

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Meadowlane Elementary School (3141)

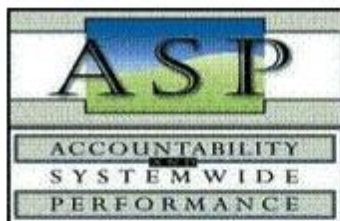
Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - Kevin Hart

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Meadowlane is located in a largely Hispanic community. Most of the students live in rental apartments or town homes. Eighty percent of the students are on free and reduced lunch. Meadowlane is a Title I funded school and was established in 1957. It is located at 4280 W 8th Avenue, Hialeah, Florida, on approximately 11.3 acres. The school is currently undergoing a roofing project in the main building. There are four main classroom buildings, three portables, a media center, a kindergarten building, and an office/cafeteria complex. Community partners include Walgreens, Publix, and Amador Transportation.

Meadowlane serves approximately 1,200 students in pre-kindergarten through grade five who are 97 percent Hispanic, two percent White, one percent African-American and one percent other. Fifty-five percent of third grade students met high standards in Reading, while 28% of students scored at Level 1, and 18% at Level 2 as evidenced by the 2007 FCAT scores. Sixty-two percent of fourth grade students met high standards in Reading, while 20% of students scored at Level 1, and 18% at Level 2 as evidenced by the 2007 FCAT scores. Sixty-three percent of fifth grade students met high standards in Reading, while 19% of students scored at Level 1, and 19% at Level 2 as evidenced by the 2007 FCAT scores. The No Child Left Behind (NCLB) subgroups performed, as evidenced by the 2007 FCAT scores, as follows: In grade three, 68% of the Students With Disability (SWD) scored at Level 1, and 15% scored at Level 2 in Reading. Fifty percent of the English Language Learners (ELL) scored at Level 1, and 14% scored at Level 2 in Reading. In grade four, 41% of the SWD scored at Level 1, and 24% scored at Level 2 in Reading. Eighty-two percent of the ELL scored at Level 1, and 12% scored at Level 2 in Reading. In grade five, 34% of the SWD scored at Level 1, and 31% scored at Level 2 in Reading. Seventy-four percent of the ELL scored at Level 1, and 13% scored at Level 2 in Reading.

The faculty and staff is comprised of 12% (13) White Non-Hispanic, 12% (13) Black Non-Hispanic, 75% (79) Hispanic and 1% Asian/American Indian. Fourteen percent is comprised of males, while 86% are females. Class size averages around 22 students per class. The average attendance rate for Meadowlane during the 2006-2007 school year was 96.34% as compared to the District at 94.96%. During the 2006-2007 school year, 23 third grade students were retained according to the specific levels of performance for grade 3. Thirty-three students were retained school wide which indicates a 2.67% retention rate, compared to the District at 6.1. Meadowlane Elementary belongs to the Hialeah High feeder pattern. Upon 5th grade promotion, students continue to Filer Middle or Palm Springs Middle.

Meadowlane has been recognized as an "A" school under the State of Florida A + Plan for three consecutive years. SuccessMaker, software program is used at the school on a daily basis to improve reading and mathematics skills. The Qualified Zone Academy Bonds (QZAB) Grant was awarded to the school to replace all existing computers/printers, and all teachers have laptop computers and SmartBoards. The administration and faculty feel that improving student achievement for English Language Learners is a vital concern.

The two areas for improvement at Meadowlane are 1.) Soliciting ideas from the faculty and 2.) Improving the safety of the workplace. These two concerns were expressed in the Organizational Performance Improvement Snapshot. To improve these two targeted areas, the principal will invite faculty participation and Educational Excellence School Advisory Council (EESAC) ideas on school matters, including how to make the school safer.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 70% of the students scoring an FCAT Achievement Level of 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, English Language Learners will increase their reading skills as evidenced by 58% of the students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 75% of the students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing by 98% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 63% of the students scoring FCAT Achievement Level of 3 or higher on the 2008 administration of the FCAT.

Given the emphasis on parental involvement, Meadowlane Elementary will increase parental involvement as evidenced by increased participation in parent workshops by 5 percentage points in 2007-2008 as compared to 2006-2007.

Utilizing the Positive Behavior Support model, Meadowlane will reduce the number of disciplinary referrals to administrators by 40%, as compared to last year's school in-house records of an average of 80 referrals per week.

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 5 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade 4-5 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the Fitness Gram Test.



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The number of participants will be increased by 10 percentage points during the 2007-2008 school year, as evidenced by class attendance rosters.

