOL, and Gifted Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Implement Creating Independence through Student-owned Strategies(CRISS) across the curriculum to increase students' critical thinking abilities.	Administrators, Classroom, ESE, ESOL and Gifted Teachers	8/20/2007	6/4/08	Other/ Not Applicable	0
Develop and implement a school wide program that aligns core reading instruction and special area instruction by selecting and targeting two monthly FCAT task card themes across all subject areas.	Assistant Principal, Reading Coach Teachers	9/14/07	6/4/08	Other/ Not Applicable	100
Develop teacher study groups that meet monthly aimed at discussing current reading research supporting high academic performance and closing the achievement gap between low and high achieving students.	Administrators, Reading Coach, Teachers	9/14/07	6/4/08	Other/ Not Applicable	0
Use the Plan, Do, Study, Act (PDSA) model for school improvement when analyzing student data (SAT, FCAT, DIBELS, Quarterly Assessments) to help identify and diagnose student needs and determine appropriate intervention strategies.	Administrators, Faculty and Staff	8/20/07	6/4/08	Other/ Not Applicable	0
Offer before/after school tutorial program three times a week to support students with deficiencies in reading. DIBELS results and a program pre and post test are used to identify and monitor student progress.	Administrators, Reading Coach, Before/After School Teacher Tutors	10/22/07	5/9/08	Other/ Not Applicable	1500
Implement and monitor the District approved Comprehensive Research-based Reading Plan (CRRP) to encompass activities that promote phonemic awareness, phonics, vocabulary, fluency and comprehension and the utilization of a pacing guide for instruction.	Administrators, Reading Coach, Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Showcase Astronomical Readers (AR) on a monthly basis for their reading achievement results as evidenced on AR reports.	Administrators, Teachers	8/20/07	6/4/08	Other/ Not Applicable	

Research-Based Programs

Houghton-Mifflin Reading
 Voyager Passport
 Waterford Intervention Literacy Program
 Read 180
 RiverDeep

Professional Development

Comprehensive Research-Based Reading Plan(CRRP)
 Data Analysis Inservice (Student Performance Indicators)
 State and M-DCPS required assessments
 FCAT Explorer
 RiverDeep
 Read 180

Evaluation



School Improvement Plan 2007-2008



Formative Assessment/s: DIBELS, Accelerated Reader (AR), Houghton-Mifflin Theme and Unit Tests, Interim assessments, FCAT Explorer Reports
Summative Assessment/s: SAT 10, 2008 FCAT Reading Test

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 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 checked="" type="checkbox"/>

Mathematics Statement

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 71 percent of students in grades three through five scored at or above level 3, an increase of one percentage point as compared to the previous year. The data also indicates that 77 percent of students in grades three through five demonstrated acceptable levels of learning gains in mathematics, an increase of 3 percentage points as compared to the previous year.

All subgroups identified under the No Child Left Behind (NCLB) Act met and surpassed the proficiency target and thus met Adequate Yearly Progress (AYP) in Mathematics. Sixty-four (64) percent of Hispanics, 62 percent of Economically Disadvantaged, and 59 percent of English Language Learners (ELL) scored at or above grade level in Reading.

A content cluster analysis of the results in grades three through five indicate a need for improvement in the area of Algebraic Thinking. Grade 4 also needs improvement in Data Analysis and Grade 5 in Measurement.

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 three through five will increase their mathematics skills as evidenced by 76 percent meeting high standards on the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use online resources such as FCAT Explorer, RiverDeep, NASA for Kids.com, EasyTech, Turbo Math, and Math Munchers to improve problem solving and computation skills.	Administrators, Classroom and CCHL Math Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Use PDSA model for school improvement when analyzing student data (SAT, FCAT, Quarterly Assessments) to help identify and diagnose students needs and determine appropriate intervention strategies.	Administrators, Teachers and Staff	8/20/07	6/4/08	Other/ Not Applicable	0
Facilitate students' participation in regional and district competitions.	Administrators, Grade Level Chairpersons, Classroom and CCHL Teachers	9/4/07	6/4/08	Other/ Not Applicable	0
Use hands-on manipulatives to assist students mastery of mathematic skills.	Administrators, Classroom and CCHL Math Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Utilize District-provided Mathematics Curriculum Pacing Guide to assist teachers in pacing Mathematics instruction.	Administrators, Teachers	8/20/06	6/4/08	Other/ Not Applicable	0
Offer before/after school tutorial program three times a week to support Limited English Proficient (LEP) students, Students with Disabilities (SWD), and regular curriculum students with deficiencies in mathematics.	Administrators, Before/After School Teacher Tutors	10/1/07	5/9/08	Other/ Not Applicable	0

Research-Based Programs

Scott-Foresman Mathematics
RiverDeep

Professional Development

RiverDeep
FCAT Explorer
Mathematics Best Practices
Instructional Improvement Team

Evaluation

Formative Assessment/s: Interim Assessments, FCAT Explorer Reports, Unit Tests
Summative Assessment/s: 2008 FCAT Mathematics Test

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 type="checkbox"/>

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

Writing Statement

All students will demonstrate mastery of writing skills on the 2007 FCAT Writing administration.

