

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Hialeah Gardens Elementary School (2111)

Feeder Pattern - Barbara Goleman Senior

Regional Center I

District 13 - Miami-Dade

Principal - Ivette Bernal

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Hialeah Gardens Elementary School is located in the growing city of Hialeah Gardens. The school educates 1,558 students in grades pre-kindergarten through five. The ethnic/racial makeup of the student population is one percent Black Non-Hispanic, 96 percent Hispanic, three percent White Non-Hispanic, one percent Asian, and one percent Indian/Multiracial. Currently, 18 percent of students in grades third through fifth scored Levels 1 and 2 on the Florida Comprehensive Assessment Test Reading and 20 percent of students scored Levels 1 and 2 on the Florida Comprehensive Assessment Test Mathematics in grades third through fifth. The School Improvement Plan for Hialeah Gardens Elementary School represents the work of a well integrated and comprehensive group effort made by the school's Educational Excellence School Advisory Council (ESSAC), staff, parents, community partners, and administrative team members. This group has come together to analyze the school's strengths and needs and identify strategic priorities that will allow us to provide the best education for each student. This plan is a work tool for a continuous school improvement process that is meaningful, realistic, thorough, and effective for making on-going changes that result in meeting Florida's first education goal: highest student achievement. Goals were set based on the school's vision and mission as it relates to federal, state, district requirements and priorities. Fidelity to the implementation of this School Improvement Plan will be ensured by monitoring the effectiveness of the strategies at targeted points throughout the school year.

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

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

Given instruction based on the Sunshine State Standards, students will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 24 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the emphasis on parental community involvement the school will demonstrate an increase of 5 percentage points in the number of parents participating in school-based activities as evidenced by results on the final Title I Parent Outreach Monthly School Report for the 2006-2007 school year as compared to the 2007-2008 school year.

Given the Code of Student Conduct and the implementation of a school wide discipline plan, student behavior will improve, as evidenced by a five percent reduction in the number of Student Case Management Referral (SCAM) forms during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, students will increase their usage of computers by five percentage points as evidenced in the mean total time report of SuccessMaker Enterprise during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 FITNESSGRAM test.

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

Hialeah Gardens Elementary School's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

A review of the Organizational Performance Improvement Snapshot (OPIS) survey, indicates that faculty and staff frequently agree with the customer and market focus category and also the measurement, analysis, and knowledge management category conducted at our school as documented by an average score of 4.2 on a scale of one to five. Strategic Planning and Leadership received scores of 3.9 and 4.0 respectively and thus were identified as two categories needing improvement at our school site. In the area of Strategic Planning, faculty and staff will become better informed through inservices in order to understand how the organizational plans of the school affect their work. This will enable the faculty and staff to provide informed suggestions for future plans. In the area of leadership, staff members will be encouraged to further their education in order to advance in their field through professional development activities, college courses, and inservices.



# 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.

## 2111 - HIALEAH GARDENS ELEMENTARY SCHOOL

### VISION

We educate students in the critical areas of reading, writing, mathematics, and science in order to prepare well-rounded individuals. We develop citizens ready to participate in a complex global society.

The principal will lead the faculty and staff to help all students reach their potential by setting high standards. This will be achieved through the use of a variety of technological advances and a strong partnership between parents, students, faculty, staff and community. We prepare productive citizens that become contributing members of society.

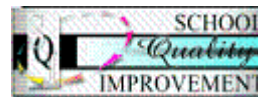
### MISSION

We accept the challenge of preparing each student physically, socially, culturally, and academically in an enriching learning environment to function effectively in a technologically diverse and complex global society. We will accomplish our mission by focusing on student achievement in reading, writing, mathematics, science, and parental and community involvement.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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.

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## **School Demographics**

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### Facility/Community

Hialeah Gardens Elementary School is located on eight acres in the growing city of Hialeah Gardens, which is located in Northwest Miami-Dade County, West of the Palmetto Expressway and North of Okeechobee Road.

On the premises, there are two buildings. The main building was constructed in 1994. The Primary Learning Center was constructed in 1995. The main campus contains 48 classrooms and 16 portables to service students in grades one through five. The Primary Learning Center has 11 classrooms and services pre-kindergarten and kindergarten students.

Both buildings have been retro-wired to provide internet access to 100 percent of the classrooms and the media center.

There is a high percentage of families who are economically disadvantaged and do not have internet access. Currently, 141 students receive free-direct certified lunch, 558 students receive free lunch and 247 receive reduced price lunch.

