

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Eneida Massas Hartner Elementary School (2351)

Feeder Pattern - Booker T. Washington Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Orlando Gonzalez, Ph.D.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Eneida Massas Hartner Elementary and Community School is located in the Wynwood section of the City of Miami at 401 NW 29th Street. We service 741 students from pre-kindergarten through fifth grade. Many of Miami's immigrants, particularly those from Central and South American countries and the Caribbean Islands, attend our school. The student population is 77 percent Hispanic, 20 percent African-American/non-Hispanic, two percent White, and one percent Asian/Indian/Multicultural. Many of our students travel throughout the school year between the United States and their countries of origin, contributing to a mobility rate of 39. Eneida Massas Hartner Elementary and Community School's Students With Disability (SWD) program provides individualized instructional services to nine percent of the student population. The total number of students enrolled in the Students With Disability program is 67 Learning Disabled. Seventy-five percent of the SWD population is being instructed under the inclusion model and the remaining 25 percent are educated using the resource model. Thirty-four percent of the students are English Language Learners (ELL). Ninety-eight percent of the student body qualifies for the free and reduced price lunch program. The school services the community by providing before and after school child care services, during and after school tutoring, and community school services for both students and parents. Eneida Massas Hartner Elementary and Community School is the primary recipient of students from three homeless and drug rehabilitation shelters in the area. The attendance rate of 2005-2006 was 95.15 percent. Differentiated instruction is implemented through the tutorial services provided during and after school so that students may receive additional opportunities to master skills and state benchmarks. Special Education and Gifted programs are also provided to support the student population.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 51 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their reading skills as evidenced by a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a 10 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades 3-5 will improve their mathematic skills as evidenced by a 15 percentage point increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematic skills as evidenced by a 62 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) students in grades 3-5 will improve their mathematical skills as evidenced by a nine percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades 3-5 will improve their mathematical skills as evidenced by a 9 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the writing process, students in grade 4 will improve their writing skills as evidenced by a one percentage point increase in the number of students attaining the State required mastery level as documented by scores on the 2008 Florida Comprehensive Assessment Writing Plus Test (FCAT).

Given instruction using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by a 25 percentage point increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given a school wide emphasis on parental involvement, parent participation in school activities and events will increase as evidenced by a two percentage point increase in the number of parents attending school related events and services during the 2007-2008 school year as documented in attendance logs when compared to the 2006-2007 school year.

Given a school-wide emphasis on adhering to the procedures delineated in the Code of Student Conduct, the behavior of students at Eneida Massas Hartner Elementary and Community School will decrease the number of disciplinary incidents by 5 percent.

Given appropriate training in Computer Literacy, the amount of teachers who will be able to use the computer to complete various tasks will increase by five percent as evidenced by the results of the school developed technology survey.

Given instructions using the Sunshine State Standards for Physical Education, students will improve their physical conditioning, as evidenced by a three percentage point increase in the number of students receiving awards in the 2007-2008 school year.

Given instruction using the Sunshine State Standards for music, art, physical education, and Spanish, the number of students who participate in district-sponsored events will increase by two percentage points over the previous year, as evidenced by an increase in documentation.

Given school wide emphasis on implementing the Florida Continuous Improvement Model, Eneida Massas Hartner Elementary and Community School will improve its current ranking at the 13th percentile on the 2005-2006 State of Florida ROI index publication to 14th percentile by the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, two areas for improvement are Strategic Planning and Process management. Specifically, there is concern in reference to the following two strategies: "As it plans for the future, my organization asks for my ideas", and "I can get all of the resources I need to do my job." The rationale for selecting these two areas is that stakeholders, who feel that their ideas and concerns are important and valid, are more apt to "buy into"; organizational goals and partake in school-wide initiatives. If faculty and staff feel that they have input in the area of organizational decisions and they have all the resources needed to do their job, the programs will be more personalized and thus be considered more important to the stakeholders. In order to increase staff contribution, the leadership team will implement two strategies. Strategy: Surveys will be conducted and faculty representatives will be encouraged to serve on committees to select school wide implementation of new programs and instructional tools. Strategy: Faculty members will be encouraged to participate in EESAC meetings.



