

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Little River Elementary School (3021)

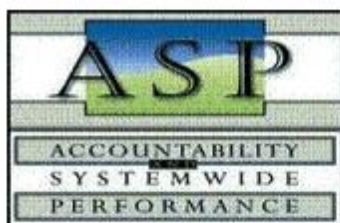
Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Fernando Diaz

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

To promote high student achievement, Little River Elementary School will implement an instructional program with a strong focus on literacy from kindergarten through fifth grade. Additionally, there will be an emphasis placed on math, science, and writing across the curriculum. The school has been departmentalized in third grade through fifth grade to facilitate differentiated instruction.

Little River Elementary School has partnered with the Miami Heat to offer additional tutoring and resources to its lowest 25th percentile in grades three through five. Additional partnerships with Supplemental Educational Service (SES) Title I providers will also offer tutoring opportunities for the students.

The school offers a comprehensive range of instructional programs such as English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE), Voluntary Pre-K, Music, Art, and Physical Education.

The faculty and staff are committed to providing the best educational experience for all of its students. Priorities are student academic achievement, attendance, discipline, safety, and morale with an emphasis on meeting the needs of the whole child.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students who are English Language Learner in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve science skills as evidenced by 40 percent of fifth grade students scoring an achievement level of 3 or higher on the 2008 administration of the FCAT Science Test.

Given the school-wide emphasis on parental involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing sign-in logs to those of the 2006-2007 school year.

Given an emphasis on providing a safe and orderly environment, student behavior will improve by 5 percent as demonstrated by a decrease in the number of teacher referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will increase their use of computers by at least 5 percent as compared to the 2006-2007 school year.

Given instruction in Physical Education, 30 students will achieve a gold award recipients as measured by the 2007-2008 FITNESSGRAM Summary.

Given emphasis on the benefits of participating in enrichment programs, the number of students enrolled in the Academic Excellence Program will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Little River's Return On Investment (ROI) percentile ranking will increase by at least 1 percent to 42 percent on the next publication as compared to the 2005-2006 publication.



School Improvement Plan 2007-2008



The faculty and staff of Little River Elementary School believe that in cooperation with the parents, and community, they have the opportunity to achieve the goals and objectives of the School Improvement Plan. Teachers have been carefully selected and assigned to meet the needs of the students based on current data. The master schedule has been developed to promote and enhance student achievement by providing time for remediation and enrichment. Materials have been purchased and resources have been allocated. The faculty and staff is committed to participating in on-going professional development.



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.

3021 - LITTLE RIVER ELEMENTARY SCHOOL

VISION

The vision of Little River Elementary School is to deliver a relevant and rigorous academic curriculum designed to provide academic excellence for our diverse population.

MISSION

Little River Elementary School seeks to provide the highest quality education so that all of our students are empowered to live 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 and recognize our obligations to promote democratic principles.

School Demographics

Little River Elementary School, a historically designed building, was established in 1924. Situated on 8.71 acres in Northwest Miami-Dade County, Little River Elementary School sits within a community of families of mostly low socio-economic status. It is a prekindergarten through fifth grade configuration with a membership of approximately 600 students.

Little River Elementary School serves its 600 students from multi-ethnic backgrounds within a defined attendance boundary. Of this total, 97 percent are economically disadvantaged and receive free or reduced meals. Due to the economic fluctuations of the families that are part of the Little River community, the school has a mobility index of 58 percent and an attendance rate of 93.82. The ethnic/racial makeup of the student body is 81 percent Black, 13 percent Hispanic, less than one percent Caucasian, Non-Hispanic, and less than one percent mixed. Of the student population 23 percent are comprised of Limited English Proficient (LEP), and 8 percent are Students With Disabilities (SWD). Of the ESOL population 12 students are Level 1, 34 are Level 2, 32 are Level 3, and 44 are Level 4. Within the ESE population, there are six exceptionalities represented; 26 students as Specific Learning Disabilities, two as Developmentally Delayed, three as Language Impaired, one as Educable Mentally Handicapped, one as Other Health Impaired, and seven as Gifted.

Little River Elementary School had 100 percent of its students participate in the Physical Fitness Test with 53 percent being Award Winners, and 20 students receiving the Gold Award.

Little River Elementary School's instructional staff hold the following degrees; two percent hold a Doctorate Degree, 25 percent hold a Masters Degree or above, three percent hold a Specialist's Degree, and the remainder hold a Bachelor's Degree. The staff at Little River Elementary School is divided up into the following ethnic groups; 70 percent Black, 17 percent Hispanic, 12 percent White, non-Hispanic, and one percent Indian.

School Foundation

Leadership:

The May 2006 Organizational Performance Improvement Snapshot Survey results identified Leadership as one of the top accomplishments within the school by an average score of 3.7. Staff acknowledges and supports the organization's mission and what it is trying to accomplish.

District Strategic Planning Alignment:

The staff is knowledgeable of this school's future plans and how they affect their work. This survey measured how well the staff understands the progress of their work as determined by an average score of 3.6 on the May 2006 Organizational Performance Improvement Snapshot Survey.