Needs Assessment

Results of the 2007 FCAT Writing Test indicate that 94 percent of the students in grade 4 scored a 3.5 or higher in writing, a 4 percentage point increase when compared to the previous year. The average score on both the Expository and Narrative Prompts was 3.9.

Results of the 2007 FCAT Writing+ Multiple Choice Test indicate 65 percent of students in grade 4 scored at achievement level 3 and above. An analysis of the mean points earned by content indicates a need for improvement in Focus. Students earned the most points in the area of Writing Conventions.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development opportunities for all staff members in the area of writing to enhance instruction and increase student proficiency.	Administrators, Reading Coach	8/20/07	6/8/08	Other/ Not Applicable	0
Host Author's Brunch where writer's publications will be displayed and students celebrated in the media center on a quarterly basis.	Administrators, Media Specialist, Classroom Teachers	9/4/07	6/4/08	Other/ Not Applicable	0
Integrate Flamingo Writers Club where different types of writing will be explored and taught to students according to their skill's levels and needs.	Administrators, Teachers	9/4/07	6/4/08	Other/ Not Applicable	0
Integrate the "6+1 Writes" interactive online tool into the fourth grade daily writing program to improve students writing skills.	Administrators, Curriculum Resource Teacher, 4th Grade Teachers	9/4/07	6/4/08	Other/ Not Applicable	0
Incorporate a Writing Expo CCTV segment where student writers will model exemplary FCAT simulated writings.	Administrators, Media Specialist, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Initiate Author/Illustrator Buddy-Up for Writing where intermediate students will write stories and illustrate them. Finalist will have their books published and shared over CCTV.	Administrators, Classroom Teachers	9/4/07	6/4/08	Other/ Not Applicable	0

Research-Based Programs

Houghton-Mifflin Reading
Compass Learning – Writing Expeditions

Professional Development

Holistic Scoring Using the FCAT Scoring Rubric
Compass Learning-Writing Expeditions
University of Miami's Summer Writing Institute

Evaluation

Formative Assessment/s: Pretest and Posttest, Weekly Writing Prompt Response
Summative Assessment/s: 2008 FCAT Writing+

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"/>

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

Science Statement

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Results of the 2007 FCAT Science Test indicate 44 percent of students tested in grade five scored at or above Level 3, an increase of 20 percentage points as compared to the previous year.

The 2007 FCAT Science content cluster analysis indicates a need for improvement in the following strands: Earth/Space, Life/Environmental, and Scientific Thinking.

Measurable Objective

Given instruction in the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 65 percent of students achieving high standards on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct and report on at least one hands-on experiment per month starting with a group (demonstration) project and leading to individual projects in the intermediate grades.	Administrators, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Use online resources such as NASA for Kids.com, RiverDeep, Nat'l Geographic, Discovery Channel, and Bill Nye to support our Science program.	Administrators, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Conduct Science Project Workshops for parents on the application of the Scientific Method of inquiry when conducting and reporting Science Projects.	Administrators, Science Fair Coordinator, Classroom Teachers	10/8/07	5/8/08	Other/ Not Applicable	0
Administer a science pre and post test, as well as quarterly assessments to students in grade five to assess progress and adjust instruction.	Administrators, Instructional Improvement Team, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, Grade Level Chairpersons, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Implement NASA lessons and activities targeting national Science strands and host NASA Family Nights to expose students and parents to science content.	Administrators, NASA Team, Classroom Teachers	7/16/07	6/4/08	Exchange Meaningful Information	10000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Instructional Improvement Team, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science
RiverDeep
SMILE Strategies

Professional Development

RiverDeep
CRISS/SMILE Strategies
Science Best Practices
Instructional Improvement Team

Evaluation

This objective will be evaluated by:
Formative Assessment/s: Interim Assessments, Publisher's authored Tests, Unit Tests
Summative Assessment/s: 2008 FCAT Science Test

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

The parents of Flamingo Elementary will become actively involved in their children’s education.