Meadowlane Elementary School will improve its ranking on the State of Florida ROI Index publication from 52nd percentile in 2004-2005 to the 60th percentile on the next publication on the Index.

Based on the self-assessment that all employees completed, the two areas for improvement at Meadowlane Elementary are 1.) soliciting ideas from the faculty and 2.) improving the safety of the workplace. These two concerns were expressed in the Organizational Performance Improvement Snapshot. To improve these two targeted areas, the principal will invite faculty participation and EESAC ideas on school matters, including how to make the school safer.



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.

3141 - MEADOWLANE ELEMENTARY SCHOOL

VISION

The vision of Meadowlane Elementary is to establish an educational partnership with the home, school, and community that provides students with an optimal learning environment.

MISSION

Meadowlane Elementary will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application, and abstract thought, while inspiring and stimulation intellectual curiosity that will guide our learners throughout their lives.

CORE VALUES

Meadowlane Elementary believes that:

- Every child has the potential to succeed
- Every educator has the ability to find and nurture the gifts and talents of our students
- By working together with parents and the community, our students achievement will be greatly enhanced.

School Demographics

Facility/Community

The school is located in a largely Hispanic working class community in the city of Hialeah. Most of the students live in rental apartments or town homes. Eighty percent of the students are on free and reduced lunch. Meadowlane is a Title I funded school. Meadowlane was established in 1957 and is located at 4280 W 8th Avenue, Hialeah, Florida. The school is located on approximately 11.3 acres. The school is currently undergoing a roofing project in the main building. There are four main classroom buildings, one with four wings and two pods. These four major structures are augmented by 3 portables, a media center, a kindergarten building, and an office/cafeteria complex. Every classroom has a minimum of three computers with Internet access. The school also has its own server that supports SuccessMaker Enterprise (integrated learning system). The media center houses a closed circuit television system. There is one art room, one music room, and one computer lab on the premises.

Student Demographics

Meadowlane serves approximately 1,200 students. Meadowlane is a pre-kindergarten through grade five school that is 97 percent Hispanic, two percent White, one percent Black and one percent other. Fifty-five percent of third grade students met high standards in Reading, while 28% of students scored at Level 1, and 18 % at Level 2 as evidenced by the 2007 FCAT scores. Sixty-two percent of fourth grade students met high standards in Reading, while 20% of students scored at Level 1, and 18% at Level 2 as evidenced by the 2007 FCAT scores. Sixty-three percent of fifth grade students met high standards in Reading, while 19% of students scored at Level 1, and 19% at Level 2 as evidenced by the 2007 FCAT scores. Thirty-five percent of the ELL subgroup is below grade level in reading.

Meadowlane Elementary offers the VPK program to four year olds who are selected by a lottery system. Meadowlane houses three resource ESE units, and two gifted Content units. The school services ESOL students through self contained units and a resource program.

Unique Aspects: STRENGTHS

Meadowlane Elementary has been recognized as an "A" school under the State of Florida A + Plan. The school has been designated an "A" for three consecutive years. Meadowlane has a positive school culture where there are high expectations for both students and educators. The administration and faculty believe that student learning, growth, and development is a collective responsibility. Educators within the school have a community commitment to work together to support learning and achievement of each and every student in the school.

The students at Meadowlane use a school wide research-based program called SuccessMaker. The software program has been in place at the school for many years and it is used on a daily basis to improve reading and mathematics skills. The Qualified Zone Academy Bonds (QZAB) Grant was awarded to the school to replace all existing computers/printers and each classroom has three or four new computers with Internet access. Each teacher has a laptop, and SmartBoards have been installed in every classroom. The use of these SmartBoards in every classroom has opened a global perspective to both students and educators.

Unique Aspects: AREAS OF CONCERN

The administration and faculty feel that improving student achievement for English Language Learners is a vital concern. Thirty-five percent of the ELL subgroup is below grade level in reading. Meadowlane will establish and provide a documented plan to ensure that the instructional staff assigned to these students implements components of the Continuous Improvement Model. ELL instructional staff will participate in the grade level meetings to analyze the data to determine which skills are causing students most difficulty.