Stakeholder Engagement:

Stakeholders engagement means keeping in touch with customers and asking their evaluation of the work. Staff is aware of who their customers are, and continuously monitor their needs and wants as reflected by an average score of 3.9 on the May 2006 Organizational Performance Improvement Snapshot Survey.

Faculty & Staff:

On the May 2006 Organizational Performance Improvement Snapshot Survey, staff indicated, by an average score of 3.9, that they could make changes that would improve their work. The staff stated they cooperate with one another and work as a team. Collegiality is an important area of staff daily functioning.

Data/Information/Knowledge Management:

On the May 2006 Organizational Performance Improvement Snapshot Survey, staff acknowledged, by an average score of 3.6, that they were able to analyze the quality of their work and make changes as needed. Staff stated that through the use of the analysis they were able to make decisions about their work as well as measure its effectiveness.

Education Design:

On the May 2006 Organizational Performance Improvement Snapshot Survey, staff have control over their work processes as implied by an average score of 3.7. Staff has the ability to collect and analyze data, which enables them to make decisions on the quality of their work.

Performance Results:

Staff specified on the May 2006 Organizational Performance Improvement Snapshot Survey that their work products met all requirements for high quality and excellence, as evidenced by an average score of 3.7. Staff also stated that they were satisfied with their job, and that customers were satisfied with their work.

Schools Graded 'C' or Below

Professional Development:

Teachers will participate in school-based, regional and district professional development that will support enhanced and differentiated instructional strategies during teacher planning days prior to and during the school year.

"Digging Into Little River's Data" will afford all teachers the opportunity to analyze data from the previous school year in order to identify the school's strengths and weaknesses. Instructional strategies to enhance student performance will be evaluated and integrated into the curriculum.

"Writing Across the Curriculum" will help teachers implement writing in every subject area, thus improving the writing ability of the students and also the writing scores of the fourth grade students.

"Exploring Science" will explain how to utilize the newly adopted science textbooks and the manipulatives that correlate with the series. The teachers will be able to apply scientific theory to real world experiences through hands on activities.

"Houghton Mifflin Overview" will provide all teachers with an overview of the Houghton Mifflin Reading Series. Teachers will learn how to effectively utilize all the components in order to implement differentiated instruction.

"SuccessMaker" will provide teachers with an overview of the computer program that enhances reading and math. Teachers will learn how to access student achievement reports and use this information to enhance differentiated instruction.

"Classroom Management" will assist teachers with various behavior management strategies. Learning centers are an integral part of differentiated instruction. Teachers will learn how to use data in order to create appropriate student groups and how to effectively manage these groups. Teachers will learn how to monitor behavior in small groups.

Disaggregated Data :

The results of the 2007 FCAT assessment will be analyzed in order to identify grade group trends, the lowest 25th percentile, and students' strengths and weaknesses. From the results of this assessment, a curriculum guide and focus calendar will be in place for implementation before school begins in order to drive and pace instruction. Pre-tests will be administered and analyzed in order for the classroom teachers to modify instruction for every child's differentiated needs. In addition, low performing students will be identified and provided tutorials to enhance learning and target deficiencies. School made bi-weekly assessments will monitor student progress. The results of these tests will be discussed during each Wednesday's collaborative meeting between the administration, curriculum team, and teachers. This will enable teachers to make informed decisions regarding teaching and learning ensuring that the data drives all instruction.

Informal and Formal Assessments:



School Improvement Plan 2007-2008



The 2007 Florida Comprehensive Achievement Test (FCAT) is the formal summative tool that will drive instruction for the 2007- 2008 school year. Results will be analyzed and the lowest 25th percentile identified. In addition, assurance of tutorial and core instruction will be provided according to the data generated. The Reading FCAT measures comprehension in the following content clusters: Words/Phrases, Main Idea/Author's Purpose, Comparisons and Reference/Research. The Mathematics FCAT measures Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis. Students fall within certain established Achievement levels. Achievement Levels 1 and 2 are below grade level. Achievement Levels 3, 4, and 5 indicate high standards according to Florida's Sunshine State Standards. Students' yearly achievement levels are monitored for adequate yearly progress (AYP) at the school, district and state level.

Formal District Pre Tests will be administered in order to gather baseline data. District Interim Tests, used for progress monitoring, will be administered three times during the year in order to measure student progress and will be used to form small groups for instruction. Formal school bi-weekly tests will also be used for progress monitoring. These assessments will be aligned to measured FCAT benchmarks. The 2008 FCAT will be administered in March and will be used as the summative formal tool to measure student achievement.