Needs Assessment

Parent participation logs for workshops, inservice trainings, and meetings during 2006-2007 school year indicate that 3,800 parents participated in such activities, a twenty-two percent increase over the previous year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, parent participation in workshops/school activities will increase by 5 percentage points when comparing the parent participation logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer parents in the school community adult E.S.O.L. classes through the school's Adult Literacy Grant.	Administrators, Grant Writing Team, Community Involvement Specialist, University of Miami School of Education Staff	9/4/07	6/4/08	Business Process Redesign	5000
Increase the number of home visits in order to bridge the gap between school and community by providing parents with pertinent school and district information and educational materials.	Administrators, Social Worker, Community Involvement Specialist	9/4/07	6/4/08	Other/ Not Applicable	0
Utilize the Title I Parent Compact and other needs assessment surveys to identify the roles of parents and families within the school and meet their educational needs.	Administrators, Community Involvement Specialist, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Encourage parent participation through the Volunteer Program and in educational parent workshops provided by the school and the District such as, Parent Advisory Council, The Parent Academy, Title I Parent Centers, etc.	Administrators, Community Involvement Specialist, Volunteer Liaison, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Encourage parent participation in decision-making through their involvement in the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	Administrators, Community Involvement Specialist	8/20/07	6/4/08	Other/ Not Applicable	0
Offer parent workshops on Health and Nutrition sponsored and conducted by Citrus Health Network.	Administrators, Community Involvement Specialist, Classroom Teachers	8/20/07	6/4/08	Healthcare & Healthy Choices	0

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

M-DCPS Parental Involvement Conference
 Title I Parent Program
 Volunteer Orientation and Registration Process
 United Way Parenting Website
 Adult ESOL Education
 The Parent Academy
 Parent Resource Center

Evaluation

This objective will be evaluated by maintaining parent sign-in sheets from parent workshops, meetings and inservice trainings and calculating the total number of participants for 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

Discipline & Safety Statement

The students at Flamingo Elementary will demonstrate safe and appropriate school behavior as indicated by the Code of Student Conduct.

Needs Assessment

Teachers completed 120 Student Case Management Referral forms for students demonstrating inappropriate school behavior during the 2006-2007 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of teacher written discipline-related referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct individual and small group counseling sessions related to conflict resolution, cooperation, bullying and respect.	Administrators, School Counselor	8/20/07	6/4/08	Other/ Not Applicable	0
Implement classroom guidance lessons related to anti-bullying, conflict resolution and personal safety.	Administrators, Classroom Teachers, School Counselor	8/20/07	6/4/08	Other/ Not Applicable	0
Implement Drug Awareness curriculum school wide and D.A.R.E. to fifth grade students.	Administrators, Classroom Teachers, D.A.R.E. Officer, School Counselor	9/4/07	5/9/08	Other/ Not Applicable	0
Provide adequate adult supervision in the cafeteria during peak lunch hours.	Administrators, Teachers, Cafeteria Monitors	8/20/07	6/4/08	Other/ Not Applicable	0
Utilize Student Support Team (SST) process to provide interventions and strategies for academic attainment and behavior modification.	Administrators, Guidance Counselor, Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Implement "Do the Right Thing" and "Student of the Month" programs to promote appropriate behavior.	Administrators, Classroom Teacher/School Counselor	8/20/07	6/4/08	Other/ Not Applicable	0

Research-Based Programs

TRUST Curriculum
Conscious Discipline

Professional Development

Proudly Infusing Non-Violence (P.I.N.)
TRUST Curriculum
Character Education Curriculum
Conscious Discipline

Evaluation

This objective will be evaluated by a 10 percentage point decrease of teacher written discipline-related referrals during the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

Staff and students will be exposed to and use technology for various purposes and achieve competence to allow them to navigate successfully in today's global communication network.

Needs Assessment

Technology log entries indicate that 100 percent of students in grades two through five completed at least one technology-supported project during the 2006-2007 school year. However, one technology-supported project per student per year is not sufficient to demonstrate competence in the use of technology for various educational purposes.