Teacher Demographics

The faculty and staff is comprised of 12% (13) White Non-Hispanic, 12% (13) Black Non-Hispanic, 75% (79) Hispanic and 1% Asian/American Indian. Fourteen percent is comprised of males, while 86% are females. The total full-time staff is 105, and the total part-time staff is 22. Teacher and staff mobility is rare. Vacancies during the 2006-2007 school year were a result of retirements, class size reduction and moving out of state. The following members will serve on the Leadership Team:

Dr. Kevin P. Hart, Principal

Ms. Haydee Villanueva, Assistant Principal

Dr. Aurora Villar, Assistant Principal

Ms. Ileana Robles, Reading Coach

Ms. Elizabeth Olayon, Third Grade Chairperson

Dr. Susan Mussoline, Title I Resource

Ms. Regina Nunez, EESAC Chairperson

Ms. Dorothy Williams, UTD Steward

Class Size/Teacher-to-Student Ratio

The teacher to student ratio for the 2007-2008 school year is as follows:

Kindergarten 18:1, First grade 22:1, Second grade 22:1, Third grade 20:1, Fourth grade 24:1, and Fifth grade 24:1.

Gifted ratio- Kindergarten/First/Second/ Third 30:1 and Fourth/Fifth 30:1

SPED ratio – Kindergarten/First 6:2 Second/Third 20:2 and Fourth/Fifth 30:2 with some fourth grade students participating in an inclusion setting.

Attendance Rate

Meadowlane Elementary has established an attendance incentive program to increase student attendance through a monitoring process. The administration, teachers, and parents are utilized to carry out the attendance policy. Through the use of closed-circuit television, the classroom attendance rates are announced on a daily basis, and incentives are used to improve and reward attendance at our school. This is a very important factor in academic achievement. Research has shown that there is a correlation between a student's attendance habits and academic performance. Excessive school truancy is associated with poor academic performance, grade failure, loss of interest and dropping out of school. We utilize any funds donated to purchase incentives and motivate students to



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improve their attendance. Last school year we were #44 out of 204 elementary schools. Using Electronic GradeBook to record daily attendance will help in monitoring and improving attendance. The average attendance rate for Meadowlane Elementary during the 2006-2007 school year was 96.34% as compared to the district at 94.96%. We intend to improve this school year.

Promotion/Graduation/Retention Rates

During the 2006-2007 school year, 23 third grade students were retained according to the specific levels of performance for grade three. Thirty-three students were retained school wide which indicates a 2.67% retention rate.

Feeder Pattern

Meadowlane Elementary belongs to the Hialeah High feeder pattern. Upon 5th grade promotion, students continue to Filer Middle or Palm Springs Middle. Administrators and teachers participate in yearly meetings with the middle school and high school to articulate a plan and narrow the achievement gap.

Special Programs

The school offers students an extensive after-school and Saturday program. Additionally, academically talented students have the opportunity to participate in chess and Academic Excellence classes. The computer lab is also available to both parents and students after school for enrichment and supplementary activities. Meadowlane has excellent and dedicated teachers. We believe that our responsibility is to our students first and to the community and the society that we serve. We maintain a positive teaching and learning environment.

School Community Relations/Partners

Meadowlane Elementary has established a strong alliance with community. This partnership takes a lot of communication and time. We have ongoing interaction with community businesses, field trips, guest speakers, and volunteers. The school community seeks ongoing support from their business sponsors such as Walgreens and Publix. They donate goods towards our attendance program. We communicate with city officials who have participated in numerous school activities such as: Community Readers Day, Parent Resource Fair, and Informational Parent Seminars. The school's relationship with the community results in various benefits for the school, our students, and parents.

One partnership has been developed within the community that is considered to be mutual: an annual fund raising event at the school in which Mother's Day cakes are purchased by students. In this situation both the school and a business in the community benefit.

Grants

Meadowlane Elementary was awarded the QZAB grant. The school implemented a computer lab for teachers and students to utilize for instruction as it relates to the software programs we believe are most beneficial for our students. The lab is also used during our extended day program for parents and students to utilize.

School Foundation

Leadership:

According to the findings of the Organizational Performance Improvement Snapshot, the leadership of Meadowlane Elementary is strong in setting direction for the school and in sharing the mission and vision, as evidenced by an average score of 4.3. The principal creates a positive working environment and involves his employees in the operation of the school. The administrative team is knowledgeable about scientifically-based research and practice on teaching and learning, and they are the driving force in increasing student academic achievement. Their experience as educators and leaders is recognized in the results of the Organizational Performance Improvement Snapshot.

District Strategic Planning Alignment:

Meadowlane employees are involved in the development of the goals and objectives of the school. The Organizational Performance Improvement Snapshot reveals an average score of 4.1 which shows that the staff feels that the strategic planning process includes an analysis of regulatory and legal requirements, consistent with state and District goals, and that the work location's strategic objectives are supported by action plans that include timelines and resource allocations, including personnel.