The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) will be individually administered three times during the year to each student in grades K -5. These tests will be a tool for baseline data, progress monitoring, and post monitoring. This test monitors skills that are necessary for success in reading. In Kindergarten, DIBELS measures beginning phonemic awareness through Letter Naming and Beginning Sounds. As the year progresses, the more difficult phonemic awareness skill of Phoneme Segmentation is added. Phonic skills are tested through Nonsense Word Fluency. In First grade, phonemic awareness is tested through Letter Naming and Phoneme Segmentation. Phonic word attack skills are tested with Nonsense Words and fluency is measured through Oral Reading. Second grade skills tested are Phonics and Oral Reading Fluency. Third through fifth grade students are only tested in Oral Reading Fluency. Students' scores fall within established levels of intensive, strategic, on level and above grade level. Data from this assessment will be used to form small skill based groups and differentiated instructed learning centers. Interventions implemented will be monitored and instruction will be ongoing according to students' needs and data.

Reading, Math and Science are taught through scientifically based core material programs that deliver systematic and explicit instruction. Teachers use criterion based tests to assess skills being taught and monitor the progress of student achievement. These tests will be further used to differentiate instruction based on students' learning abilities.

Informal assessments are a valuable tool in which teachers can monitor student learning. Informal unstructured assessments can include work samples, journal writing, homelearning, writing samples, story retelling, and brainstorming. Informal structured assessments can include checklists, observations, and interviews. These can help the students become more involved with the learning and evaluation process.

Diagnostic Tests are used when a student does not progress as expected and identify specific skills that need to be mastered. The Diagnostic Assessment of Reading (DAR) is the assessment recommended by the district to use for reading deficiencies.

Alternative Instructional Delivery Methods :



School Improvement Plan

2007-2008



The Reading, Math and Science curriculum will be delivered by the classroom teacher on grade level. Student achievement will be monitored through criterion based tests. Students' progress will be monitored and addressed through small group instruction. Student placement in groups is flexible and leveled text is used to instruct these groups. Teacher modeling, group practice, and individual practice will be used for students to achieve mastery. Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction, the school will utilize the Florida Center for Reading Research (FCRR) favorably reviewed supplemental programs that address the students' needs during differentiated instructional time such as Quick Reads. This is a program that is specifically designed to improve oral reading fluency through multiple readings of a passage.

The FCRR research-based intervention program Voyager Passport, will be utilized with all students in grades Kindergarten through fifth grade for whom previous interventions have not worked. Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Oral Reading Fluency are the targeted skills addressed. Instruction using this material will occur during the two and a half-hour reading block. Tier 3 students, students who have remained in third grade for three years, will receive an additional hour of immediate intensive intervention outside the reading block.

Materials and programs, including educational software, will provide additional support in reading and math. These materials will supplement, but not supplant, instruction by a highly qualified instructor. Students in grades 3 through 5 will receive the computer tutorial program SuccessMaker in both reading and mathematics. This program will reinforce what was taught in the classroom and remediate students' weaknesses.

Fifth grade students will receive the core science program from the classroom teacher. In addition, a weekly science lab will be in place to provide hands-on experiences to accelerate the students' understanding of the scientific process. To further enhance our fifth grade students' scientific knowledge base, utilization of the SuccessMaker Science computer program will be implemented and monitored accordingly.

The Academic Excellence Program provides enrichment strategies for those students who are performing at or above grade level. This program is offered to students in third through fifth grades and is taught after school. Journalism and Hands On Science skills are targeted



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students will improve reading skills in all subgroups.

Needs Assessment



School Improvement Plan 2007-2008



Based on the AYP report, 41 percent of our student population scored level 3 or higher on the 2006 FCAT Reading test. Of the students receiving free and reduced lunch, 41 percent scored at or above grade level on the 2006 FCAT Reading test. Of the LEP students, 32 percent scored at or above grade level on the 2006 FCAT Reading test. Of the SWD students, 18 percent scored at or above grade level on the 2006 FCAT Reading test. From this data there is a need for our total population to increase achievement in the content clusters of Reference/Research and Comparisons.

Needs Assessment According to the Adequate Yearly Progress (AYP) report, 45 percent of students met high standards in reading. This is a decrease of two percent from the previous year. The percent of students making learning gains in reading was 59 percent, an increase of 6 percent from the previous year. According to the report, 61 percent of the lowest 25th percentile made learning gains in reading. This shows an increase of eight percent from the previous year.

All student subgroups did not meet AYP targets. The Hispanic and Economically Disadvantaged subgroups did not meet AYP targets. Therefore a direct focus will be placed on benchmarks found in the content clusters so that all subgroups will meet AYP standards.

An analysis of the 2007 AYP Report indicates that 38 percent of third grade students scored at Achievement Level 3 or higher, a seven percent decrease when compared to the results of the previous year. The AYP Report also indicates that 40 percent of Fourth grade students scored at Achievement Level 3 or higher, an increase of one percent when compared to the results of the previous year.

The weakest content cluster areas among third grade students are Main Idea/Purpose and Comparisons. The weakest content cluster areas among fourth grade students are Words/Phrases and Main Idea/Purpose. As a result of the aforementioned data, direct focus will be placed on the benchmarks that fall within the content clusters stated.