### Student Demographics:

The school educates 1558 students, pre-kindergarten through fifth grade, including a voluntary Pre-kindergarten program (VPK). The population is approximately 96 percent Hispanic, three percent White Non-Hispanic, one percent Black Non-Hispanic, and one percent Asian/Indian/Multiracial students. Hialeah Gardens receives Title I funding. The average class size ranges from 18-23 students with a mobility rate of 20 percent. The school provides educational programs for English Language Learners (ELL) and Special Education (SPED) students. Currently, there are 274 Special Education (SPED) students. There are 104 students in the autism program, 50 specific learning disabled students, one emotionally handicapped, one educable mentally handicapped, eight developmentally delayed, five other health impaired, 30 participate in speech, and 68 are gifted. There is a co-teach model that services third, fourth and fifth grade students. Currently, 18 percent of students in grades third through fifth scored Levels 1 and 2 on the Florida Comprehensive Assessment Test (FCAT) Reading and 20 percent of students scored Levels 1 and 2 on the Florida Comprehensive Assessment Test (FCAT) Mathematics in grades third through fifth.

### Unique Aspects:Advantages:

Hialeah Gardens Elementary is a multi-generational neighborhood school with families who have resided in the same location for many years. The school has moderate teacher mobility. Hialeah Gardens has earned an "A" grade and achieved Adequate Yearly Progress (AYP) based on the Florida Department of Education school grading system for the past four years. The school is able to provide one class of Voluntary Pre-Kindergarten (VPK). It has a relatively new physical plant with a media center, science lab, music suite, art suite and a physical education (PE) area. The school provides for Special Education (SPED) students through an inclusion model and resource model.

### Unique Aspects: Disadvantages:

There are some areas of concern. For example, 12.4 percent of the teachers are beginning teachers that are new to Miami-Dade County. The truancy rate is approximately four percent of students being absent on a daily basis. Additionally, a large portion of the parent population does not use English as their first language.

### Teacher Demographics:

The Leadership Team consists of the principal, two assistant principals, and one reading coach. The principal encourages staff to be proactive by increasing their leadership skills through practice and professional development activities. The school employs a total of 155 full-time instructional staff members and 89 part time instructional staff members. Part-time instructional staff consist of hourly teachers and paraprofessionals.

The level of education of the full-time teaching staff is as follows: 45 teachers hold master's degrees (38 percent) and three teachers hold specialists' degrees (3 percent). The teaching population includes 22 white Non-Hispanic teachers (19 percent); 14 Black Non-Hispanic teachers (14 percent); and 77 Hispanic teachers (68 percent).

### Class Size/Teacher-to-Student Ratios

#### Average Class Size

Kindergarten: 18.3  
First grade: 18.2  
Second grade: 18.6  
Third grade: 19.5  
Fourth grade: 23.1



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Fifth grade: 23  
Autistic Self-contained (PreK-5): 8.7

## Teacher-to-Student Ratios

Kindergarten: 18.3:1  
First grade: 18.2:1  
Second grade: 18.6:1  
Third grade: 19.5:1  
Fourth grade: 23.1:1  
Fifth grade: 23:1

## Attendance Rate:

The average attendance rate for the 2006-2007 school year was 94.07 percent as compared to the District's overall attendance rate of 94.88 percent. This average attendance rate includes grades kindergarten through fifth grade.

## Promotion/Graduation/Retention Rates:

Hialeah Gardens Elementary School's retention rates are:

0.4 percent of kindergarten students  
2.1 percent of first grade students  
0.8 percent of second grade students  
10.5 percent of third grade students were retained, as a result of scoring Level 1 on the 2007 FCAT Reading.  
There were no retained students in fourth and fifth grade.

## Feeder Pattern:

Hialeah Gardens Elementary is in the Barbara Goleman Feeder Pattern. For middle school, the students transition to Jose Marti Middle School which has achieved a letter grade of "C" for the 2006-2007 school year. For high school, the students attend Barbara Goleman Senior High School which achieved a letter grade of "D" for the 2006-2007 school year.

## Special Programs:

The school provides educational programs for English Language Learners (ELL) and Special Education (SPED) students. A specialized program is provided for students with autism. A Voluntary Pre-Kindergarten (VPK) and a Learning Experiences and Alternatives Program (LEAP) provide services for Pre-Kindergarten students. A gifted program with two teachers provides acceleration and enrichment, an Extended Foreign Language (EFL) program in grades K-5 provides dual language instruction in Spanish and English, and the Teaching Enrichment Activities to Minorities (TEAM) program which offers enrichment activities at an accelerated pace. Additionally, the school offers an Academic Excellence Program (AEP), Violin Program, Chorus, Bells, Recorders, Art Club, Chess Club, and after school and Saturday tutoring. An after-school tutorial will focus on increasing student achievement.