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.

2351 - ENEIDA MASSAS HARTNER ELEMENTARY SCHOOL

VISION

The faculty, staff, parents, and community of Eneida Massas Hartner Elementary and Community School will help our students become responsible, creative, confident, and productive adults. We will strive to empower students and their families through the provision of professional programs that model several sets of skills and social behaviors. These will include positive self-concepts, ethical treatment, decision making, technology, critical thinking, and employability skills.

MISSION

It is the mission of Eneida Massas Hartner Elementary and Community School to assist and motivate all children to reach their fullest potential so that they may become productive citizens. We provide a variety of experiences to increase opportunities for individual success for students, parents, and community members. Our students work and learn in a safe and secure environment that teaches responsibility and respect. Our teachers strive to provide an environment in which the multiple intelligences of each child are explored and honored. Our students are taught in cooperative social settings so that they may acquire and practice appropriate interpersonal skills. These skills facilitate their quest for community as they develop self-knowledge and understand their ability to contribute to society. The faculty at Eneida Massas Hartner Elementary and Community School works to instill in students the importance of new and varied experiences, creativity, positive social change, personal responsibility, and the continued pursuit of education.

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

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Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of our and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Eneida Massas Hartner Elementary and Community School is located at 401 NW 29 Street, Miami, Florida, 33127, and was established in 1997 in Northwest Miami-Dade County, Florida. We service 669 students from pre-kindergarten through 5th grade. Many of Miami's immigrants, particularly those from Central and South American countries and the Caribbean Islands, attend our school. The student population is 77 percent Hispanic, 21 percent African American, 1 percent Asian, and 1 percent White. Many of our students often travel throughout the school year between the United States and their country of origin, contributing to the mobility rate of 40. Eneida Massas Hartner Elementary and Community School's Students With Disability (SWD) program provides individualized instructional services to 9 percent of the student population. There are 55 students enrolled in the Students With Disabilities program with seventy-five percent of the SWD population is being instructed under the inclusion model. Additionally, there are 55 students enrolled in the Gifted program. Thirty-two percent of the students are Limited English Proficient (LEP) in levels 1-4. Ninety-four percent of the student body qualifies for the free and reduced price lunch program. The school services the community by providing after school child care services, during and after-school tutoring, and community school services for both students and parents. Eneida Massas Hartner Elementary and Community School is the primary recipient of students from three homeless shelters and one drug free rehabilitation shelters from the area. The attendance rate for 2006-2007 was 94.57 percent.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas the weakest in that section was that staff/faculty do not feel they are asked for input, item 1g. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively defined a vision and established goals for the improvement of student achievement. Both groups will work to design and implement processes where all faculty and staff will have input in the school wide decision making process.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of District Strategic Planning Alignment was that faculty/staff know how to tell when progress is being made on their individual portion of the overall plan of action, item 2c, whereas the weakest in that section was the knowledge that staff/faculty feel their input is not solicited, item 2a. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively to follow the Sunshine State Standards, district, and state guidelines, and School Improvement Plan in order to accomplish the school's goals and objectives. Additionally, they will keep working to define methods to include input from all stakeholders.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was the knowledge and identification of the stakeholders, item 3a, whereas the weakest in that section was that faculty/staff do not feel they are part of the decision making process, item 3e. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively to provide extended opportunities affording everyone opportunities to be engaged in the decision making process. Both groups will continue to encourage faculty and staff to become active in the decision making process by being part of school committees and/or the EESAC.

Faculty & Staff:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the faculty/staff's comfort and safety, item 5e, whereas the weakest in that section was staff members are not recognized for their work, 5d. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively to create a safe working and learning environment. Both group will work to develop and implement ways of recognizing and rewarding faculty and staff for their job performance.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management was the ability to individually measure quality of work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Reams, networking, and other building events.