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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue implementation of the Houghton Mifflin Reading program modified to meet the needs of the Limited English Proficiency (LEP) students, as well as the needs of students with disabilities (SPED/ESE) and monitor with periodic assessments.	Teachers of ESE and SWD, Classroom Teachers, Reading Coaches, Administrators	8/27/2007	6/6/2008	Other/ Not Applicable	0
Provide extended learning opportunities through reading tutorials for students scoring Achievement Levels 1 and 2, specifically students identified as Hispanic and Economically Disadvantaged. Tutoring sessions are provided before, during, after school and on Saturdays.	Teachers of ESE, and SD, Reading Coaches, Administrators, Identified teachers	9/10/2007	5/27/2008	Other/ Not Applicable	4000
Utilize CRISS strategies in the classroom to improve student achievement.	Classroom Teachers, Administrators	8/27/2007	6/6/2008	Other/ Not Applicable	0
Implement the use of Accelerated Reader in the Media Center for grades 1 - 5.	Classroom teachers, Media Specialist, Administrators, Reading Resource Teacher	9/17/2007	5/30/2008	Other/ Not Applicable	500
Continue implementation of the Success Maker Computer program in grades 1 - 5. Student achievement will be periodically monitored and assessed to modify instruction as needed.	Teachers of ESE, SWD and ESOL, Classroom Teachers, Technology Facilitator, Reading Coaches, Administrators	8/27/2007	5/27/2008	Other/ Not Applicable	
The Curriculum Team will continue to communicate and assess data across all grade levels. The team is comprised of the Principal, Assistant Principal, Reading Coaches, Math/Science Resource Teacher, and the Writing Resource Teacher. The school-wide improvement model used by the data team is the 8-step Continuous Improvement Model (FCIM), which includes; Test Score Disaggregation, Time Line Development, Instructional Focus, Frequent Assessments, Tutorials, Enrichment, Maintenance, and Monitoring. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.	Administrators, Reading Coaches, Math/Science Resource Teacher, Writing Resource Teacher, Classroom Teachers	8/27/2007	5/27/2008	Other/ Not Applicable	
Utilize collaborative planning time on Wednesdays to foster discussion and planning. Test results will be analyzed and instruction will be modified as needed.	Classroom Teachers, Curriculum Team, Administrators	8/27/2007	5/27/2008	Other/ Not Applicable	
Continue implementation of Curriculum Maps with Instructional Focus Calendars that are aligned to the Competency Based Curriculum, and the Sunshine State Standards emphasizing weekly focused lessons in reading.	Classroom Teachers, Reading Coaches, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
Implement the Voyager Intervention Reading Program in grades K-5 during the two and a half hour reading block. Progress monitoring will be done on a regular basis.	Classroom Teachers, Reading Coaches, Administrators	8/27/2007	6/11/2008	Other/ Not Applicable	
Third through fifth grades will be departmentalized to provide instructional focus in reading.	Identified Teachers, Reading Coaches, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
Implement a school-wide attendance plan to promote an increase in daily attendance.	Classroom Teachers, Curriculum Team, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	750

Research-Based Programs

Houghton Mifflin, Voyager, SuccessMaker, Elements of Reading-Vocabulary

Professional Development

Teachers will participate in school-based, regional, and district professional development training. This includes the core reading program, differentiated instruction methods, intervention programs, computer programs and assessments used at the elementary school level.



School Improvement Plan 2007-2008



Evaluation

The evaluation component will include the 2008 FCAT Reading Test, tutorial pre/post test and the district's interim assessments as the final data of evaluation.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Increase the mathematics performance of students in all sub groups.

Needs Assessment

According to the Adequate Yearly Progress (AYP) report, 47 percent of students met high standards in mathematics. This is a increase of two percent from the previous year. The percent of students making learning gains in mathematics was 65 percent, an decrease of 3 percent from the previous year. According to the report, 76 percent of the lowest 25th percentile made learning gains in mathematics.

All student subgroups did not meet AYP targets. The Hispanic and English Language Learners subgroups did not meet AYP targets.

An analysis of the 2007 AYP Report indicates that 48 percent of third students scored at achievement level three or higher, a 11 percent increase when compared to the results of the previous year. The AYP report also indicates that 51 percent of fourth grade students scored at achievement level three or higher, an increase of 2 percent when compared to the results of the previous year.