## School Community Relations/Partners:

Hialeah Gardens Elementary works closely with agencies in the community including the City of Hialeah Gardens. For example, the city employees donate their time to participate in activities such as Career Day. The school has also received monetary donations to help economically disadvantaged students and to improve technology. In addition, Hialeah Gardens Elementary participates in the Big Brothers/Big Sisters mentor program whereby students are paired with high school students. Citrus Health Network also provides a nurse, nurse's aide, and social worker for the school.

## Grants:

Through the Office of Intergovernmental Affairs, Hialeah Gardens Elementary participates in the Title I Grant Program. This grant provides supplemental funding to ensure that all children in most needy schools are afforded a fair, equal, and significant opportunity to obtain a high-quality education; achieve academic success; and work towards narrowing the achievement gap while affording parents substantial and meaningful opportunities to participate in the education of their children. The school also participates in the Health Connect in Our Schools (HCIOS), a prevention and intervention model which will facilitate the provision of mental and medical health services to all M-DCPS students. HCIOS is a joint venture between M-DCPS, the Miami-Dade County Health Department and Children's Trust.

Hialeah Gardens Elementary has received a donation from the City of Hialeah Gardens in the amount of \$75,000. The purpose of this donation is to provide additional technology in reading, writing, mathematics, and science for all students. In addition, the school received a grant award in the amount of \$30,000 for a school developed summer camp. Additionally, the school received an E-rate grant in the amount of \$32,000 to upgrade the computer infrastructure and wiring.



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## ***School Foundation***

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### **Leadership:**

The faculty and staff feel confident that they know how to measure and analyze the results of their work and use this analysis to make changes as needed. This is supported by an average score of 4.0 in the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Improvement Snapshot Survey.

### **District Strategic Planning Alignment:**

The faculty and staff are involved in the development of the school's goals and objectives. This is supported by an average score of 3.9 in the Strategic Planning section of the Organizational Performance Improvement Snapshot Survey.

### **Stakeholder Engagement:**

The faculty and staff strongly agree with the level of satisfaction of the students, parents/caregivers, and surrounding community and businesses. This is supported by an average score of 4.3 in the Customer and Market Focus section of the Organizational Performance Improvement Snapshot Survey. This is further supported by parents and community members being actively involved in the Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA). Parent workshops are provided during the school day and after school hours to accommodate the working schedules of parents.

### **Faculty & Staff:**

The faculty and staff are encouraged to conduct weekly grade level planning meetings that result in consistency in the planning process that enhances the knowledge and delivery of instruction. Vertical planning opportunities are provided in order to review grade level expectations for the following year. This is supported by an average of 4.0 score in the Human Resource Focus category of the Organizational Performance Improvement Snapshot Survey.

**Teacher Mentoring Programs:** The mentoring program at Hialeah Gardens Elementary School facilitates the professional development of teachers. New teachers attend the Miami-Dade County Public School's Beginning Teacher Orientation program. In addition, during the opening of school, new teachers attend a school-site orientation meeting provided by the principal. Beginning teachers also attend a monthly meeting of the school's Beginning Teachers Learning Community facilitated by the principal and nationally certified faculty members. Teachers are familiarized with the school's policies and procedures. In addition to receiving support from the principal, assistant principals and chairpersons, new teachers are assigned a colleague teacher/mentor to assist with their professional development. A Professional Growth Team, as identified in the Professional Assessment and Comprehensive Evaluation System (PACES), is developed to work specifically with teachers throughout the school year. The Professional Growth Team is comprised of experienced teachers who have attended mentor training. This team assists teachers in lesson planning, goal setting, developing effective classroom management, and establishing successful teaching practices.

Furthermore, grade levels participate in weekly grade level planning meetings in order to help foster collaboration between colleagues. Monthly chairperson meetings are held with administrators to review progress toward stated goals and discuss issues/concerns from respective grade levels and/or departments. The Reading Coach also provides assistance to classroom teachers by conducting classroom demonstration lessons and on-site professional development.

### **Data/Information/Knowledge Management:**

The faculty and staff strongly agree with its knowledge and ability to utilize data in order to make informed decisions about the quality of their work. This is supported by an average score of 4.2 in the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Improvement Snapshot Survey.

### **Education Design:**

The faculty and staff agree that the school has good processes that drive the function of the school. This is supported by an average score of 4.3 in the Process Management category of the Organizational Performance Improvement Snapshot Survey.



# School Improvement Plan 2007-2008



## **Performance Results:**

The faculty and staff strongly agree that the process of school improvement has impacted additional areas of performance. This is supported by an average score of 4.3 in the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Self Assessment Survey. Through active learning opportunities and more direct tutorial services in small group settings, students are experiencing greater academic success which translates to higher academic achievement.





# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



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***Schools Offering Primarily Grades 6 through 12***

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**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**

Students will acquire the knowledge, skills, and competencies needed to master state standards in reading.

### **Needs Assessment**



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2007 FCAT Reading scores indicate that 71 percent of students have met state standards of level 3 or higher and 66 percent of students have made annual learning gains. In addition, 53 percent of students scoring in the lowest 25 percent have made annual learning gains. Subgroup scores further indicate that 55 percent of English Language Learners (ELL), 68 percent of economically disadvantaged, and 48 percent of Students With Disabilities (SWD) are meeting state standards.

A content cluster comparative analysis of student data in grades three through five reflects the following areas of need:

- (a) Grade three demonstrated need for improvement in Reference and Research with a mean of 50 percentage points earned on the 2007 FCAT Test. Interim progress monitoring assessment results indicate gains in Similarities and Differences and a need for improvement in Cause and Effect.
- (b) Grade four demonstrated need for improvement in Words and Phrases with a mean of 60 percentage points earned on the 2007 FCAT Test. Interim progress monitoring assessment results indicate gains in Reference and Research and a need for improvement in Compare and Contrast.
- (c) Grade five demonstrated the greatest need for improvement in Words and Phrases with a mean of 56 percentage points earned on the 2007 FCAT Test. Interim progress monitoring assessment results indicate gains in Main Idea and Author's Purpose and a need for improvement in Cause and Effect.

Students need to be engaged in reading informational text and engaging in research activities in order to enhance higher order thinking skills. Additionally, students need to read more from a variety of materials to acquire greater independent word learning strategies. Students should also participate in intentional word building activities to enhance their vocabulary and knowledge of words and phrases. To align teaching and learning, professional development for teachers must focus on effective strategies for students to improve their performance across all reading content strands.

**NCLB Subgroup Target**

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

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement weekly "cold read" assessments to monitor independent reading comprehension skills.	Assistant Principal Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize SuccessMaker Enterprise reports to monitor reading gains of students in grades kindergarten through five.	Principal Classroom Teachers Technology Coordinator	8/27/2007	6/05/2008	Continuous Improvement Model	0
Utilize Accelerated Reader program in grades kindergarten through fifth to reinforce and enhance independent reading skills.	Assistant Principal Media Specialist Reading Coach	8/27/2007	6/05/2008	District-wide Literacy Plan	0
Provide intensive tutorial assistance, evaluated using test preparation materials, during school hours, after school three times per week and Saturdays for all students in grades third through fifth who did not meet state standards including ELL and SWD students.	Principal Reading Coach	8/27/2007	6/05/2008	Continuous Improvement Model	39585
Encourage weekly kindergarten through fifth grade level planning meetings that result in lesson plans that reflect the CRRP, District's Pacing Guide, remediation, the five components of reading, and enrichment strategies.	Assistant Principal Grade Level Chairpersons Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize bi-weekly assessments to monitor reading achievement in grades kindergarten through five.	Classroom Teachers, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Classroom Teachers, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principal, Classroom Teacher	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition  
 SuccessMaker Enterprise (SME)  
 Voyager Passport  
 Early Success  
 Soar to Success

### Professional Development

Houghton Mifflin Reading Series, 2005 Edition, Implementation Seminar  
 Florida Reading Standards and Tested Benchmarks  
 Comprehensive Research Based Reading Plan, M-DCPS (CRRP)  
 Creating Independence through Student-owned Strategies (CRISS)  
 SuccessMaker Enterprise (SME)  
 Voyager Passport, Program Implementation  
 Early Success, Program Implementation  
 Soar to Success, Program Implementation  
 Continuous Improvement Model (CIM)

### Evaluation



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Formative - Following a Continuous Improvement Model (CIM), throughout the school year, SuccessMaker Enterprise, DIBELS, District Interim Assessment Tests, Houghton Mifflin theme assessments, bi-weekly assessments, and teacher generated tests will be used to monitor progress and redirect learning activities.

Summative - Achievement of this objective will be demonstrated by students improving their reading skills as evidenced by 76 percent of students meeting the state standard as documented by scores on the 2008 FCAT Reading Assessment.



### Mathematics Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Mathematics Statement

Students will acquire the knowledge, skills, and competencies needed to master state standards in mathematics.