Education Design:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Education Design/Process Mangement was the knowledge that faculty/staff have control over their work processes, item 6d, whereas the weakest in that section was that faculty/staff members do not have all the resources they need to their job, item 6a. The administration provides resources for staff to perform their jobs and will continue to monitor and ensure the staff receives the appropriate resources.

Performance Results:



School Improvement Plan 2007-2008



The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance Results/Business Results was that faculty/staff are satisfied with their job, item 7i, whereas the weakest in that section was the organization's sharing of financial issues with the staff, item 7c. Based on the aforementioned results, it is evident that the administration and the EESAC use the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, district and state guidelines, and best practices have helped improve the performance to achieve and maintain high quality education.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

READING

Needs Assessment

A review of the data from the results of the 2006 administration of the FCAT Reading Test reveals that 45 percent of the students in third through fifth grades scored below FCAT achievement Level 3. Students are having the greatest difficulties in the areas of Main Idea/Purpose, Comparisons, and Reference/Research where they performed below 50 percent mastery. In addition, reinforcement is needed in the area of Words/Phrases; on the average, students scored at 57 percent mastery or above in this area.

Results by grade level indicate that third grade students' strength was in the area of Word Phrases. Their need for improvement lies in the area of Comparisons, Reference and Research, Main Idea and Author's Purpose. The strength of fourth grade students was also in the area of Word Phrases. Their need for improvement lies in the area of Comparisons/Reference and Research, Main Idea and Author's Purpose. The strength of fifth grade students was in the area of Comparison. Their need for improvement lies in the area of Reference and Research, Main Idea, Words and Phrases, and Author's Purpose.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 51 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their reading skills as evidenced by a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and monitor opportunities for students to use Accelerated Reader which enhances classroom instruction and promotes independent reading.	Principal Asst. Principal Classroom Teachers Technology Facilitator	8/20/2007	06/05/2008	Other/ Not Applicable	0
Use task cards, graphic organizers, visual and audio-visual aids with English Language Learners (ELL) to assist in molding students' understanding.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Develop and implement weekly lesson plans that align with Sunshine State Standards, the core reading program, content materials, and successful instructional strategies.	Principal Asst. Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize and monitor the inclusion model and Read 180 in an effort to provide instruction to Students With Disabilities at grade level.	Principal Asst. Principal Classroom Teachers SWD Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Departmentalize in grade 5 to provide instruction in reading.	Principal Assist. Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Identify the students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test and implement during and after school tutorial programs to address their reading deficiencies.	Principal Asst. Principal Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Administer District Reading Pre/Post Tests, DIBELS, and Benchmark assessments and monitor and utilize test results. Teachers will generate and use assessment items structured in FCAT format to determine skill progression, adjust instruction, and initiate Child Study Team processes as needed, particularly for students in each subgroup identified by the No Child Left Behind Act.	Principal Assist. Principal Reading Coach Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton-Mifflin as the core reading series and the implementation of Voyager, KAPOW, FCAT Explorer, Riverdeep, Earobics, and Read 180 as supplemental materials.

Professional Development

Professional development for all teachers will include training on the Florida Continuous Improvement Model, CRISS Strategies, Best Practices Strategies, Project Bear Strategies, First Beginnings Strategies, Right Beginnings, Project Owl, Project Draw, and Reading and Writing Standards and EduSoft. Classroom teachers who are implementing the inclusion model will need to attend workshops that relate to learning strategies for Students with Disabilities.

Evaluation



School Improvement Plan 2007-2008



2007 FCAT Reading Test scores. Weekly, monthly, and quarterly assessments to monitor student progress and redirected learning activities will occur on an on-going basis. Quarterly assessments provided by the District. Additional assessment will include FCAT formatted teacher-made tests, Accelerated Reader, DIBELS, Read 180, and EduSoft.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