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 checked="" 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 based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students who are English Language Learner in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize CRISS Strategies to foster and improve student achievement.	Classroom Teachers, Administrators	08/27/07	6/6/2008	Other/ Not Applicable	0
Provide teachers with Mathematics manipulative materials to help increase the use of hands-on instruction in the classroom.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Continue utilizing SUCCESS MAKER Computer program in grades 1-5. Student achievement will be periodically monitored and assessed.	Classroom Teachers, Technology Facilitator, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	8/27/2007	6/6/2008	Other/ Not Applicable	0
Implement Harcourt Mathematics Program to include periodic in-program assessments.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	8/30/2007	6/6/2008	Other/ Not Applicable	0
Provide extended learning opportunities through math tutorials for students scoring Achievement Levels 1 & 2, specifically students identified as English Language Learners and Hispanics. Tutoring sessions will be provided during school, before school, and/or on Saturdays.	Classroom teachers, Mathematics Resource Teacher, Administrators, ESE teachers, ESOL teachers	9/10/2007	5/28/2008	Other/ Not Applicable	4000
Conduct a Family Mathematics and Science Night to provide strategies for parents to use at home to support the use of reading and technology in solving real life problems.	Mathematics/Science Resource Teacher, Classroom Teachers, Administrators	1/9/2008	1/9/2008	Other/ Not Applicable	
Implement Curriculum Maps with Instructional Focus Calendars that are aligned to the Competence Based Curriculum and the Sunshine State Standards to emphasize weekly focuses lessons in mathematics.	Mathematics Resource Teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
Utilize collaborative planning time on Wednesdays to foster discussion and planning. Test results will be analyzed. Instruction will be modified as needed.	Classroom Teachers, Curriculum Team, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
Departmentalize third, fourth, and fifth grades to provide expertise with mathematical focus.	Classroom Teachers, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
The curriculum Team will continue to communicate and assess data across all grade levels. The team will be comprised of the Principal, Assistant Principal, Reading Coaches, Math and Science Resource Teacher, and Writing Resource Teacher. The school-wide improvement model used by the data team is the 8-step Continuous Improvement Model (CIM), which includes; Test Score Disaggregation, Time Line Development, Instructional Focus, Frequent Assessment, Tutorials, Enrichment Maintenance, and Monitoring. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.	Administrators, Curriculum Team	8/31/2007	5/30/2008	Other/ Not Applicable	

Research-Based Programs

Harcourt Mathematics, SuccessMaker

Professional Development



School Improvement Plan

2007-2008



Professional development training for teachers will include: techniques to improve the delivery of instruction and how to maximize opportunities for learning. On-going data conversations amongst grade group members regarding progress on monthly assessments will inform instruction.

Teachers will participate in professional development in Harcourt Mathematics Series, SuccessMaker, using manipulatives, and CRISS.

Evaluation

Results of the 2008 FCAT Mathematics Test will indicate the percentage of students who score Achievement Level 3 or above. Bi-weekly in school assessments, interim District assessments, and Success Maker will be used to monitor student progress. Results will be shared within the individual grade levels for small group instruction. Teachers will collaboratively decide the needs of the students from the assessment results, and discuss other factors that may lead to higher student achievement.

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

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

Writing Statement

Fourth grade students will increase writing scores to meet state standards.

Needs Assessment

An analysis of the 2007 FCAT Writing Plus indicates that 85 percent of fourth grade students met high standards by scoring a 3.5 or higher, a 14 percent increase when compared to the results of the 2006 scores. Data reflects that 87 percent of students scored 3.5 or higher on the expository prompt and 76 percent scored 3.5 or higher on the narrative prompt. This indicates a need to increase achievement in the area of 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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate journal writing across the curriculum.	Classroom teachers, Writing resource teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model.	Classroom Teachers, Writing Resource Teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Align instruction with theme genre and activities presented in Houghton Mifflin Series.	Classroom teachers, Writing resource teacher, Administrators	8/27/2007	6/6/2008	Other/ Not Applicable	0
Implement simulated FCAT writing formats.	Classroom teachers, Writing resource teacher, Administrators	8/27/2007	6/6/2008	Other/ Not Applicable	0
Implement daily instruction of writing conventions for fourth grade and utilize a bi-weekly format of multiple-choice tests.	Classroom teachers, Writing resource teacher, Reading Coaches, Administrators	9/24/2007	5/27/2008	Other/ Not Applicable	0
Implement a tutorial program, through the HEAT Academy.	Classroom teachers, Writing resource teacher, Administrators	9/10/2007	5/27/2008	Other/ Not Applicable	
Utilize CRISS Strategies to develop reading and writing proficiency across the content area.	Classroom Teachers, Writing Resource Teacher, Administrators	8/27/2007	5/27/2008	Other/ Not Applicable	0
Implement the School Improvement Zone writing plan in fourth grade to include monthly and bi-weekly assessments of prompts concentrating on the Narrative.	Classroom teachers, Writing resource teacher, Administrators	8/27/2007	5/27/2008	Other/ Not Applicable	0
Administer the District's Pre and Post-Tests of expository and narrative writing prompts. Data will be used to establish small group instruction.	Classroom Teachers, Writing Resource Teacher, Administrators	8/207/2007	5/27/2008	Other/ Not Applicable	
Implement curriculum maps with instructional focus calendars that are aligned to the Competency Based Curriculum and the Sunshine State Standards emphasizing weekly focus lessons in writing for the fourth grade.	Classroom Teachers, Writing Resource Teacher, Administrators	8/27/2007	6/6/2008	Other/ Not Applicable	

Research-Based Programs

Houghton Mifflin Reading

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, how to maximize the opportunities for learning, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development and editing. On-going data conversations amongst grade group members regarding progress on monthly assessments will inform instruction.

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development days. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level.

Teachers will participate in school based, regional, and district writing activities to enhance instructional practices.