Stakeholder Engagement:

Parents and students at Meadowlane are highly satisfied with their level of engagement. The average score in this category of the OPI Survey is 4.4. The work location scored high in communicating the needs of present and future stakeholders. Customer satisfaction is determined through parent surveys, participation in parent workshops, and by the daily interaction of the Community Involvement Specialist with the parents and students. Parents are also able to communicate their needs by visiting our Parent Resource Center.

Faculty & Staff:

Meadowlane takes a team approach to the overall function of the school. Employees collaborate to accomplish Meadowlane's strategic objectives. The Organizational Performance Improvement Snapshot reveals that the work location promotes a work environment that supports professional growth, safety, satisfaction, and motivation for all of its employees. The average score of 4.2 shows the feelings of the staff

Data/Information/Knowledge Management:

Meadowlane takes a team approach to the overall function of the school. Employees collaborate to accomplish Meadowlane's strategic objectives. The Organizational Performance Improvement Snapshot reveals that the work location promotes a work environment that supports professional growth, safety, satisfaction, and motivation for all of its employees. The average score of 4.2 shows the feelings of the staff.

Education Design:

Meadowlane utilizes data to monitor the progress of its employees and school functions. The average score on the OPI Survey in this category is 4.5. Data-driven decision making is stressed in trainings provided at grade level meetings. Test results and comparison data determine the appropriateness of the educational materials and the technology that is used.

Performance Results:

Our work location is quite effective in improving performance results as revealed by a score of 4.3 on the OPI Survey. Employees who responded to the Organizational Performance Improvement Snapshot believe that Meadowlane excels in reporting product and service performance results. This process has positively impacted student achievement.



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

Reading Statement

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2007 FCAT Reading test indicate that 69 percent of students in grades three through five are reading at or above grade level as compared to 75 percent of students the previous year. Seventy-four percent of students made a year's worth of progress in reading, and 73 percent of struggling students made a year's worth of progress. According to 2007 Stanford Achievement Test 2nd grade reading results, students who are now in the 3rd grade need to improve in Main Idea. Based upon the 2007 grade 3 reading data results, students who are now in the 4th grade need to improve in Main Idea/Purpose and Comparisons. The 2007 4th grade reading data shows that students who are now in 5th grade need to improve in Main Idea/Purpose and Comparisons.

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 checked="" type="checkbox"/>	<input 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 70% of the students scoring an FCAT Achievement Level of 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, English Language Learners will increase their reading skills as evidenced by 58% of the students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Revise and implement grade-level developed Sunshine State Standards (Higher Order Thinking Skills) District Pacing Guide reading curriculum in grades two through five to improve the performance of students on the FCAT Reading. Utilize the Research-Based Comprehensive Reading Plan.	Administrators, Reading Coach, Teachers	8-20-07	6-5-08	District-wide Literacy Plan	0
Target lowest 25% and retainees in third grade to participate in the after-school remediation program to improve reading achievement.	Administrators, Reading Coach, Third Grade Teachers, After School Tutors	8-20-07	6-5-08	Continuous Improvement Model	0
Utilize reading coaches to model lessons, support, and assist teachers in enhancing student achievement in reading.	Administrators Reading Coaches	8-20-07	6-5-08	District-wide Literacy Plan	0
Utilize SuccessMaker reports in reading to drive small group instruction	Administrators, Reading Coach, Teachers, Technology Coordinator	8-20-07	6-5-08	Continuous Improvement Model	0
Analyze the data of student assessment in Kindergarten through fifth grade, to immediately target specific students' critical needs.	Administrators Reading Coach Literacy Leadership Team Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Offer reading test taking skills workshops to Meadowlane parents to help students prepare for standardized reading test.	Administrators, Reading Coach, Title I Resource, CIS, PTA, Teachers	8-20-07	6-5-08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Reading Coach, Literacy Leadership Team, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, Reading Coach, Literacy Leadership Team, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Target lowest 25% and retainees that are English Language Learners to participate in the after-school remediation program to improve reading achievement.	Administrators, Reading Coach, ELL Teachers, Teachers	8-20-07	6-5-08	District-wide Literacy Plan	0
Utilize reading coach to model lessons, support, and assist teachers in enhancing English Language Learners student achievement in reading.	Administrators, Reading Coach, ELL Teachers, Teachers	8-20-07	6-5-08	District-wide Literacy Plan	0
Utilize SuccessMaker reports in reading to drive small group instruction.	Administrators, Technology Teacher, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Analyze the data of English Language Learners student assessment in Kindergarten through fifth grade, to immediately target specific students' critical needs.	Administrators, ELL Teachers, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Create a focus calendar that aligns the curriculum taught in reading with the Spanish curriculum.	Administrators, Reading Coach, ELL Teachers, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Reading Coach, ELL Teachers, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, Reading Coach, ELL Teachers, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0



School Improvement Plan 2007-2008



Research-Based Programs

SuccessMaker
Houghton-Mifflin Reading Series
Riverdeep
Voyager Passport

Professional Development

Houghton-Mifflin Training
Project Right Beginnings (Kindergarten)
Project Bear (First Grade)
Project Draw (Third Grade)
CRISS

Evaluation

Formative evaluation includes student assessment three times a year with DIBELS. Monthly and interim assessments will be given to monitor student progress and redirect learning activities. The monthly assessments will be based on the lowest reading strands on the 2007 FCAT Reading Test, student achievement and the District's pacing guides.