Measurable Objective

Given an emphasis on the use of technology in education and adherence to bi-weekly visits to the computer laboratory, 85 percent of students in grades two through five will conduct at least two technology-supported projects during the 2007-2008 school year as documented by teacher technology logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Visit the computer lab bi-weekly and use technology for gathering information, processing information, and presenting the results or findings to classmates and others.	Administrators, Instructional Staff	9/4/07	6/4/08	Other/ Not Applicable	0
Expand the implementation of the electronic gradebook to include all teachers on the staff.	Administrators, Electronic Gradebook Manager and Site Trainers	8/20/07	6/4/08	Business Process Redesign	0
Increase use of available online software- FCAT Explorer, RiverDeep, Atomic Learning and Easy Tech.	Administrators, Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Establish a bank of electronic visual database of new and resource materials (i.e., software, hardware journals, how-to-books, sourcebook of mentors and contact persons).	Administrators, Media Specialist	9/13/07	6/8/08	Other/ Not Applicable	0
Provide professional development classes, such as EasyTech, Electronic Gradebook and AR Data Management for the instructional staff.	Administrators, EETT Mentor, Electronic Gradebook Manager and Site Trainers	8/20/07	6/4/08	Other/ Not Applicable	0
Use Teacher Web to develop a classroom website for students and parents.	Administrators, All Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Offer DellTech program on Saturdays or after school to 20 students per semester after which time students will take a Dell computer home for the year.	Administrators, DellTech Teacher, Micro Systems Technician	8/20/07	6/4/08	Exchange Meaningful Information	14000

Research-Based Programs

Office 2000/XP Applications
 FCAT Explorer
 RiverDeep
 StarFall
 Read 180
 EasyTech
 Brain Child

Professional Development

TeacherWeb
 EasyTech
 FCAT Explorer
 RiverDeep
 Electronic Gradebook
 Read 180

Evaluation

This objective will be evaluated by the number of technology-supported projects conducted by all students in grades two through five each semester.

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Physical education provides students with the opportunity to reach their optimal level of fitness. Students can adopt a healthy lifestyle by being exposed to nutrition education and participating in a planned program with appropriate physical activities.

Needs Assessment

Results from the 2006-2007 FITNESSGRAM test indicate 59 percent of 242 students tested met high standards in at least five of the six areas assessed. Only 40 percent of the students tested met high standards in running the one mile test.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Host "Field Day" event where homerooms compete against each other in various physical activities.	Administrators, Physical Education Teachers/Students/Classroom Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Host a school wide Obesity Walk to promote awareness of healthy physical and nutritional lifestyles.	Administrators, Teachers/Students	8/20/07	6/4/08	Student Wellness	0
Participate in an annual "Fitness Fair" where students will perform tinikling, a Filipino dance, and lummie sticks, a rhythm routine to selected music.	Administrators, Physical Education Teachers/Students	8/20/07	6/4/08	Other/ Not Applicable	0
Provide students with extra credit incentive for participating in physical activities after school, including sports, ballet, or karate.	Administrators, Physical Education Teachers/Students	8/20/07	6/4/08	Student Wellness	0
Implement nutrition education program highlighting good eating habits. Post related information on the school web page for parents to implement at home.	Administrators, Physical Education Teachers/Students/Science Teachers	8/20/07	6/4/08	Other/ Not Applicable	0
Keep a breakfast journal during state mandated testing periods.	Administrators, Physical Education Teachers	2/1/08	3/14/08	Healthcare & Healthy Choices	0
Read and summarize sports related current events articles to enhance reading comprehension and writing skills through Physical Education.	Administrators, Physical Education Teachers	8/20/07	6/4/08	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Science
Physical Education Sunshine State Standards
Fitnessgram

Professional Development

CRISS Training
FCAT Activities Book for Physical Education Teachers

Evaluation

The objective will be evaluated based on the percentage of students in grades four and five meeting high standards in running the one mile test on the 2007-2008 FITNESSGRAM Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of fine arts.

Needs Assessment

Two hundred thirty five students participated in the Annual Fine Arts Festival held in the Spring of 2007 by either performing or by submitting an art project for display and competition at the festival. This represents only 46 percent of the students participating in the music and art classes during the entire school year.

Measurable Objective

Given emphasis on the benefits of participating in the arts, the number of students participating in the Annual Fine Arts Festival held in the Spring of 2008 will increase by five percentage points when compared to the number of students who participated the previous school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Showcase "Artist of the Week" on Closed Circuit Television (CCTV) to promote art appreciation and awareness.	Administrators, Art Teacher, CCTV Crew	8/20/07	6/4/08	Other/ Not Applicable	0
Offer students extra credit for their participation in Fine Arts events in the community throughout the school year.	Administrators, Art and Music Teachers	8/20/07	6/4/08	Exchange Meaningful Information	0
Encourage and facilitate student participation in the Miami-Dade County Youth Fair, the Miami Beach Student Art Show and the Dade County Water Colors Art Show, among other local competitions and art exhibits.	Administrators, Art Teacher	8/20/07	6/4/08	Other/ Not Applicable	0
Institute a "Rising Stars" monthly performance on Closed Circuit Television (CCTV) to highlight and promote artistic expression.	Administrators, Music Teacher, CCTV Crew	9/4/07	6/4/08	Other/ Not Applicable	0
Enhance school-site's heritage celebrations with art work and student performances, e.g. Hispanic and Black History Celebrations, caroling, etc.	Administrators, Art and Music Teachers	9/4/07	6/4/08	Other/ Not Applicable	0