Evaluation



School Improvement Plan 2007-2008



The evaluation component will include the 2008 FCAT Writing Plus as the final data of evaluation, but will also incorporate the district pre/post writing assessment and periodic school assessments.

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

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

Science Statement

Students will increase their Science Performance Skills to meet the State Standards.

Needs Assessment

An analysis of the 2007 FCAT Science Test results indicates that the mean scale score of 5th grade students at Little River Elementary School is 278, a 32-point increase, as compared to the previous year. The weakest content cluster areas among fifth grade students are Earth/Space Sciences and Scientific Thinking, while the strongest content cluster areas among fifth grade students are Physical/Chemical Sciences and Life/Environmental Sciences. Upon further analysis, the data revealed that 38 percent of the students tested were identified as Level 1, 48 percent at Level 2 and 13 percent at Level 3. Summary data reveals that the mean point percentages earned by content areas are Physical/Chemical Sciences at 50 percent, Earth/Space Sciences at 40 percent, Life/Environmental Sciences at 50 percent, and Scientific Thinking at 48 percent.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve science skills as evidenced by 40 percent of fifth grade students scoring an achievement level of 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate vocabulary building and mathematics experiences into the science curriculum for grade 5.	Classroom teachers, Science resource teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Increase the use of hands on activities with classroom instruction in grade 5.	Classroom teachers, Science resource teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize CRISS Strategies to foster and improve student achievement.	Classroom Teachers, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
The Curriculum Team will continue to communicate and assess data across all grade level. The team will be comprised of the Principal, Assistant Principal, Reading Coaches, Math and Science Resource Teacher, and Writing Resource Teacher. The school-wide improvement model used by the data team is the 8-step Continuous Improvement Model (CIM), which includes; Test Score Disaggregation, Time Line Development, Instructional Focus, Frequent Assessment, Tutorials, Enrichment, Maintenance, and Monitoring. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.	Classroom Teachers, Administrators, Curriculum Team	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the Scott Foresman Science Program to include monthly School Improvement Zone assessments to continuously monitor student progress in grade 5.	Classroom teachers, Science resource teacher, Administrators	8/27/2007	6/11/2008	Other/ Not Applicable	0
Disaggregate and analyze data to identify strengths and weaknesses of students in grade five.	Classroom teachers, Science resource teacher, Administrators	8/31/2007	6/11/2008	Other/ Not Applicable	0
Conduct a school wide science fair for students to demonstrate application of the Scientific Process.	Classroom teachers, Science resource teacher, Administrators	4/7/2008	4/18/2008	Other/ Not Applicable	500
Conduct staff development workshops to promote the teaching of scientific process skills and implementation of the new science adoption (Scott Foresman Science Program).	Science resource teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize collaborative planning time on Wednesdays to foster discussion and planning. Test results will analyzed. Instruction will be modified as needed.	Classroom Teachers, Curriculum Team, Administrators	9/10/2007	6/6/2008	Other/ Not Applicable	
Departmentalize fifth grade to provide expertise in science instruction.	Classroom Teachers, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
Create a science lab to facilitate hands-on learning.	Science Resource Teacher, Administrators	9/17/2007	6/6/2008	Other/ Not Applicable	
Implement Curriculum Maps with Instructional Focus Calendars that are aligned to the Competence Based Curriculum and the Sunshine State Standards to emplatize weekly focuses lessons in mathematics.	Science Resource Teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
Conduct a Family Science Night to provide strategies for parents to use at home to support the use of reading and technology in solving real life problems.	Science Resource Teacher, Administrators	1/9/2008	1/9/2008	Other/ Not Applicable	
Implement the District's Elementary Science Pacing Guide as a curriculum map that integrates Physical Science, Earth Science, and Life Science curriculums with Scientific Thinking.	Classroom Teachers, Science Resource Teacher, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	
Monitor student progress through lesson plans, school wide monthly assessments, District Interim Assessments, and School Improvement Zone Assessments that are aligned with the Sunshine State Standards benchmarks.	Classroom Teachers, Science Resource Teacher, Administrators	9/6/2007	6/6/2008	Other/ Not Applicable	



School Improvement Plan 2007-2008



Research-Based Programs

SuccessMaker, National Science Teacher Association, FOSS kits

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development days. Training will include the core science program, intervention programs, and assessments to be used.

Professional development training for teachers will include: techniques to improve the delivery of instruction, how to maximize the opportunities for learning. On-going data conversations amongst grade group members regarding progress on monthly assessments will drive instruction.

Evaluation

Results of the 2008 FCAT Science Test will indicate the percentage of students who score Achievement Level 3 or above. Little River Elementary School will track progress monitoring by conducting school monthly assessments, District Interim Assessments, Zone Assessments and weekly Science Lab activities. Teachers will collaboratively decide student needs from the assessment results and discuss other factors that will lead to high student achievement. Data generated by school site-developed monthly assessments will be used to redirect classroom instruction and create flexible tutorials.

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 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"/>

Parental Involvement Statement

Increase parental and community involvement.