The FCAT will be the summative 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics test indicate that 74 percent of students in grades three through five scored at or above grade level as compared to 76 percent of students the previous year. Sixty-six percent of students made a year's worth of progress in mathematics and 73% of struggling students made a year's worth of progress. All subgroups met adequate yearly progress. According to the 2007 Stanford Achievement Test, 2nd grade mathematics results, students who are now in the 3rd grade need to improve in geometry and measurement. Based upon the 2007 grade 3 mathematics data results, students who are now in the 4th grade need to improve in Number Sense, Measurement, and Algebraic Thinking. The 2007 4th grade mathematics data shows that students who are now in 5th grade need to improve in Number Sense, Measurement and Data Analysis.

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 grades three through five will improve their mathematics skills as evidenced by 75% of the students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use SuccessMaker Mathematics courseware IPM data and reports to monitor monthly progress and student gains.	Administrators, Math Coach, Technology Teacher, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Provide individualized FCAT strategies and materials to students with disabilities that will address remediation in the Sunshine State Standards (SSS).	Administrators, ESE Teachers, Math Coach, Teachers)	8-20-07	6-5-08	Inclusion of SWD	0
Implement SuccessMaker Math Concepts and Skills Spanish software for LEP students that will emphasize remediation and practice in the Sunshine State Standards.	Administrators, ELL Teachers, Math Coach, Technology Teacher, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Provide students with extra support utilizing the SuccessMaker Mathematics courseware for daily use and practice.	Administrators, Technology Teacher, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Follow a grade level scope and sequence that incorporates the District Pacing Guide to ensure that all strands are covered each nine weeks.	Administrators, Math Coach, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Hold workshops for Meadowlane parents that provide information about mathematics computation and application skills that appear on the SAT-10 and FCAT to improve the performance of students on the standardized tests.	Administrator, Title I Resource, CIS, PTA, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Math Coach, Teachers	8-20-07	6-5-08	Continuous Improvement Model	
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, Math Coach, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0

Research-Based Programs

Scott-Foresman Mathematics Program
SuccessMaker
Riverdeep
FCAT Explorer

Professional Development

SuccessMaker
RiverDeep
FCAT Explorer
Summer HEAT Math Workshops

Evaluation

This objective's formative evaluation will be the 2008 FCAT Mathematics Test as evidenced by a two percentage point increase in the percent of students of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT. Teachers will monitor student progress through weekly summative assessments correlated to the textbook and the District Pacing Guide.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of writing.

Needs Assessment

Based on the 2007 FCAT data, students in fourth grade scored at the state level in the expository essay and the combined score. Ninety-eight percent of students are meeting state standards in writing. Narrative essay scores were two points lower than the state mean score.

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 demonstrate their skill proficiency in writing by 98% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a Sunshine State Standards Writing workshop for fourth grade parents to provide tips on how to help their children improve writing achievement.	Administrators, Reading Coach, Fourth Grade Teachers	8-20-07	2-15-08	Other/ Not Applicable	0
Implement Saturday Academy Writing Clinics prior to the FCAT Writing+ Test.	Administrators, Reading Coach, Fourth Grade Teachers	8-20-07	2-15-08	Other/ Not Applicable	0
Provide a Writing Across the Curriculum program for teachers who will provide tips to students in order to improve writing skills (i.e. modeling, intervention, peer editing, higher vocabulary, developing students' voice in writing) while monitoring their progress monthly.	Administrators, Reading Coach, Fourth Grade Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Utilize mentors to new fourth grade teachers to assist and model instructional techniques for writing process.	Administrators, Reading Coach, Fourth Grade Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Implement cross-grouping by student writing ability in order to maximize level of achievement.	Administrators, Reading Coach, Fourth Grade Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Broadcast a weekly "College Word of the Week" on the morning announcements	Administrators, Reading Coach	8-20-07	6-5-08	Other/ Not Applicable	0
Implement small group interventions to support low achievers/LEP/SWD students in writing using multimedia and word processing software in the computer lab.	Administrators, Technology Teacher, Fourth Grade Teachers	8-20-07	6-5-08	Other/ Not Applicable	0

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Zelda-Glazer Writing Institute
Workshops for teachers on developing student voice in writing

Evaluation

This objective will be evaluated by the scores of the 2007-2008 district developed pre/mid/post FCAT Writing Tests. Monthly writing tests, as well as pre/mid/post tests in narrative and expository writing will provide a formative assessment which will be used to monitor progress toward the objective. The FCAT Writing+ will be the summative evaluation.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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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

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of science.

Needs Assessment

The mean scale score for the 2007 FCAT-Science at Meadowlane was 17 points under the state scale score of 306. Thirty-eight percent of fifth grade students scored at a level 3 or above on the 2007 FCAT Science as compared to 27 percent scoring a level 3 or above on the 2006 FCAT Science. Areas of weakness include: Earth and Space, Life and Environmental, and Physical and Chemical.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 63% of the students scoring FCAT Achievement Level of 3 or higher on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement school designed pre/mid/post formative assessments and utilize assessment data as a tool to analyze progress and guide instruction/remediation according to the Florida Sunshine State Standards/CBC.	Administrators, Science Coach, Fifth Grade Teachers	8-20-07	6-5-08	Other/ Not Applicable	5000
Emphasize the on going cross-curricular utilization of the scientific method as a problem-solving tool applicable to all grade-levels and culmination with a school-wide Science Fair.	Administrators, Science Coach, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Offer science project informational workshop to Meadowlane parents to help students prepare for the Science Fair and to enhance science skills. Distribute the packet "Helping Your Child Learn Science" from the DOE website.	Administrators, Science Coach, Teachers, Title I Resource, CIS, PTA	8-20-07	5-30-08	Other/ Not Applicable	0
Conduct monthly classroom experiments and other activities to promote authentic learning experiences and greater awareness of science.	Administrators, Science Coach, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Implement the Science Link Connection from the Houghton Mifflin reading series.	Administrators, Science Coach, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Utilize Riverdeep Science Software to support student understanding of science skills.	Administrators, Science Coach, Technology Teacher, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Utilize Science through Reading First in grades 3-5	Administrators, Science Coach, Teachers	8-20-07	6-5-08	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Science Coach, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, Science Coach, Teachers	8-20-07	6-5-08	Continuous Improvement Model	0

Research-Based Programs

Scott-Foresman Science Program
Science through Reading First

Professional Development

Summer "Interdisciplinary Instructional Strategies and Practices for the Elementary Teacher" Workshops
INSTAR Science Teacher Summer Institute

Evaluation

Formative evaluation will be conducted through textbook tests, grade level pre/post tests, and teacher generated tests. The summative evaluation will be the 2008 FCAT Science test.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

Meadowlane Elementary will increase communication with parents.

Needs Assessment

Last school year 1835 parents attended seminars and meetings at Meadowlane. Our goal is to increase this number. This school year, our plans include providing parent workshops/meetings on the following topics: Title I Orientation/Open House, Making Reading Fun, FCAT Reading, FCAT Mathematics, Test Taking Skills, Science Fair Information, and Children with ADHD. The use of sign-in sheets will indicate the degree of participation. We will further assess desirable topics by administering a parent needs survey to learn what the parents would like. We will continue sending home frequent letters and flyers in English and in Spanish to inform the parents about school policies and events and to invite their involvement in the education of their children. School climate surveys will reveal further needs.

Measurable Objective

Given the emphasis on parental involvement, Meadowlane Elementary will increase parental involvement as evidenced by increased participation in parent workshops by 5 percentage points in 2007-2008 as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer door prizes to attendees	Community Involvement Specialist, PTA	8-20-07	6-5-08	Other/ Not Applicable	0
Send home monthly calendars announcing meetings, seminars, workshops and other events	Title I Teacher, Technology Teacher	8-20-07	5-30-08	Exchange Meaningful Information	0
Produce a Meadowlane Newsletter which informs parents of school happenings and how they can be involved.	Data Input Clerk, Academic Excellence Teacher	8-20-07	5-30-08	Exchange Meaningful Information	0
Display important dates and meetings on the school marquee	Title I Teacher, Security Monitor	8-20-07	6-5-08	Exchange Meaningful Information	0
Provide workshops that are of high interest to parents	Title I Teacher, CIS	8-20-07	5-30-08	Exchange Meaningful Information	0
Advertise meetings and workshops in flyers printed in English and Spanish	Title I Teacher	8-20-07	5-30-08	Exchange Meaningful Information	0

Research-Based Programs

Parent Teacher Association

Professional Development

Community Involvement Specialist monthly inservice meetings
Self-directed study of Federal Title I rules and regulations

Evaluation

This objective will be evaluated utilizing sign-in sheet logs comparing the 2006-2007 school year to the 2007-2008 school year. School climate surveys will be reviewed for suggested improvements.