MATHEMATICS

Needs Assessment

The school leadership team and the EESAC reviewed pertinent data which included FCAT scores and student levels, cluster analysis of mathematics results by strand, and AYP information from the 2007 administration of the FCAT Mathematics Test. Data revealed that 45 percent of the students in grades 3-5 scored below FCAT achievement Level 3. The data further indicated that students in all three grades need rigorous instruction and remediation in the strands tested by the FCAT. The areas of greatest need, ranked from greatest to least need, are Data Analysis, Algebraic Thinking, Measurement, Number Sense, and Geometry. AYP data indicated that fifty-one percent of the Economically Disadvantage Students scored at or above grade level, while only 45 percent of the English Language Learners (ELL) scored at or above grade level. Fifty-five percent of Hispanic students scored at or above grade level, while only thirty seven percent of the African American student population scored at or above grade level. Data indicated that there is a need to increase the amount of time spent on instruction and reinforcements in the areas mentioned above.

Results by grade level indicated that 3rd grade students' strength was in the area of Number Sense, Measurement, and Algebraic Thinking. Their need for improvement lies in the area of Geometry and Data Analysis. The strength of 4th grade students was in the areas of Geometry, Number Sense, and Measurement. Their need for improvement lies in the area of Data Analysis and Algebraic Thinking. The strength of 5th grade students was in the area of Geometry. Their need for improvement lies in the areas of Algebraic Thinking, Data Analysis, Measurement, and Number Sense.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a 10 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades 3-5 will improve their mathematic skills as evidenced by a 15 percentage point increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematic skills as evidenced by a 62 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) students in grades 3-5 will improve their mathematical skills as evidenced by a nine percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades 3-5 will improve their mathematical skills as evidenced by a 9 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in all subgroups scoring at Achievement Levels 1 and 2 of the FCAT Mathematics Test and implement during and after school tutorial programs to address the mathematics deficiencies of students.	Principal Assistant Principal Math Facilitator	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide sixty minutes of daily instruction in mathematics in grades K-5.	Principal, Assistant Principal, Math facilitator	08/20/2007	06/05/2008	Other/ Not Applicable	0
Establish and monitor the implementation of long range plans through mentoring and modeling of lessons to ensure that instruction of the Sunshine State Standards benchmarks have been completed by January in grades three through five and by June in kindergarten through second grade.	Principal Asst. Principal Math Facilitator Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize and monitor the inclusion model in an effort to provide instruction to Students With Disabilities at grade level.	Principal Asst. Principal Classroom teachers SWD Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide and monitor small group instruction by the classroom teacher to students not making adequate progress in mathematics as evidenced by weekly and monthly assessments.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement and monitor on a regular basis in school tutoring in grades three to five using intervention strategies such as the mathematics laboratory, mentoring, and modeling of lessons for students in all subgroups identified by the No Child Left Behind Act to improve student achievement.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Administer District Mathematics Interim Assessment Test and benchmark assessments to focus instruction, monitor, and utilize results. Teachers will generate and use assessment items structured in FCAT format to determine skill progression, adjust instruction, and initialize CST process as needed, particularly for students in each subgroup identified by the No Child Left Behind Act.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide and monitor opportunities for students to use the Riverdeep and FCAT Explorer programs to reinforce classroom instruction and promote problem solving and critical thinking, with emphasis on students in all subgroups identified by the No Child Left Behind Act requirements.	Principal Asst. Principal Math Facilitator Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Departmentalize in grade five to provide instruction in Mathematics.	Classroom Teachers, Mathematics Facilitator, Assistant Principal, Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Note taking and content reading will be a regular pattern of every lesson to improve and enhance mathematics literacy.	Principal, Assistant Principal, math Facilitator, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Weekly tutorials and enrichment will be designed to provide students with hands-on experiences in problem-solving and constructing concrete representations using real-life scenarios.	Principal, Assistant Principal, Math Facilitator, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Daily focus lessons in algebraic thinking and measurement will be used to apply mathematical competencies for Algebraic Thinking, Geometry, and Data Analysis.	Principal Asst. Principal Math Facilitator Classroom Teachers	09/10/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Harcourt as the core Mathematics series, and the implementation of FCAT Explorer, Riverdeep, and EduSoft as supplemental materials.

Professional Development

Professional development for all teachers will include training on the Florida Continuous Improvement Model, use of manipulatives in class, Riverdeep, EduSoft, FCAT Explorer, and training on using Harcourt instructional materials.



School Improvement Plan 2007-2008



Evaluation

2008 FCAT Mathematics Test scores. District Pre and Post FCAT Mathematics Tests, Quarterly District FCAT Assessment, Weekly and Monthly teacher-generated FCAT Style Assessment, FCAT Explorer, and EduSoft.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

WRITING

Needs Assessment



School Improvement Plan 2007-2008



The leadership team and the EESAC reviewed of the data from the result of the 2007 Florida Comprehensive Assessment Test (FCAT) Writing Plus Test which indicated that 74 percent of the 4th grade students met the state required mastery level. According to the No Child Left Behind (NCLB) data only the English Language Learner (ELL) subgroup met the necessary requirement.

Seventy-one percent of the students scored 3.5 or above on the expository writing prompt while 51 percent scored 3.5 or above on the narrative prompt.

Fifty-four percent of the students scored 4.0 or above on the expository prompt while 26 percent of the students scored 4.0 or above on the narrative prompt.

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 writing process, students in grade 4 will improve their writing skills as evidenced by a one percentage point increase in the number of students attaining the State required mastery level as documented by scores on the 2008 Florida Comprehensive Assessment Writing Plus Test (FCAT).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and monitor on a regular basis intervention for targeted students in grades three (March through June) and in grade four (August through February) using the writing laboratory.	Principal Asst. Principal Writing Facilitator Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Promote effective writing by implementing school-wide Writer of the Month Contest in grades kindergarten through five.	Principal Asst. Principal Writing Facilitator Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Administer, utilize, and critique the results of the Writing Pre-Test to assist student progress in grades one through five through mentoring and modeling.	Principal Asst. Principal Writing Facilitator Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Schedule 30 minutes of daily writing in grades K-5.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Identify all the subgroup students scoring below 3.5 in FCAT Writing Plus Pre-test Test, and implement during school and after-school tutorial program to address the writing deficiencies of targeted students.	Principal Assistant Principal Writing Facilitator	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton-Mifflin core Reading series
Teach Me Writing

Professional Development

Teachers need to be provided with a refresher workshop on the writing process and the writing facilitator provides model lessons for those teachers who request it.

Evaluation

2008 FCAT Writing Tests scores, District Narrative and Expository Pre, Post, and Quarterly FCAT Writing Test and monthly writing examples.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

SCIENCE

Needs Assessment

A review of the data from the results of the 2007 administration of the FCAT Science subtest reveals that 74 percent of the students in fifth grade scored below FCAT achievement Level 3. The results indicate the students' strength was in the area of Physical/Chemical Sciences where they scored 50 percent at mastery. Their need for improvement was in the areas of Earth/Space Sciences, Life/ Environmental Sciences, and Scientific Thinking where they scored below 50 percent mastery in all three areas.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by a 25 percentage point increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Departmentalize in grade five to provide instruction in science.	Principal, Asst. Principal, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide students in grades kindergarten through five with weekly access to use the Full Options Science System (FOSS) kits.	Principal Assistant Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide and monitor on a regular basis hands-on activities by correlating science and mathematical concepts with the Sunshine State Standards in kindergarten through five.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide and monitor the use of computer microscopes and computer science programs in the classrooms for grades second through 5th.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Students in grade five will participate in at least two hands-on activities per week where the scientific method and science process skills are used. Students in grades K-4 will participate in at least one hands-on activities per week where the scientific method and science process skills are used.	Principal Asst. Principal Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman core science series and Science Kits for K-5 and the use FOSS Kits as supplemental material.

Professional Development

Professional Development is needed in conducting activities using FOSS kits, classroom demonstrations and hand-on activities in order for teachers to develop and conduct activities using the scientific inquiry.

Evaluation

2007 FCAT Science Test scores, District Pre, Post, and Quarterly FCAT Science Tests, Sign in and out sheets for FOSS Kit.

Parental Involvement Goal

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

Florida Education Priorities

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

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Parental Involvement Statement

PARENTAL INVOLVEMENT

Needs Assessment

The 2006-2007 school events attendance rosters, for parents, indicated that approximately ten percent of the parents in this school were active in school related activities. Activities that promote literacy at home need to be stressed to the parents.

Measurable Objective

Given a school wide emphasis on parental involvement, parent participation in school activities and events will increase as evidenced by a two percentage point increase in the number of parents attending school related events and services during the 2007-2008 school year as documented in attendance logs when compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage teachers to hold parent-teacher conferences at least once every nine weeks.	Principal, Assistant Principal Community Involvement Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide and monitor reading, mathematics, writing, and science workshops for parents in their home language.	Principal, Assistant Principal Reading Coach, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Encourage parents to enroll in the community school programs for literacy, citizenship, computer, and English.	Principal, Assistant Principal PTA Board, Classroom Teachers, Community Involvement Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Promote and monitor Reading Nights, where parents and students can enjoy reading.	Principal, Assistant Principal Reading Coach, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Promote and monitor a variety of activities for parents to participate through the PTA.	Principal, Assistant Principal Community Involvement Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide parents with materials that promote literacy at home to enhance student achievement.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

The National Standards for Parenting/Family Involvement Program.

Professional Development

Provide PAC, DAC, CIS workshops, and monthly School Advisory Council meetings

Evaluation

Attendance logs, 2007-2008 School Climate Survey

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
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Miami-Dade County Public Schools

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Discipline & Safety Statement

DISCIPLINE & SAFETY

Needs Assessment

A review of the data for the school year ending May 2007 found in the Miami-Dade County Public Schools Student Case Management System reveals that 88 students were referred for general disruptive behavior, 57 were referred for defiance of school personnel authority, 13 were referred for fighting, 29 students were given outdoor suspension and five students were given indoor suspension.

Measurable Objective

Given a school-wide emphasis on adhering to the procedures delineated in the Code of Student Conduct, the behavior of students at Eneida Massas Hartner Elementary and Community School will decrease the number of disciplinary incidents by 5 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize students who receive A's in conduct in all classes each grading period.	PrincipalAsst. PrincipalClassroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct monthly visits to classrooms by administrators and counselors to speak to students encouraging positive behavior.	Principal,Asst. PrincipalCounselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide mentoring for students who display consistent disruptive behavior.	PrincipalAsst. PrincipalCounselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Encourage use of teacher-created incentives as rewards for maintaining behavior in accordance with the Code of Student Conduct.	PrincipalAsst. PrincipalClassroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

District Workshops

Evaluation

2008 Miami-Dade County Public Schools Student Case Management System Summary Report
Suspension Report

Technology Goal

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

Florida Education Priorities

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Miami-Dade County Public Schools

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Technology Statement

TECHNOLOGY

Needs Assessment

Thirty percent of the teachers at Eneida Massas Hartner Elementary and Community School lack the basic skills necessary to complete various tasks using the computer as assessed by the administration and the school's Micro-Systems Technology specialist.

Measurable Objective

Given appropriate training in Computer Literacy, the amount of teachers who will be able to use the computer to complete various tasks will increase by five percent as evidenced by the results of the school developed technology survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use various computer software to assist in instruction.	Principal Technology Coordinator Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide assistance to teachers who need to register for workshops or access their email.	Principal Technology Coordinator	08/20/2007	06/05/2008	Other/ Not Applicable	0
Increase faculty use of the electronic grade book.	Principal Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide training in the use of various computer applications.	Principal Technology Coordinator	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

District Workshops
School-wide Workshops

Evaluation

The May 2008 results of a school developed survey will demonstrate an increase in the number of teachers who are proficient in the use of computers as compared to the September 2007 results of a school developed technology survey.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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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

HEALTH & PHYSICAL FITNESS

Needs Assessment

The 2006-2007 Physical Fitness Testing for Elementary School Report indicated that 47 percent of students in grades two through five were tested during the school year. In addition, 39 percent of those tested received awards for participating in the testing program. A total of ninety-five physical education awards were given out as compared to the 2005-2006 school year. Sixteen percent of the awards were gold medals and eighty-four percent were silver metals.

Measurable Objective

Given instructions using the Sunshine State Standards for Physical Education, students will improve their physical conditioning, as evidenced by a three percentage point increase in the number of students receiving awards in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for discussion on the value of being healthy and physically fit.	Principal, Assistant Principal, Physical Education Teachers, Classroom Teachers	08/20/2006	06/05/2008	Other/ Not Applicable	0
Recognize students whose performance in physical education earned them a grade of "A" at the end of each grading period.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide games and activities that promote cardio strength, build endurance and improve coordination.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

District workshops

Evaluation

2008 Fitnessgram Posttest

Electives & Special Areas Goal

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

Florida Education Priorities

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Electives & Special Areas Statement

ELECTIVES & SPECIAL AREAS

Needs Assessment

A review of school field trip forms as well as state and district contest logs indicated that fewer than 10 percent of the students enrolled in special area classes participated in scheduled events.

Measurable Objective

Given instruction using the Sunshine State Standards for music, art, physical education, and Spanish, the number of students who participate in district-sponsored events will increase by two percentage points over the previous year, as evidenced by an increase in documentation.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement "Parent Night for the Arts" where student showcase their artistic talents.	PrincipalAsst. PrincipalArt and Music Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide opportunities for students to participate in programs for the arts, such as Art & Craft, Ballet, Dance, Cheerleading classes through the community school.	PrincipalAsst. Principal for Community education	08/20/2007	06/05/2008	Other/ Not Applicable	0
Encourage students to participate in events and programs that would develop and enhance their talents in the area of music and art.	PrincipalAsst. PrincipalArt and Music Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Lectura

Professional Development

District Workshops

Evaluation

Documentation will include:

- Field trip forms
- Contests log
- Parent permission letters

Return On Investment Goal

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

Florida Education Priorities

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Return On Investment Statement

RETURN ON INVESTMENT

Needs Assessment

Results of the 2004-2005 ROI Index indicated that Eneida Massas Hartner Elementary and Community School ranked in the 13th percentile on the State of Florida ROI index.

Measurable Objective

Given school wide emphasis on implementing the Florida Continuous Improvement Model, Eneida Massas Hartner Elementary and Community School will improve its current ranking at the 13th percentile on the 2005-2006 State of Florida ROI index publication to 14th percentile by the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Re-evaluate and re-direct existing resources to enhance the instructional program.	PrincipalAssistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocations.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Increase the percentage of students with learning gains in Reading, Writing, Mathematics, and Science.	Principal, Assistant Principal, Reading Coach, Writing Facilitator, Math/Science Facilitator, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

District Workshops

Evaluation

On the next State of Florida ROI Index Publication, Eneida Massas Hartner Elementary and Community School will show progress toward reaching the 14th percentile.

Other Goal

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

Florida Education Priorities

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Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

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

Professional Development

Evaluation

EESAC Compliance

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

Budget:

The EESAC recommended a review of the 2005-2006 EESAC budgets. In collaboration with the administration, the EESAC will assess the needs of the school to develop a spending plan.

Training:

The EESAC recommended staff training in the following areas: reading, mathematics, writing, science and technology.

Instructional Materials:

The EESAC recommended working with teachers and administration in the selection process of instructional materials for classroom use.

Technology:

The EESAC recommended that our technology facilitator assess the technological needs of the school and make equipment and software purchases to enhance our technology curriculum program(s).

Staffing:

The EESAC recommended that it be informed of all recommendations related to instructional staff.

Student Support Services:

The EESAC recommended that it be informed of all programs related to student support services.

Other Matters of Resource Allocation:

The EESAC recommended that it be notified of available resources such as personnel, fiscal, and materials and be given the opportunity to make suggestions regarding allocations.

Benchmarking:

The EESAC recommended that, in collaboration with the administration, they review and analyze data from the school wide benchmark testing results and make curriculum recommendations.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommended that it be involved in the decision making process related to school safety and discipline.

Budget Summary

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



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