Needs Assessment

Based on parental attendance rosters, participation of parents for the school year 2006-2007 has increased. Increased participation will result in enriched student achievement for the school year of 2007-2008. Title I Parent Logs will be used as the measurement instrument for parent participation.

Measurable Objective

Given the school-wide emphasis on parental involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing sign-in logs to those of the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parent participation in EESAC, Title I, PAC, and PTA in order to support student learning.	Administrators, EESAC members, PTA Council	9/7/2007	6/11/2008	Other/ Not Applicable	0
Utilize the Community Involvement Specialist and the Parent Resource Center to enhance parental involvement and academic achievement.	Community Involvement Specialist, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Encourage parents to participate in the District Parents' Academy and other literacy programs.	Community Involvement Specialist, Administrators	9/21/2007	5/30/2008	Other/ Not Applicable	0
Plan and implement parent workshops that will help in promoting student achievement.	Community Involvement Specialist, Selected Teachers, Administrators	10/1/2007	5/30/2008	Other/ Not Applicable	0
Implement a plan to increase parental involvement using the school volunteer program in order to enhance student achievement.	Classroom Teachers, Community Involvement Specialist, Counselor, Social Worker, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Passport to Success, PTA

Professional Development

Teachers will participate in school-based professional learning communities to expand their knowledge to increase parental communication and support. Parents will be encouraged to participate in the District's Parent Academy.

Evaluation

The evaluation component will include parent involvement logs, Title I parental involvement logs, and teacher conference logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

To provide alternatives to outdoor suspensions.

Needs Assessment

Quarterly reports indicate a need to decrease the amount of referrals submitted for general misconduct.

Measurable Objective

Given an emphasis on providing a safe and orderly environment, student behavior will improve by 5 percent as demonstrated by a decrease in the number of teacher referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate actively in "Do the Right Thing" Program on a monthly basis.	Classroom teachers, counselor, Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Continue using a peer mediation program incorporating the Peace Education Foundation Program Strategies.	Classroom teachers, counselor, Administrators	11/1/2007	5/23/2008	Other/ Not Applicable	0
Provide student safety patrol to maintain student traffic and assist in the preventing safety related issues.	Classroom teachers, counselor, Administrators	8/27/2007	6/11/2008	Other/ Not Applicable	0
Implement a detention hall to assist in discipline support.	Classroom teachers, counselor, Administrators	10/3/2007	5/28/2008	Other/ Not Applicable	0
Continue to implement a discipline committee to assist in the implementation of the Code of Student Conduct.	Classroom teachers, counselor, Administrators	9/24/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Student mediation program, "Peace Education Foundation Program", "Do the Right Thing", individual and group counseling.

Professional Development

Teachers will participate in school-based, regional, and district professional development training in "Peace Education Foundation Program Strategies" Collaborate with TEC to provide professional development in classroom management and discipline for teachers and appropriate staff.

Evaluation

Quarterly reports will be reviewed to analyze the number of referrals relating to general misconduct.

Technology 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 checked="" 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"/>

Technology Statement

Little River Elementary School will integrate technology across the curriculum and will promote equitable and universal access to technology.

Needs Assessment

An analysis of the technology usage for the 2006-2007 school year indicates a need to expand teacher utilization of computer and web page programs. As a result, teachers will implement programs to increase student achievement scores. This will allow teachers to monitor students needs and progress throughout the school year. Therefore, increasing the effective and efficient use of technology in the classroom.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their use of computers by at least 5 percent as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with training to enhance use of all software in the classroom	Classroom teacher, Reading Resource Teacher, Administrators.	9/4/2007	5/31/2008	Other/ Not Applicable	0
Implement ReadingPlus and SuccessMaker to enhance instruction that drives student achievement based upon teacher training.	Classroom teachers, Reading Resource Teacher, Administrators	8/17/2007	5/31/2008	Other/ Not Applicable	
Utilize the Electronic Grade book throughout the school year.	Classroom Teachers, Reading Resource Teacher, Administrators	8/16/2007	5/26/2008	Other/ Not Applicable	0
Establish a schedule in each classroom for student interaction with academic support software programs.	Classroom Teachers, Reading Resource Teacher, Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

SuccessMaker, ReadingPlus, FCAT Explorer, Riverdeep

Professional Development

Teachers will participate in school-based, regional, and district professional development training in Electronic Grade book, FCAT Explorer, Riverdeep, and SuccessMaker.

Evaluation

Professional development in technology will be measured by participation, implementation, and increased student use of software.

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"/>

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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

Increase the number of students who achieve the Gold Medal in the Physical FITNESSGRAM.

Needs Assessment

Based on the 2006-2007 FITNESSGRAM Test Summary, out of the 186 students tested, 20 received the gold award. Based on this there is a need to heighten awareness in Physical Fitness through exercise and nutrition.