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

Discipline & Safety Statement

The goal of Meadowlane Elementary is to decrease the number of disruptive students sent to the office by classroom teachers.

Needs Assessment

Currently, the weekly average number of students who are referred for disrupting the educational process is 50.

Measurable Objective

Utilizing the Positive Behavior Support model, Meadowlane will reduce the number of disciplinary referrals to administrators by 40%, as compared to last year's school in-house records of an average of 80 referrals per week.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish a schoolwide leadership or behavior support team	Administrators, Grade Level Chairs, Parents	8-20-07	6-5-08	Other/ Not Applicable	0
Secure administrator agreement of active support	Administrators	8-20-07	6-5-08	Exchange Meaningful Information	0
Conduct a self-assessment of the current discipline system	Administrators	8-20-07	6-5-08	Other/ Not Applicable	0
Create an implementation action plan	Administrator, Reading Leader	8-20-07	6-5-08	Other/ Not Applicable	0
Establish a way to collect office referrals to evaluate the effectiveness of PBS efforts	Adminimistrator, Reading Leader	8-20-07	10-05-08	Exchange Meaningful Information	0
Secure a commitment agreement from at least 80% of the staff	Administrator, Teachers	8-20-07	10-5-08	Exchange Meaningful Information	0
Provide professional development on positive behavior support (PBS) to all faculty and some parents.	Administrator, Reading Coach, Faculty	8-20-07	6-5-08	Exchange Meaningful Information	0
Hold a parent seminar on parenting and discipline skills.	Administrator, CIS, Counselors	8-20-07	6-5-08	Exchange Meaningful Information	0

Research-Based Programs

Positive Behavior Support Model

Professional Development

Positive Behavior Support training in faculty and grade level meetings and in District workshops
 Distribution of classroom management checklist
 Journal articles about discipline

Evaluation

The number of behavior referrals will show a 40 percentage point decrease, as compared to last year's in-house referral records.

Technology Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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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

Meadowlane Elementary will increase the use of technology in order to improve student achievement.

Needs Assessment

Usage reports show that student time spent on SuccessMaker can be increased. According to the SuccessMaker usage reports, the amount of time that students are actively engaged with the program correlates to their FCAT achievement.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 5 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize SmartBoards to enhance student learning	Classroom teachers, Computer lab teacher	8-20-07	6-5-08	Other/ Not Applicable	5000
Implement an incentive program within each classroom to encourage student participation.	Classroom teachers, Technology Coordinator	8-20-07	6-5-08	Other/ Not Applicable	0
Utilize prediction reports to guide application of SuccessMaker.	Technology Coordinator, Classroom Teachers	8-20-07	6-5-08	Continuous Improvement Model	0
Generate grade level reports to monitor progress during grade level meetings.	Administrators, Grade Level Chairpersons, Technology Coordinator	8-20-07	6-5-08	Continuous Improvement Model	0
Utilize the computer lab during school for students and after school for students and parents.	Administrators, Classroom teachers, Technology Coordinator	8-20-07	6-5-08	Other/ Not Applicable	0

Research-Based Programs

SuccessMaker Enterprise

Professional Development

SuccessMaker Training
SmartBoard Training

Evaluation

This objective will be met when the usage reports reveal a five percentage point increase in the amount of time spent on the program.

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 type="checkbox"/>

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

Health & Physical Fitness Statement

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

The 2006-2007 Fitness Gram Test shows that 178 of the students tested achieved the Gold Standard while 252 students achieved the Silver Standard. This level of achievement was reached by 61% of the students tested.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade 4-5 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the Fitness Gram Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Emphasize running, walking, and other activities that improve cardiovascular and muscular strength.	Physical Education Teachers	8-20-07	6-5-08	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	8-20-07	6-5-08	Healthcare & Healthy Choices	0
Develop an action plan for Meadowlane to insure meeting the goals and objectives as stated.	Physical Education Teachers	8-20-07	10-5-08	Healthcare & Healthy Choices	1000
Continue the Fit to Achieve Program for grades K-5.	Physical Education Teachers	8-20-07	6-5-08	Healthcare & Healthy Choices	0
Continue Jump for Heart program.	Physical Education Teachers	8-20-07	6-5-08	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal	8-20-07	6-5-08	Healthcare & Healthy Choices	0
Administer a Fitness Gram pre-test to determine baseline measures.	Physical Education Teachers	8-20-07	6-5-08	Healthcare & Healthy Choices	0

Research-Based Programs

Fitness Gram, Fit to Achieve Program, Safety Walk

Professional Development

Fitness Gram Training for Physical Education teachers as provided by the District.

Evaluation

This objective will be evaluated by scores on the 2007-2008 Fitness Gram Test as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the Fitness Gram Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Meadowlane Elementary will increase enrollment in the Academic Excellence Program, as only 40 students were enrolled in the Academic Excellence Program last year

Needs Assessment

Results of the 2007 FCAT indicate that students who are involved in the Academic Excellence Program score higher because of their increased exposure to critical thinking skills. We will increase the amount of students participating in this program by 10 percentage points.

Measurable Objective

The number of participants will be increased by 10 percentage points during the 2007-2008 school year, as evidenced by class attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase student participation in chess.	Academic Excellence Teachers	8-20-07	6-5-08	Academic Enrichment Opportunities	0
Teach students using a hands-on approach with great emphasis on critical thinking and problem solving.	Academic Excellence Teachers	8-20-07	6-5-08	Academic Enrichment Opportunities	0
Emphasize computer activities with the SMARTBoards.	Academic Excellence Teachers, Technology Coordinator	8-20-07	6-5-08	Academic Enrichment Opportunities	0
Send home flyers encouraging eligible students to enroll.	Administrators	8-20-07	10-5-08	Exchange Meaningful Information	0
Create a school newsletter with students quarterly.	Academic Excellence Teachers	8-20-07	6-5-08	Exchange Meaningful Information	0

Research-Based Programs

SuccessMaker

Professional Development

Academic Excellence teachers attend District sponsored trainings.

Evaluation

The attendance roster of the Academic Excellence classes will show that at least 44 students have participated.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Meadowlane Elementary will achieve a high return on investment score of 58 percent.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in the 2004-2005 school year, Meadowlane Elementary School ranked at the 52nd percentile on the state of Florida ROI Index.

Measurable Objective

Meadowlane Elementary School will improve its ranking on the State of Florida ROI Index publication from 52nd percentile in 2004-2005 to the 60th percentile on the next publication on the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8-20-07	6-5-08	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Administrators	8-20-07	6-5-08	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8-20-07	6-5-08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	Exchange Meaningful Information	0

Research-Based Programs

Houghton-Mifflin Reading Series, Scott-Foresman Math Series, McGraw-Hill Science Series

Professional Development

Houghton-Mifflin Training
 Summer HEAT courses
 Money Matters
 Principal meetings
 Budget workshops
 Faculty meetings

Evaluation

On the next state of Florida ROI Index publication, Meadowlane Elementary School will show progress toward reaching the 60th percentile.

EESAC Compliance

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

Budget:

The Educational Excellence School Advisory Council (EESAC) reviewed the school budget, offering recommendations as needed in support of the school's goals and objectives. For example, purchasing Voyager Passport and Soar to Success Programs was approved.

Training:

The EESAC collaborated with the administration to devise staff development activities to address the needs identified in the School Improvement Plan (SIP). For example, Smartboard training was made available to all teachers.

Instructional Materials:

The EESAC actively participated in the selection of instructional materials in support of those instructional goals outlined in the SIP. For example, Voyager Passport Program was secured for after school tutoring.

Technology:

The EESAC reviewed the technology objectives, offering recommendations as needed in support of the school goals. Additional teachers are receiving Smartboards in their classrooms due to the recommendations of the EESAC.

Staffing:

The EESAC collaborated with the administration to suggest staffing needs identified in the SIP. For example, a part-time security monitor was approved by EESAC.

Student Support Services:

The EESAC actively participated in the selection of student support services, where necessary, to augment the SIP. The EESAC facilitated utilizing Children's Psychiatric Center's services, via the counselors, to provide parents with on-going parenting skills workshops.

Other Matters of Resource Allocation:

The EESAC collaborated with the administration to secure funds in support of the SIP objectives. Consumable primary handwriting books were purchased.

Benchmarking:

The EESAC reviewed the benchmarking activities, offering recommendations as needed, in support of the school's goals and objectives. For example, members will examine DIBELS scores every nine weeks to ensure student progress.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC allotted funds to hire security monitors.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	5000
Parental Involvement	0
Discipline & Safety	0
Technology	5000
Health & Physical Fitness	1000
Electives & Special Areas	0
Return On Investment	0
Total	11000



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