### Needs Assessment

2007 FCAT Mathematics scores indicate that 70 percent of students have met state standards and 80 percent of students have made learning gains. Adequate Yearly progress (AYP) subgroup scores indicate that 55 percent of English Language Learners (ELL), 62 percent of economically disadvantaged, and 54 percent of students with disabilities (SWD) have met state standards. A comparative content cluster analysis of student data reflects the following areas of need:

- (a) Grade three demonstrated need for improvement in Geometry and Data Analysis with a mean of 57 percent of points earned.
- (b) Grade four demonstrated the greatest need for improvement in Algebraic Thinking with a mean of 57 percentage points earned.
- (c) Grade five demonstrated the greatest need for improvement in Algebraic Thinking and Number Sense with a mean of 46 percentage points earned.

Throughout all grade levels, students need hands-on experiences with manipulatives to enhance their understanding of Number Sense. These experiences should be infused with science lessons so that students can learn concepts through cross-curricular activities and apply this understanding to real life situations. In order to align teaching and learning, professional development activities for teachers should focus on effective strategies for developing solid concepts of Number Sense.



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## **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 using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize SuccessMaker Enterprise Math to target and reinforce number sense to improve mathematics skills.	Assistant Principal	8/27/2007	6/05/2008	District-wide Literacy Plan	0
Utilize district's Mathematics Pacing Guide to ensure that the state standards are met.	Grade Level Chairpersons Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide intensive tutorial assistance during the school day, after school three times per week and on Saturdays for all third through fifth grade students including ELL and SWD students who did not meet standards.	Principal Assistant Principal Teachers Paraprofessionals	8/27/2007	6/05/2008	District-wide Literacy Plan	56253.05
Coordinate workshops for parents to support home learning activities using Riverdeep and FCAT Explorer.	Assistant Principal Community Involvement Specialist	8/20/2007	6/05/2008	Improve Public Perception	0
Encourage weekly kindergarten through fifth grade level meetings that result in mathematics lesson plans that reflect the District's Pacing Guide, remediation and enrichment strategies.	Assistant Principal Grade Level Chairpersons	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize bi-weekly assessments to monitor mathematics achievement in grades kindergarten through five.	Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Harcourt Math, 2004 Edition  
SuccessMaker Enterprise (SME)

### Professional Development

Florida State Standards  
Item Specifications for Mathematics  
Mathematics and Science Comprehensive Plan  
Creating Independence through Student-owned Strategies (CRISS)  
SuccessMaker Enterprise (SME)  
Continuous Improvement Model (CIM)

### Evaluation

Formative - Following a Continuous Improvement Model (CIM), Harcourt Unit Mathematics tests, District Interim Assessment Tests, SuccessMaker Enterprise, and bi-weekly assessments will be used throughout the school year to monitor progress and redirect learning activities. These same evaluation tools will also be used to measure the growth in mathematics achievement of students in tutorial programs.

Summative - Achievement of this objective will be demonstrated by students improving their mathematics skills as evidenced by 75 percent of students meeting state standards as documented by scores on the 2008 FCAT Mathematics Assessment.

## Writing Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Writing Statement

Students will acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

### Needs Assessment

2007 FCAT Writing+ scores indicate that 86 percent of students have met the state standard of 3.5 or above in writing. Data analysis of 2007 FCAT Writing+ scores reveal that 81 percent of students scored a 3.5 or higher in narrative writing and 83 percent of students scored 3.5 or higher in expository writing. This indicates a need for improvement in the area of narrative writing. Students need expanded opportunities in creative writing to develop greater skills in narrative 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, students will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain writing portfolios in kindergarten through fifth grade to promote the writing process across the curriculum.	Assistant Principal Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Administer progress writing tests as a guide to enhance writing instruction for kindergarten through fifth grade students.	Assistant Principal Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide professional development that specifically address expository and narrative writing instruction to enhance delivery of instruction and improve writing skills.	Reading Coach Assistant Principal	8/27/2007	6/05/2008	District-wide Literacy Plan	0
Provide intensive tutorial assistance during school hours and implement an after school writing tutorial program three times per week for targeted fourth grade students to include identified ELL and SWD students to improve writing skills.	Assistant Principal Classroom Teachers	8/27/2007	6/05/2008	District-wide Literacy Plan	39584
Provide writing workshops for parents to support home learning activities.	Assistant Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Encourage weekly grade level planning meetings that result in writing lesson plans that reflect the District's Pacing Guide, remediation and enrichment strategies.	Assistant Principal Grade Level Chairpersons	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition

### Professional Development

Scoring Guide  
 Expository Writing in the Content Areas  
 Creating Independence through Student-owned Strategies(CRISS)  
 FCAT Writing and Compact Disc  
 Continuous Improvement Model (CIM)

### Evaluation

Formative - Following a Continuous Improvement Model(CIM), monthly writing samples and District pre and post tests will be used to monitor progress and redirect learning activities. These same evaluation tools will be used to measure the growth in writing achievement of students participating in the writing tutorial program.

Summative - Achievement of this objective will be demonstrated by students improving their writing skills as evidenced by 91 percent of fourth grade students meeting the state standard of 3.5 or above as documented by scores on the 2008 FCAT Writing+ Assessment.

### Science Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

Students will meet state standards in science.

**Needs Assessment**

Results of the 2007 FCAT Science Test indicate that 41 percent of fifth grade students have met state standards. Further analysis of student achievement scores indicates that Earth and Space is the content strand in need of improvement with a mean of 43 percent of points earned. Students will need practice collecting, measuring, organizing data, and interpreting data from charts and graphs. Practice in understanding and applying the scientific method will support greater acquisition of science skills, particularly with emphasis on the Earth and Space content strand.



### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 24 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement bi-weekly assessments in Science. The results of these tests will be used to guide instruction and improve science skills.	Assistant Principal Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement inquiry-based science lessons, with an emphasis on the Earth and Space Science content strand.	Assistant Principal Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Engage students in hands-on science experiments that promote the use of the scientific method.	Assistant Principal Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Coordinate parent workshops that will encourage scientific thinking at home.	Assistant Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Encourage weekly grade level planning meetings that result in science lesson plans that reflect the District's Pacing Guide and enrichment strategies.	Assistant Principal Grade Level Chairpersons	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide intensive tutorial assistance during school hours and implement an after school science tutorial program three times a week for targeted fourth and fifth grade students.	Assistant Principal, Classroom Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	57496.45
Utilize a school Science Lab to encourage the development of science skills.	Assistant Principal, Classroom Teacher	8/20/2007	6/05/2008	Education Innovation	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Classroom Teacher	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Scott Foresman, 2007 Edition

### Professional Development

Creating Independence through Student-owned Strategies (CRISS)  
Continuous Improvement Model (CIM)

### Evaluation

Formative - Following a Continuous Improvement Model (CIM), Scott Foresman unit tests and bi-weekly assessments will be used throughout the school year to monitor progress and redirect learning activities.

Summative - Achievement of this objective will be evaluated by students in grade five improving their science skills as evidenced by 65 percent of students meeting state standards as documented by scores on the 2008 FCAT Science Assessment.

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

### **Parental Involvement Statement**

Parental and family involvement participation will increase to create a successful link between the school community and home setting that will support the achievement of high academic standards.

### **Needs Assessment**

Results of 2006-2007 Title I Parent Outreach Monthly School Reports indicate that 2,962 parents attended school-based activities. Data analysis reveals a need to increase the percentage of parents involved in school-based activities particularly during the third quarter. There is also a need to increase the number of parents using the Parent Resource Center. The school needs to enhance the means of communicating and encouraging parents to participate in school activities. There is a need to explore additional methods of sharing information with parents such as use of the school's and district's websites.

### Measurable Objective

Given the emphasis on parental community involvement the school will demonstrate an increase of 5 percentage points in the number of parents participating in school-based activities as evidenced by results on the final Title I Parent Outreach Monthly School Report for the 2006-2007 school year as compared to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide family nights in the areas of reading, writing, mathematics, and science to help parents understand academic content standards.	Assistant Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Provide and maintain a parent resource center with materials for checkout to support parents in assisting their children.	Assistant Principal Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Promote parental participation in the Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA) to provide opportunities for involvement in school decision making.	Principal EESAC Chairperson	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide monthly Autism Parent Support group sessions to assist parents with resources and strategies to help their children at home.	Assistant Principal Counselor	8/20/2007	6/05/2008	Improve Public Perception	0
Utilize a Community Involvement Specialist to communicate with parents through telephone and personal contacts and maintain an on-going line of communication between school and home by ensuring that information sent home is in the students' home language.	Principal Community Involvement Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	9900
Utilize Parent Compacts to encourage parental involvement and support.	Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0

### Research-Based Programs

National Parental Family Involvement Program (PTA)

### Professional Development

District sponsored EESAC Seminars  
Monthly Title I Community Involvement Specialists (CIS) Seminars

### Evaluation

Following a Continuous Improvement Model (CIM), strategies will be monitored throughout the school year, using telephone logs, parent compact class files, participation logs and sign-in sheets for parent workshops and meetings. Achievement of this objective will be demonstrated by a five percentage point increase in the number of parents participating in school-based activities as evidenced by results on the final Title I Parent Outreach Monthly School Report for the 2006-2007 school year as compared to 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*

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

Hialeah Gardens students will follow a consistent school wide discipline plan.

### **Needs Assessment**

During the 2006-2007 school year, 267 Student Case Management Referral Forms were processed. There is a need for students to obtain clear expectations in order to decrease the number of referrals in the 2007-2008 school year.

### Measurable Objective

Given the Code of Student Conduct and the implementation of a school wide discipline plan, student behavior will improve, as evidenced by a five percent reduction in the number of Student Case Management Referral (SCAM) forms during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parental support and involvement by informing parents about the school wide discipline plan.	Assistant Principal Classroom Teacher	8/20/2007	6/05/2008	Improve Public Perception	0
Post school wide discipline plan in every classroom.	Assistant Principal Classroom Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide professional development on effective classroom management strategies.	Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide mentoring for beginning teachers on effective classroom management strategies.	Assistant Principal	8/20/2007	6/05/2007	Continuous Improvement Model	0
Establish consistent rules shared across all grade levels and special areas.	Principal Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Recognize positive student behavior through student of the month presentations.	Assistant Principal Counselors	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

Assertive Discipline by Lee Canter  
The First Days of School Effective Classroom Management by Harry Wong

### Professional Development

Effective Classroom Management Strategies, School Based Seminar

### Evaluation

Following a Continuous Improvement Model (CIM), the nature and number of discipline referrals submitted will be reviewed as a progress monitoring tool at the end of each grading period. Achievement of this objective will be demonstrated by a reduction of five percent in the number of Student Case Management Referral (SCAM) forms submitted in the 2007-2008 school year when compared to the 2006-2007 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 checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

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

### **Technology Statement**

Students, teachers, and staff will use technology as a powerful tool for learning and communicating.

### **Needs Assessment**

Results on class time summary reports at the end of the 2006-2007 school year indicate the mean total time of student use on SuccessMaker Enterprise was 71 hours and 15 minutes.



### Measurable Objective

Given an emphasis on the use of technology in education, students will increase their usage of computers by five percentage points as evidenced in the mean total time report of SuccessMaker Enterprise during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of computers throughout the school.	Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	144000
Promote the use of on-line learning resources such as Successmaker. Students will receive incentives and recognition during the morning announcements.	Assistant Principal Classroom Teachers	8/27/2007	6/05/2008	District-wide Literacy Plan	0
Provide staff development in the use of Successmaker for instructional purposes that include remediation and enrichment tools.	Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide a parent workshop on SuccessMaker so that parents can support their students on these on-line learning resources.	Principal Assistant Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Develop a school site technology enhancement plan.	Principal Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

SuccessMaker Enterprise (SME)

### Professional Development

SuccessMaker Enterprise (SME)

### Evaluation

Following a Continuous Improvement Model (CIM), SuccessMaker Enterprise (SME) reports will be used throughout the school year to monitor student progress toward the stated objective. Progress will also be monitored through the use of attendance logs for teacher and staff inservices. Achievement of this objective will be demonstrated by a five percentage point increase in the mean total time usage of SuccessMaker Enterprise.

## 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*

#### *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"/>

### **Health & Physical Fitness Statement**

Students will increase their flexibility, endurance, strength and aerobic capacity to meet district standards in Physical Fitness.

### **Needs Assessment**

Results of the 2006-2007 Miami-Dade County FITNESSGRAM Assessment indicate that 37 percent of students in grades four and five have met the district's required award level in the mile run.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement walk/run activities three times per week.	Assistant PrincipalPhysical Education Teacher	8/20/2007	6/05/2008	Student Wellness	0
Incorporate activities that increase cardiovascular fitness in weekly lessons.	Assistant PrincipalPhysical Education Teacher	8/20/2007	6/05/2008	Student Wellness	0
Provide a family night to improve understanding of physical fitness and health and the benefits to the students.	PrincipalAssistant PrincipalPhysical Education Teacher	8/20/2007	6/05/2008	Student Wellness	0
Encourage weekly planning meetings to develop lesson plans that improve instruction and align physical fitness activities to specific standards using the Continuous Improvement Model.	Assistant PrincipalPhysical Education Teacher	8/20/2007	6/05/2008	Student Wellness	0
Implement Alliance for a Healthier Generation Program school wide to promote increased physical fitness among students, staff and community.	Assistant Principal PE Teachers	8/20/2007	6/05/2008	Student Wellness	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

2006 Florida Alliance for Health, Physical Education, Recreation, Dance and Sport Conference (FAHPERD)  
Division of Life Skills and Special Projects, Physical Education Monthly Seminars, M-DCPS

### Evaluation

Achievement of this objective will be demonstrated by students in grades four and five improving their physical fitness skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 Miami-Dade County FITNESSGRAM Assessment as compared to the 2006-2007 administration.

## 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**

#### **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"/>

### **Electives & Special Areas Statement**

An increased number of students will participate in advanced academic programs. These programs will include diverse enrichment activities for students to acquire a rich school experience that promotes their particular talents and interests.

### **Needs Assessment**

During 2006-2007, Hialeah Gardens Elementary did not participate in the Teaching Enrichment Activities to Minorities (TEAM) program. There is a need to increase the number of students who participate in school sponsored advanced academic activities.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Teaching Enrichment Activities to Minorities Program (TEAM) in grades two through five.	Assistant Principal, Classroom Teachers	8/20/2007	6/05/2008	Advanced Academics	0
Provide an Academic Excellence Program (AEP) that will enrich and foster advanced academics through self-expression and hands on science activities.	Assistant Principal, Classroom Teachers	9/10/2007	5/09/2008	Advanced Academics	9081
Provide a parent workshop to advertise and create an awareness of the existence of advanced academics programs.	Assistant Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Train staff members in identifying students who meet the criteria that would qualify them for participation in the advanced academics programs.	Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize standardized test data to identify students eligible for the Academic Excellence Program, the Teaching Enrichment Activities to Minorities Program (TEAM), and the Gifted Program.	Assistant Principal Counselors	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Creating Independence through Student-owned Strategies (CRISS)

### Professional Development

District Sponsored Seminars for Gifted teachers  
 District Sponsored Seminars for Academic Excellence Teachers  
 Creating Independence through Student-owned Strategies (CRISS)  
 District Sponsored Seminars for Teaching Enrichment Activities to Minorities Teachers

### Evaluation

Achievement of this objective will be evaluated by comparing the number of students participating in advanced academic programs during the 2007-2008 school year as compared to the 2006-2007 school year.

### Return On Investment Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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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**

Hialeah Gardens Elementary School will rank above the 76th 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 the 2004-2005 school year, Hialeah Gardens Elementary School ranked at the 75th percentile on the State of Florida Return on Investment (ROI) index.



### Measurable Objective

Hialeah Gardens Elementary School's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Review existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Review shared use of facilities.	Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Create partnerships with community agencies.	Principal	8/20/2007	6/05/2008	Improve Public Perception	0

### Research-Based Programs

### Professional Development

M-DCPS Leadership Development Training, Managing Financial Resources  
 Money Matters  
 Budget Conferences  
 Staff workshops on school budget

### Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Hialeah Gardens Elementary School will show progress toward reaching the 76th percentile.

**EESAC Compliance**

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

**Budget:**

The school budget was reviewed with the EESAC so that well-informed recommendations will be made for the implementation of the School Improvement Plan. The first meeting of the school year was devoted to reviewing the school site budget and Title I budget with recommendations considered from EESAC members.

**Training:**

The EESAC supported professional development activities to enhance teachers' knowledge as it applies to student achievement in reading, writing, mathematics and science. CRISS training sessions were recommended and coordinated for all teachers.

**Instructional Materials:**

The EESAC reviewed and supported the goals and objectives of the Comprehensive Research-based Reading Plan and material requirements to enhance the instructional needs and interests of students and staff. EESAC funds were approved for library books, software resources for the Media Center and physical education equipment.

**Technology:**

The EESAC supported the acquisition of technological upgrades in the Media Center and classrooms. EESAC approved the use of a \$75,000.00 donation from the City of Hialeah Gardens to upgrade computer hardware and increase the number of computers in each classroom.

**Staffing:**

The EESAC was apprised of the school's growth as it pertained to classroom space, additional instructional personnel, and non-instructional personnel. Additional security personnel were hired as per recommendations from EESAC.

**Student Support Services:**

The EESAC supported tutoring programs which provide additional instructional support for students. After school and Saturday Academy tutorial expenses were reviewed by EESAC and an expansion of these services was recommended.

**Other Matters of Resource Allocation:**

The EESAC will continue to participate in long range planning to enhance the use of technology by students and expand print resources in the Media Center.

**Benchmarking:**

The EESAC was apprised of benchmarking activities throughout the school year.



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

The EESAC has addressed issues that impact the safety and discipline of students and will continue to provide recommendations as needed to enhance school initiatives that address safety and discipline. EESAC funds were used to hire additional security personnel.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	39585
Mathematics	56253.05
Writing	39584
Science	57496.45
Parental Involvement	9900
Discipline & Safety	0
Technology	144000
Health & Physical Fitness	0
Electives & Special Areas	9081
Return On Investment	0
<b>Total</b>	<b>355899.5</b>



# 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*