Research-Based Programs

Sunshine State Standards for Elementary Music and Art

Professional Development

Fine Arts Workshops and Performances

Evaluation

This objective will be evaluated based on the number of students who participate in the Annual Fine Arts Festival held in the Spring of 2008 by either performing or by submitting an art project for display and competition at the festival.

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Flamingo Elementary School will rank above the 81st percentile statewide in the Return on Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Flamingo Elementary ranked at the 81st percentile on the State of Florida ROI Index.

Measurable Objective

Flamingo Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase supplemental materials to support student learning through Title I Grant funds.	Administrators	8/20/07	10/31/07	Other/ Not Applicable	7500
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/07	6/4/08	Other/ Not Applicable	0
Allocate funding to reduce teacher-to-student ratio and to enhance technology.	Administrators	8/20/07	6/4/08	Other/ Not Applicable	185000
Secure grants such as the Family Literacy Grant. Use monies to purchase hourly positions for before/after school tutoring program and provide inservice training for teachers.	Administrators, Grant Writing Committee	8/20/07	6/4/08	Other/ Not Applicable	59000
Utilize Student Achievement Enhancement Program (8947) funds, to purchase after school intervention materials and additional hourly positions.	Administrators	8/20/07	6/4/08	Other/ Not Applicable	23000

Research-Based Programs

Houghton Mifflin Reading
 Scott Foresman Mathematics
 Accelerated Reader
 Waterford Intervention Literacy Program for ESOL students
 Read 180
 Comprehensive Research-based Reading Plan(CRRP)

Professional Development

Budget Training/Conference
 MSAF Training
 Internal Funds Training
 Title I Expenditure Training
 Grant Writing Training
 Student Textbook Automated Inventory Reporting System (STAIRS)
 Reading, Mathematics and Writing Inservices
 Holistic Scoring Using the FCAT Scoring Rubric

Evaluation

This objective will be evaluated by showing progress toward reaching the 82nd percentile on the next State of Florida ROI index publication.

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, through scheduled meetings, has continuous input in all aspects of the budget. This includes recommendations as to how EESAC funds will be used, as well as, how funds awarded to the school are spent. EESAC recommends priorities for budget expenditures.

Training:

The EESAC meets on a regular basis to discuss staff inservice needs.

Instructional Materials:

EESAC will survey grade level chairpersons regarding needs and make selections of instructional and supplemental materials to be purchased.

Technology:

EESAC will give input to the technology committee regarding our school technology plan and use of technology funds. The EESAC has selected on-going technology training opportunities for staff members as one of the strategies for the 2007-2008 School Improvement Plan.

Staffing:

EESAC will participate in the interview and selection process of new faculty members and provide input for grade level assignment changes.

Student Support Services:

EESAC will continue its mission of establishing student support services and making contacts with the community to further assist our students. Our school is currently in a partnership with the Citrus Health Network, and the Children's Psychiatric Center, who provide an on-site nurse, nurse-aid, social worker and a counselor to assist students and their families.

Other Matters of Resource Allocation:

The EESAC will work as a team to make decisions concerning issues that affect all aspects of our school program. In addition to posting the EESAC minutes, each EESAC member will network with identified faculty members keeping them abreast of decisions made and serving as their representatives at EESAC meetings.

Benchmarking:



School Improvement Plan 2007-2008



The EESAC will provide continuous assessment of our total school program, as well as, student achievement and therefore respond by making recommendations that address the needs of our staff and students as they arise.

School Safety & Discipline:

EESAC will continue to support the school counselor, teachers, and administrators in their efforts to provide services in the areas of handling disruptive behaviors, student referrals to outside social service agencies for assistance, mediation, and implementation of character education. EESAC will also support the continued implementation of the D.A.R.E program and the Safety Patrol Club's efforts in monitoring student safety and civic duty and responsibilities.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	1854.1
Mathematics	0
Writing	0
Science	10000
Parental Involvement	5000
Discipline & Safety	0
Technology	14000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	274500
Total	305354.1



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