Measurable Objective

Given instruction in Physical Education, 30 students will achieve a gold award recipients as measured by the 2007-2008 FITNESSGRAM Summary.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the percentage of students reaching the gold level of the physical fitness test.	Physical Education teachers, Administrators	9/5/2007	4/15/2008	Other/ Not Applicable	0
Introduce a salad bar to the cafeteria lunch line for a period of no less than 3 months to encourage the students to eat healthfully.	Classroom teachers, Cafeteria Manager, Administrators	11/16/2007	3/14/2008	Other/ Not Applicable	0
Continue implementation of the following programs to enhance healthy living: HIV Awareness, Human Growth and Development, Walk Safe Program, Say No to Drugs, as well as the Health Connect Program.	Classroom teacher, Cafeteria Manager, Physical Education Teachers, Health Connect nurses and Administration.	11/16/2007	3/14/2008	Other/ Not Applicable	0

Research-Based Programs

Physical FITNESSGRAM

Professional Development

HIV awareness, Human Growth and Development, Walk Safe Program, Say No to Drugs

Evaluation

The evaluation component will include an increase in the number of children who receive the Physical Fitness Gold Award.

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"/>

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

Electives & Special Areas Statement

Increase the number of students participating in enrichment programs for the 2007-2008 school year.

Needs Assessment

Based on the 2007 FCAT Science results, only 15% of fifth grade students scored Achievement Level 3. There were no students that scored Achievement Level 4 and 5. Furthermore, 51% of the fifth graders scored Achievement Level 2 on the 2007 FCAT Science. These results indicate the need for an enriched hands-on science program for students who has the ability to move forward to the next level.

Based on the 2007 FCAT Writing scores, 85% of fourth grade students met high standards. This indicate the need to provide students with an opportunity to develop critical and creative thinking skills through an enriched journalism program.

Measurable Objective

Given emphasis on the benefits of participating in enrichment programs, the number of students enrolled in the Academic Excellence Program will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students the opportunity to construct a monthly school newsletter.	Writing Resource Teacher, Administrators	9/18/2007	5/9/2008	Other/ Not Applicable	0
Monitor enrichment program procedures, establish classes, and instruction.	Administrators, Journalism and Science Instructors	9/18/2007	5/9/2008	Other/ Not Applicable	0
Provide students an opportunity to demonstrate their musical talents through a school wide performance partnership with American Children's Orchestra for Peace.	American Children's Orchestra for Peace	10/1/2007	5/30/2008	Other/ Not Applicable	
Provide hands on experiences that afford students the opportunity through enrichment programs.	Science Resource Teacher, Administrators	9/18/2007	5/9/2008	Other/ Not Applicable	0

Research-Based Programs

Professional Development

Teacher will participate in training to promote higher order thinking and enhance the science learning environment to increase student participation and achievement.

Teacher will participate in training to promote critical and creative thinking skills and to learn how to develop a school newsletter.

Evaluation

Based on the number of students that this school has identified, there will be an increased in participation of the enrichment programs for science and journalism for the 2007-2008 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Return On Investment Statement

Little River Elementary School will rank at or above the 42nd percentile statewide in the return on investment index of value and cost effectiveness of its programs.

Needs Assessment

The return on investment index on the 2005-2006 publication shows the percent of the highest Return On Investment value as 41 percent, with learning gains of 65 percent in Mathematics and 59 percent in Reading. The school grade was reported as a C.

Measurable Objective

Little River's Return On Investment (ROI) percentile ranking will increase by at least 1 percent to 42 percent on the next publication as compared to the 2005-2006 publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Partner with community businesses and agencies to provide additional educational resources to the students.	Classroom Teachers, Counselor, Social Worker, Administrators	9/4/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

SuccessMaker, ReadingPlus, Soar to Success, Early Success, Voyager Passport

Professional Development

EESAC members will participate in training regarding the EESAC process. Teachers will participate in on-going staff development.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the District assessment (s), as well as school-made assessments as a progress monitoring tool.

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 Educational Excellence School Advisory Council(EESAC)recommended the use of discretionary funds to update technology hardware and software for the school's programs as needed.

Training:

The EESAC recommends staff development in the areas of reading, writing, mathematics, science, technology, and classroom management.

Instructional Materials:

The EESAC recommends instructional material needs in an ongoing manner to ensure that students are engaged in teaching and learning process.

Technology:

The EESAC recommends the ongoing assessment of technology needs. Grants may be written to supplement our needs and to enhance the teaching and learning process.

Staffing:

The EESAC develops the School Performance Excellence Plan, staffing is discussed and suggestions are given as to the hiring of new staff and utilizing funds as needed.

Student Support Services:

The EESAC recommends utilization of outside resources and the Family Support Team to render services for our students and their families throughout the school year.

Other Matters of Resource Allocation:

The EESAC recommends the purchasing of incentives to promote students' attendance and the Accelerated Reader Program.

Benchmarking:

The EESAC recommends the support of the strategies of the School Performance Excellence Plan and is informed on the Sunshine State Standards, Competency-Based Curriculum, and the programs that support these ideas.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommends that safety of our students be a priority. The code of student conduct is clearly defined and strictly enforced.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	5250
Mathematics	4000
Writing	0
Science	500
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	9750



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent