

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Heights Elementary School (3261)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - John Lux

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Heights Elementary School opened its doors in 1963. The school is built on an eleven acre site and is composed of 12 buildings and five portables. The addition, which opened in 2005, is a 30 classroom tilt-up building. The school has 1,449 student stations. Miami Heights is a Title I school operating with a Just Read grant, located in a multi-ethnic community. Currently, a total of 1,255 students are being serviced from pre-kindergarten through fifth grade. The school has a range of programs dedicated to students with a variety of learning needs: Foreign Language, English Language Learners (ELL), Inclusion, Gifted, TEAM, and Special Education programs are offered to all Miami Heights students.

Miami Heights Elementary has a student population consisting of eighty percent Hispanic, ten percent Black Non-Hispanic, six percent White, and three percent Asian/Indian/Multiracial. Seventy eight percent of student population qualifies for free/reduced lunch. The Students with Disabilities population is 13 percent. Miami Heights Elementary School's mobility index is twenty six. According to the 2007 FCAT results, 77 percent of students in grades 3-5 met high standards (level 3 or higher) on the reading subtest, 68 percent met high standards on the mathematics subtest, 29 percent of fifth grade students met high standards on the science subtest and 77 percent of fourth grade students met high standards (level 3.5 and above) on the FCAT Writing+ test. Additionally;

- 25 percent of third grade students scored at level 1 on the 2007 FCAT reading test.
- 16 percent of fourth grade students scored at level 1 on the 2007 FCAT reading test.
- 19 percent of fifth grade students scored at level 1 on the 2007 FCAT reading test.
- 17 percent of third grade students scored at level 1 on the 2007 FCAT mathematics test.
- 18 percent of fourth grade students scored at level 1 on the 2007 FCAT mathematics test.
- 17 percent of fifth grade students scored at level 1 on the 2007 FCAT mathematics sub-test.
- 17 percent of third grade students scored at level 2 on the 2007 FCAT reading test.
- 19 percent of fourth grade students scored at level 2 on the 2007 FCAT reading test.
- 20 percent of fifth grade students scored at level 2 on the 2007 FCAT reading test.
- 13 percent of third grade students scored at level 2 on the 2007 FCAT mathematics test.
- 22 percent of fourth grade students scored at level 2 on the 2007 FCAT mathematics test.
- 35 percent of fifth grade students scored at level 2 on the 2007 FCAT mathematics test.

Miami Heights Elementary presently has 25 students in the gifted program. The Voluntary Pre-Kindergarten population consists of 63 students. The average student attendance rate during the 2006-2007 school year was 94.39%. Twenty three students (9.2%) were retained in the 2007-2008 school year.

Miami Heights Elementary School employs a total of 102 instructional staff members. The school staff's ethnic breakdown is forty three percent Hispanic, 27 percent White, 29 percent Black Non-Hispanic, and one percent Indian/Multiracial. Three administrators, including a principal who was new to the staff for the 2006-2007 school year, and two assistant principals, serve as the instructional leaders of the school. There are 91 certified classroom teachers, of which 11 are beginning teachers. In addition, there are 12 teachers of Students with Disabilities, six Spanish language teachers, three teachers of English Language Learners, seven special area teachers, one media specialist, two counselors, one program specialist and one curriculum support specialist for Students with Disabilities, three full-time paraprofessionals, and three part-time paraprofessionals. Thirty-four percent of the staff hold a Master's degree and five percent hold a Specialist degree. The student teacher ratio is 1:17.31 in Pre-kindergarten through third grade and 1:22.42 in grades four and five.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will improve their reading scores evidenced by seventy nine percent of the students scoring at or above achievement level three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the SWD subgroup at Miami Heights Elementary, will improve their reading scores evidenced by sixty percent of the students scoring at or above achievement level three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will improve their math skills as evidenced by seventy three percent of students scoring at or above achievement level three on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Students with Disabilities subgroup at Miami Heights Elementary, will improve their math skills as evidenced by sixty two percent of students scoring at or above achievement level three on the 2008 administration of the FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by eighty two percent of students scoring at or above achievement level three point five on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, fifth grade students will improve their science scores evidenced by fifty four percent of students scoring at or above achievement level three on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

An increase in parental participation and attendance in school sponsored activities will increase by 10 percentage points when comparing the 2006 – 2007 Title I Parent Outreach School Report to the 2007-2008 Parent Outreach School Report.

Given the implementation of the School-wide Discipline Plan, the administration will decrease the number of outdoor suspensions by 20 percent for the 2007-2008 school year as evidenced by the outdoor suspension report.

Given increased attention to enhancing the use of technology, our school will improve the use of programs such as FCAT Explorer, Riverdeep, Accelerated Reader, Star, Microsoft Outlook and Classworks as evidenced by an average score of two on the 2007 STaR School Profile.

Given the need to improve student physical fitness, students will be administered the FITNESSGRAM in grades two through five. Achievement will be demonstrated as evidenced by three percent of students exceeding the 2006-2007 percentage of 73 percent.

Given a school wide initiative to involve students in extracurricular programs, 120 students in grades two through five will participate in extra-curricular activities as evidenced by 2007-2008 attendance records from school clubs.

Miami Heights Elementary School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point as evidenced by the ROI report.

As Miami Heights continues to strive for excellence our focus on high academic standards, exceptional leadership, and the commitment to building a strong foundation for our customers, including strong values and good character traits is evident. The Self-Assessment Survey, completed by both full and part-time staff members in May of 2007, revealed two areas where improvements can be made. While all areas scored an average score of 4.0, the two areas with the lowest scores were Business Results and Strategic Planning. Miami Heights Elementary will address these two areas by implementing a systematic approach that centers on the strategic planning process which provides for the involvement of numerous stakeholders, including business partners, more focus groups, surveys and the implementation of a monthly Curriculum Newsletter.

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.

3261 - MIAMI HEIGHTS ELEMENTARY SCHOOL

VISION

Miami Heights Elementary's faculty, parents and community members are committed to provide and prepare students for all academic and social components in order for all students to reach their maximum potential. It is our intention to provide our students an academic atmosphere of educational excellence.

MISSION

At Miami Heights Elementary we provide high quality education in order to produce thoroughly educated citizens able to meet the challenges faced by society.

CORE VALUES

School Improvement Plan

2007-2008



1. **ACADEMIC EXCELLENCE:** Miami Heights Elementary is in pursuit of the highest quality and sound academic standards. We are deeply committed to providing every student with vast educational opportunities and learning experiences as a result of organizational performance.
2. **INTEGRITY:** Miami Heights Elementary stands up for its beliefs and what is right as it relates to each member of the community.
3. **EQUITY:** Miami Heights Elementary has developed a learning environment that caters to all students with a commitment to eliminate gaps in academic achievement.
4. **SELF-RESPECT:** Miami Heights Elementary shows its worth and dignity by being courteous and polite.
5. **HONOR:** Miami Heights Elementary will have high regards as it relates to sincerity and truthfulness.
6. **CITIZENSHIP:** We strive to work together as a team to achieve educational successes while understanding that our professional obligations must honor the diversity in our community.
7. **COMPASSION:** The members of Miami Heights Elementary's faculty and staff strive to be sympathetic, helpful, and compassionate towards one another.

School Demographics

Miami Heights Elementary School opened its doors in 1963. The school is built on an eleven acre site and is composed of 12 buildings and five portables. The addition, which opened in 2005, is a 30 classroom tilt-up building. The school has 1,449 student stations. Currently, a total of 1,255 students are being serviced from pre-kindergarten through fifth grade. Miami Heights is a Title I school operating with a Just Read grant, located in a multi-ethnic community. The school has a range of programs dedicated to offering services to students with a variety of learning needs: Foreign Language, English for Speakers of Other Languages (ESOL), Inclusion, Gifted, TEAM, and Special Education programs.

Miami Heights Elementary has a student population consisting of eighty-one percent Hispanic, nine percent Black Non-Hispanic, six percent White, one percent Asian, and three percent Indian/Multiracial. The school staff's ethnic breakdown is 48 percent Hispanic, 25 percent White, 24 percent Black Non-Hispanic, and 3 percent Indian/Multiracial. The percentage of students qualifying for free/reduced lunch is 70 percent. The Students with Disabilities population is ten percent. Miami Height's Elementary School's mobility index is 4.5.

Miami Heights Elementary School employs a total of 102 instructional staff members. Three administrators, a principal, and two assistant principals, serve as the instructional leaders of the school. There are 82 certified classroom teachers, of which 10 are beginning teachers. In addition, there are 15 teachers of Students with Disabilities, six Spanish language teachers, two teachers of English for Speakers of Other Languages, seven special area teachers, two media specialist, two counselors, one program specialist and one curriculum support specialist for Students with Disabilities, three full-time paraprofessionals, and three part-time paraprofessionals. Thirty-eight percent of the teachers hold a Master's degree, four percent hold a Specialist degree, and three percent hold a Doctoral degree. The student teacher ratio is 17:1.

School Foundation

Leadership:

According to the Organizational Performance Improvement Self Assessment Survey (OPIS) completed by the faculty and staff in May of 2007, leadership has driven the continuous improvement, while the work environment motivates communication of school goals conducive to professional growth.

District Strategic Planning Alignment:

The faculty and staff recognize the importance of the organization's goals. Through the leadership of the administration, the staff assigned an average score of 4.0 as related to the following statements: I know how my location's plans will affect my work and my work location asks for my ideas. High numerical values were also assigned to statements relating to knowledge of the organization's plans and the impact on the faculty and their work. Overall, stakeholders feel that the administration values and respects their input and ideas.

Stakeholder Engagement:

Based on the analysis of the results of the OPIS, teachers indicate that our students express satisfaction with being aware of their academic performance and high expectations/standards of their level of work. The stakeholders acknowledge that customers are the most important (4.5) and their customers feel comfort in expressing their needs and wants (4.4).

Faculty & Staff:

The school's faculty and staff have expressed on the OPIS, that the school's administration is helpful in providing assistance to the community by giving this statement a 4.1 out of a total score of 5.0. The work environment and team cohesiveness is evident in the survey with high scores given. Additionally, the stakeholders expressed satisfaction in the provision of a safe workplace with an average score of 4.4.

Data/Information/Knowledge Management:

The implementation of data analysis and measurement effectively aligns with the OPIS indicating that stakeholders comprehend how to maximize their efforts through their daily classroom instruction. The overall average score of measurement analysis and knowledge management is 4.4 based on the OPIS completed by the faculty and staff. Data for the stakeholders, district, and state, as well as requirements in the No Child Left Behind Act will continue to be closely tied to the School Improvement Plan.

Education Design:

Results of the OPIS showed our area of educational process to be a strength, given a score of 4.2 out of 5 in the areas of having good work process and control over those processes. The faculty also recognizes the importance of measuring the quality of their work (4.5). In addition, the importance of the analysis and decision making is also addressed in their work.

Performance Results:

On the OPIS category Customer and Market Focus, the faculty responded favorably to questions regarding customer service with an average score of 4.0 to 4.5. The stakeholders commit themselves to the importance of the customer/school involvements.

Schools Graded 'C' or Below

Professional Development:

Miami Heights Elementary School will provide interactive, professional development that will enable teachers to work collaboratively and become knowledgeable in effective research-based instructional strategies which impact student reading and writing achievement resulting in positive outcomes. Through focused activities presented in a problem-based format, participants will plan for, develop, engage in, and evaluate their own learning, targeting differentiated instructional techniques.

Disaggregated Data :

Miami Heights Elementary School will utilize disaggregated data to determine specific areas of need to guide differentiated instruction and increase student achievement. The data will be analyzed by the Leadership Team and teachers bi-weekly in order to determine students' strengths, weaknesses and progress. Teachers will use this data to drive instruction so that effective skill focused lessons within Literacy Centers are developed. The data will also be used to determine which instructional strategies are most effective in mastery of isolated benchmarks. In turn, Learning Communities will be developed to provide modeling of these best practice lessons for teachers.

Informal and Formal Assessments:

Miami Heights Elementary School will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to students in grades kindergarten through third grade as a screening tool on a quarterly basis. The Florida Kindergarten Readiness Screener and Early Childhood and Observation System State Assessments will be administered to kindergarten students. School and feeder pattern assessments will be administered on a bi-weekly basis in order to determine students' understanding and mastery of grade level benchmarks. Additionally, interim exams designed by the District will be administered on a quarterly basis in order to determine student progress in the areas of reading and mathematics to students in grades three through five. Teacher created as well as textbook series assessments will be used on an ongoing basis to evaluate student achievement in specific subject areas. Furthermore, the District Writing Pre and Post Test will be administered to students in grades one through five. Students in first and second grade will be administered the Stanford Achievement Test Tenth Edition in reading and math to determine grade level mastery. Students in third through fifth grade will be administered the Florida Comprehensive Assessment Test in reading, math, and science to determine grade level mastery. Student assessments will be integrated with instruction and will ultimately focus on student performance.

Alternative Instructional Delivery Methods :

In order to support remediation at Miami Heights Elementary Schools, students will be provided with tutorial programs designed to focus on the individual needs of the students based on the ongoing desegregation of data. Intervention programs, such as Voyager, will be implemented for at risk students in kindergarten through fifth grade both during and after school. The in-school programs will pull-out students on a daily basis and the after school programs will be held four days a week for one hour. The Reading Plus Program will be used to accelerate students fluency and comprehension skills. In addition, teachers will develop challenging lessons utilizing the Houghton Mifflin Series to enrich the curriculum for high performing students.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students in third through fifth grade will demonstrate high academic achievement in reading.

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT Reading Assessment indicate that 74 percent of students in grades three through five met the state mastery level of three or higher. In addition 59 percent of students demonstrated learning gains. Comparison of 2006 third grade Reading FCAT scores with 2007 third grade Reading FCAT scores, indicate a decrease in students scoring at a Level three and above by 9 percentage points and an increase in students scoring level one and two by 9 percentage points.

FCAT Reading Assessment results indicate that 65 percent of fourth grade students and 61 percent of fifth grade students scored at a level three or above. Greater emphasis is needed in decreasing the number of students scoring at a Level one or two in fourth and fifth grade.

Based on the No Child Left Behind Act (NCLB) the Adequate Yearly Progress report, students in the Students with Disabilities (SWD) subgroup did not meet the desired 44 percent of Level three or above on the 2007 FCAT Reading Assessment. Enhanced emphasis is needed in order to increase the number of SWD making Adequate Yearly Progress by 18 percent.

Data analysis of all grade levels reveals that the areas of greatest deficiency are Main Idea/Purpose (fifty nine percent correct) and Reference/Research (fifty percent correct) for third grade, Main Idea/Purpose (sixty four percent correct), Word Phrases (sixty percent correct) and Reference/Research (fifty percent correct) for fourth grade, and Main Idea/Purpose (fifty two percent correct) as well as Word Phrases (fifty six percent correct) for fifth grade.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will improve their reading scores evidenced by seventy nine percent of the students scoring at or above achievement level three on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the SWD subgroup at Miami Heights Elementary, will improve their reading scores evidenced by sixty percent of the students scoring at or above achievement level three on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Accelerated Reader Program, FCAT Explorer, and Riverdeep to enrich the Comprehensive Research-Based Reading Plan.	Principal, Teachers, Reading Coach	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Conduct monthly grade level meetings to analyze and disaggregate data and ensure continuity of the instructional focus calendar.	Principal, Assistant Principals, Reading Coach, Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	0
Establish an in-house tutorial program to provide additional reading instruction for a minimum of 30 minutes, twice a week, using supplemental preparatory materials for students in the lowest 25th percentile in third through fifth grade.	Principal, Assistant Principals, Reading Coach	10/01/2007	3/3/2008	Other/ Not Applicable	14980
Utilize Voyager Passport to provide remediation for all Tier 2 and 3 students.	Principal, Assistant Principals, Teachers, Paraprofessionals	9/10/2007	5/23/2008	Other/ Not Applicable	11850
Provide Voyager Passport in a small group resource setting for third grade Students with Disabilities daily to reinforce effective reading strategies.	Principal, Assistant Principal, Reading Coach	9/10/2007	5/23/2008	Inclusion of SWD	4295
Implement an after school tutorial program that will provide additional reading instruction for a minimum of 1 hour, three times a week, using supplemental preparatory materials for students in the lowest 25th percentile in third through fifth grade.	Principal, Assistant Principals, Reading Coach	10/1/2007	3/3/2008	Other/ Not Applicable	20000
Provide professional development for teachers in kindergarten through fifth grade to ensure effective instruction through the use of the Comprehensive Research-Based Reading Plan.	Principal, Assistant Principals, Reading Coach	8/20/2007	5/23/2008	Continuous Improvement Model	5000
Conduct small, flexible, differentiated instruction in reading to students in kindergarten through fifth grade, based on results of DIBELS Reading assessment.	Principal, Assistant Principals, Teachers, Reading Coach	8/20/2007	5/23/2008	Other/ Not Applicable	0
Implement after school tutorial program for students with disabilities focusing on all tested benchmarks.	Principal, Assistant Principal, Reading Coach	10/9/2006	3/8/2007	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) eight-step process with faculty and staff.	Principal, Assistant Principal, Reading Coach	8/20/2007	5/23/2008	Continuous Improvement Model	0
Encourage teachers to attend professional development workshops at district or region level regarding reading and share information obtained with the faculty and staff members.	Principal, Assistant Principal, Reading Coach	8/16/2007	5/23/2008	Other/ Not Applicable	5000
Demonstrate model lessons in the classroom for teachers, using the Comprehensive Research-Based Reading Plan.	Principal, Assistant Principals, Reading Coach	9/10/2007	5/23/2008	Other/ Not Applicable	15000
Utilize Reading Coach to conduct literacy center training for kindergarten through third grade teachers.	Principal, Assistant Principals, Reading Coach	8/20/2007	5/23/2008	Continuous Improvement Model	0
Analyze and disaggregate data based on the Progress Monitoring Report Network (PMRN).	Principal, Assistant Principals, Reading Coach	8/20/2007	5/23/2008	Other/ Not Applicable	0
Use the Regional Center Data Debriefing protocols to conduct data debriefing sessions.	Principal, Assistant Principal	09/12/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

Research Based Programs include:

1. Houghton Mifflin Core Reading Program
2. America Reads! Tutorial Program
3. Voyager Passport
4. Comprehensive Research-Based Reading Program

Professional Development

Professional Development activities include:

- Comprehensive Research-Based Reading Plan training for new teachers.
- DIBELS administration training for teachers in kindergarten through fifth grade.
- Voyager Passport training for teachers in kindergarten through fifth grade.
- EduSoft training for all teachers in order to assist with assessments and alignment of data for instruction.
- FCAT Data Review for all teachers in order to inform them of our instructional goals, based on AYP results.
- Accelerated Reader training and overview for all teachers in kindergarten through fifth grade.
- Literacy Centers training for teachers in kindergarten through third grade.
- DAR administration training for teachers in kindergarten through fifth.
- PMRN Reports training on how to analyze data for teachers in kindergarten through fifth grade.
- Continuous Improvement Model training for all instructional staff.

Evaluation

This objective will be evaluated using the results of the 2008 FCAT Reading Assessment. In addition, reports generated from the Progress Monitoring and Reporting Network, Edusoft, in-house pre- tests, post-tests, teacher-made assessments, district interim assessments and after school tutorial program assessments will be used throughout the year to monitor progress towards meeting the objective.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students in third through fifth grade will demonstrate high academic achievement in mathematics.

Needs Assessment

Results of the 2007 FCAT Reading Assessment indicate that 68 percent of students in grades three through five met the state mastery level of three or higher. In addition, 55 percent of students demonstrated learning gains. Fourth grade mathematics FCAT scores indicate a decrease in students scoring at a level three and above by 3 percentage points and an increase in students scoring at level one and two by 2 percentage points. FCAT Mathematics Assessment results indicate that 71 percent of third grade students and 47 percent of fifth grade students scored at a level three or above. Greater emphasis is needed in decreasing the number of students scoring at a level one or two in third and fifth grade.

Based on the No Child Left Behind Act (NCLB) Adequate Yearly Progress report, students in the Students with Disabilities subgroup did not meet the desired 50 percent of Level three or above on the 2006 FCAT Mathematics Assessment. Increasing the number of Students with Disabilities making Adequate Yearly Progress by 13 percent needs to be emphasized.

Data across grade levels shows evidence that the area of greatest need is Number Sense and Algebraic Thinking in third grade. Number Sense, Algebraic Thinking, Geometry, and Data Analysis, and all benchmarks for fifth grade.



School Improvement Plan 2007-2008



NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will improve their math skills as evidenced by seventy three percent of students scoring at or above achievement level three on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Students with Disabilities subgroup at Miami Heights Elementary, will improve their math skills as evidenced by sixty two percent of students scoring at or above achievement level three on the 2008 administration of the FCAT Mathematics Test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Mathematics instructional focus calendar developed by third through fifth grade teachers to strengthen mathematics instruction.	Principal, Assistant Principal, Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Identify students who did not demonstrate acceptable learning gains and provide small group tutoring through an in-house tutoring program with a structured mathematics curriculum.	Principal, Assistant Principal, Mathematics Facilitator	10/01/2007	3/3/2008	Other/ Not Applicable	10000
Utilize the mathematics facilitator to model lessons, conduct professional development and enhance classroom instruction to improve student performance.	Principal, Assistant Principal, Mathematics Facilitator	9/4/2007	5/32/2008	Other/ Not Applicable	3000
Implement an FCAT Academic After School Program where Students with Disabilities will receive individualized instruction focusing on FCAT strategies.	Principal, Assistant Principal, ESE Program Specialist	10/1/2007	3/3/2008	Inclusion of SWD	4295
Implement the Continuous Improvement Model (CIM) eight-step process with faculty and staff.	Principal, Assistant Principal, Teachers, and Mathematics Facilitators	8/16/2007	5/23/2008	Continuous Improvement Model	0
Analyze mathematics in-house assessments, during grade level meetings, to identify specific needs of students in each of the tested benchmarks in order to gear instruction.	Principal, Assistant Principal, Mathematics Facilitator, Teachers	9/24/2007	5/23/2008	Other/ Not Applicable	3000
Identify students in third through fifth grade scoring in the lowest 25th percentile and provide appropriate interventions through small group instruction in each of the tested benchmarks.	Principal, Assistant Principal, Mathematics Facilitator	8/16/2007	5/23/2008	Other/ Not Applicable	0
Provide instruction using differentiated instructional groups to increase the performance of students who scored at a Level three or above, focusing on each of the tested benchmarks.	Principal, Assistant Principal, Teachers, and Mathematics Facilitator	8/21/2007	5/23/2008	Other/ Not Applicable	0
Provide intensive instruction, in small groups or by individual students, through the Sunshine State Standards for Students with Disabilities focusing on all tested benchmarks.	Principal, Assistant Principal, Mathematics Facilitator	8/21/2007	5/23/2008	Inclusion of SWD	11850
Implement the Math Superstars program in grades kindergarten through fifth to increase student exposure to mathematics benchmarks.	Principal, Assistant Principal, Mathematics Facilitator, Future Educators of America, PTA	8/21/2007	5/23/2008	Academic Enrichment Opportunities	1000

Research-Based Programs

Research Based Programs include:

- Riverdeep
- Scott Foresman Mathematics Series (Grades K - 5)

Professional Development

Professional Development activities include:

- Provide mathematics teachers with professional development in the following programs: Riverdeep, and FCAT Explorer.
- EduSoft training for all teachers in order to assist with assessments and alignment of data to instruction.
- All homeroom teachers will receive monthly professional development from the mathematics coach on various topics of importance and interest to increase student achievement.
- Continuous Improvement Model training for all instructional staff.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Mathematics assessment results. Progress monitoring will occur throughout the year utilizing District Interim Assessments, after school tutoring program pre- and post-tests and other teacher-made assessments.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2007 administration of the FCAT Writing+ Test indicate that 71 percent of students in fourth grade scored at a level 3.5 or above. Seventy-one percent of fourth grade students scored 3.5 or better on expository writing prompts compared to 71 percent on narrative writing prompts. These results indicate that future instruction should be concentrated on developing narrative as well as expository writing skills. Multiple choice items from FCAT Writing+ indicate that there is an increased instructional need in the areas of focus, organization, support, and conventions.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by eighty two percent of students scoring at or above achievement level three point five on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Model effective writing techniques in kindergarten through fifth grade for students to maintain consistency in their writing styles and meet state requirements on the FCAT Writing+.	Principal, Assistant Principal, Writing Coach	9/10/2007	5/23/2008	Other/ Not Applicable	0
Implement school-wide monthly writing prompts to provide FCAT response practice for all students in kindergarten through fifth grade.	Principal, Assistant Principal, Writing Coach	8/20/2007	5/23/2008	Other/ Not Applicable	0
Practice writing across the curriculum daily, with kindergarten through fifth grade students, in all subject areas through the use of journaling and teacher directed prompts.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Supplement writing instruction for third and fourth grade students through pull-out tutoring.	Principal, Assistant Principal, Writing Coach	10/1/2007	5/23/2008	Academic Enrichment Opportunities	11850
Provide teachers with professional development including the "Six Traits to Effective Writing" to develop techniques and strategies for teaching expository and narrative writing.	Principal, Assistant Principal, Writing Coach	8/20/2007	5/23/2008	Other/ Not Applicable	3500
Implement the Sanron Teach Me Writing Program for all students in kindergarten through fifth grade.	Principal, Assistant Principal, Writing Coach	8/20/2007	5/23/2008	Other/ Not Applicable	1750
Provide instruction using differentiated instructional groups to increase the performance of fourth grade students who scored at a Level 3.5 or above on the FCAT Writing+ assessment, focusing on expository and narrative writing techniques.	Principal, Assistant Principal, Teachers, Writing Coach	8/20/2007	5/23/2008	Other/ Not Applicable	0
Utilize the results from the District Writing Pre- and Post-Test to guide instruction in expository and narrative writing.	Principal, Assistant Principal, Writing Coach, Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0

Research-Based Programs

Research Based Programs include:

1. SANRON Teach me Writing Program
2. Houghton Mifflin Reading Series writing component
3. Six Traits to Effective Writing

Professional Development

Professional Development activities include:

- All new teachers to the school will be provided training on the FCAT Writing+ process.
- Teachers in kindergarten through fifth grade will be provided Training on the Sanron Teach Me Writing Program.
- Teachers will be trained on the holistic scoring method by the reading coach.
- Reading Coach will attend professional development workshops on FCAT Writing+ and effective writing strategies provided by the District.
- Continuous Improvement Model training for all instructional staff.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by scores of the 2008 FCAT Writing+ Test. Monthly writing prompts, and District Pre and Post Writing+ Assessments will be used to monitor progress toward meeting the objective.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All students will demonstrate high academic achievement in science.

Needs Assessment

Results of the 2007 FCAT Science Assessment indicated that 29 percent of fifth grade students performed at a level three or higher. Fifty percent of students scored at proficiency level in physical and chemical science, 47% scored at proficiency level in earth and space science, 50 % scored at proficiency level in life and environmental science, and 42 % of students scored at proficiency level in scientific thinking on the 2006-2007 administration of the FCAT Science Test.

The need during the 2007-2008 FCAT Science Assessment is to improve student performance in each of the tested science content cluster areas, and improve in the number of students demonstrating mastery.

Measurable Objective

Given instruction based on the Sunshine State Standards, fifth grade students will improve their science scores evidenced by fifty four percent of students scoring at or above achievement level three on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the science instructional focus calendar developed by fifth grade teachers to strengthen instruction for students in kindergarten through fifth grade.	Principal, Assistant Principal	8/20/2007	5/23/2008	Continuous Improvement Model	0
Implement an In-house Science Pre-Test and Post-Test for all students in first through fifth grade.	Principal, Assistant Principal, Science Coach	08/20/2007	05/23/2008	Other/ Not Applicable	0
Utilize the Sciencasaurus series to supplement the science textbook and to provide an additional teacher resource in fifth grade classrooms.	Principal, assistant Principapl, Science Coach	10/01/2007	05/23/2008	Other/ Not Applicable	750
Provide a Family Science Night for the Science Fair to inform parents of procedures and strategies for successfully completing science projects.	Principal, Assistant Principal	04/16/2008	04/16/2008	Exchange Meaningful Information	2000
Model effective science strategies in all kindergarten through fifth grade classes.	Principal, Assistant Principal, Science Coach	08/20/2007	05/23/2008	Other/ Not Applicable	0
Implement the use of FOSS kits in kindergarten through fifth grade to enhance the science curriculum.	Principal, Assistant Principal, Teachers	08/20/2007	05/23/2008	Other/ Not Applicable	4000
Implement the utilization of the SPECTRA Science Lab materials for students in grades three through five to encourage the utilization of hands-on science activities, and to support in-class science instruction.	Principal, Assistant Principal, Science Coach, Teachers	08/20/2007	05/23/2008	Academic Enrichment Opportunities	0
Implement a school-wide science fair for all students in kindergarten through fifth grade to increase instructional focus on the content cluster of scientific thinking.	Principal, Assistant Principal, ScienceFacilitator	04/16/2008	04/16/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal, Science Facilitator, Teachers	08/20/2007	05/23/2008	Continuous Improvement Model	0

Research-Based Programs

Research Based Programs include:

- Scott Foresman Science Series

Professional Development

Professional Development activities include:

- All new teachers to the school will be provided training on the effective use of FOSS kits.
- Teachers will be provided training on the new Scott-Foresman science series.
- Training for teachers on the scientific method and the implementation of hands-on science in weekly science instruction.
- Training for teachers on utilizing the instructional focus calendar.
- Continuous Improvement Model training for all instructional staff.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Science Test. In-house pre and post-test reports will provide formative assessment data which will be used to monitor progress toward meeting the objective.

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 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 type="checkbox"/>

Parental Involvement Statement

The school will provide opportunities to promote and improve active participation of parental and family involvement.

Needs Assessment

Parental involvement continues to be an area of concern for our school's faculty and staff. As evidenced by the 2006-2007 Title I Parent Outreach monthly school report, there is a 23 percent average in the level of parent participation in school based activities. In order to maximize the total efforts of parents and students, parental participation will continue to be one of the elements driven to link the home to school connection in the 2007-2008 school year.

Measurable Objective

An increase in parental participation and attendance in school sponsored activities will increase by 10 percentage points when comparing the 2006 – 2007 Title I Parent Outreach School Report to the 2007-2008 Parent Outreach School Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite parents and families to FCAT Science night in order to increase student achievement levels.	Principal, Assistant Principal, Science Coach, Community Involvement Specialist, Literacy Team	10/16/2007	05/23/2008	Exchange Meaningful Information	0
Invite parents and families to FCAT Math Night in order to increase student achievement levels.	Principal, Assistant Principal, Mathematics Coach, Community Involvement Specialist	11/15/2007	11/15/2007	Exchange Meaningful Information	0
Increase parent volunteers through an evening parental involvement recruitment fair.	Principal, Volunteer Liaison, Community Involvement Specialist	08/10/2007	05/23/2008	Exchange Meaningful Information	1000
Provide a monthly parent calendar that will be distributed to communicate important school dates, and highlight student achievement.	Principal, Assistant Principals	08/20/2007	05/23/2008	Exchange Meaningful Information	500
Facilitate workshops by presenting inviting themes based on survey results and the needs of students.	Principal, Assistant Principals, Community Involvement Specialist, Literacy Team	08/20/2007	05/23/2008	Other/ Not Applicable	1500
Conduct monthly Title I parent meetings to assist parents with learning FCAT expectations and strategies.	Principal, Assistant Principal, Community Involvement Specialist	09/04/2007	05/23/2008	Exchange Meaningful Information	4000
Facilitate morning Parent Outreach workshops.	Principal, Assistant Principal, Community Involvement Specialist	09/07/2007	05/27/2008	Other/ Not Applicable	1500
Increase home visits to invite parents and families to school activities.	Principal, Assistant Principal, Community involvement Specialist	09/10/2007	05/23/2008	Exchange Meaningful Information	700
Provide seminars for parents targeting reading strategies for students performing on all FCAT levels.	Principal, Assistant Principal, Reading Coach, Community Involvement Specialist, Literacy Team	9/10/2007	05/23/2008	Exchange Meaningful Information	1000
Provide a seminar for parents and families on recognizing their child's learning styles in order to increase student achievement.	Principal, Assistant Principal, Reading Coach, Community Involvement Specialist, Literacy Team	09/10/2007	05/23/2008	Exchange Meaningful Information	500

Research-Based Programs

Research Based Programs include:

- Children, Youth and Families Education and Research Network (CYFERNet)

Professional Development

The following Volunteer Training Seminars will be facilitated by the Community Involvement Specialist throughout the 2007-2008 school year: Reading Strategies, Reading is Fundamental, Health and Medical Resources, Recognizing your Child's Learning Style, FCAT Science Night, FCAT Math Night, Discipline and Communication.

Evaluation

This objective will be evaluated by the End of the Year Title I Parent Attendance Log and School Climate Survey. Monthly parent attendance logs will provide progress monitoring towards meeting the objective.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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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

Students will demonstrate an understanding of appropriate behavior and an appreciation for a structured environment.

Needs Assessment

Outdoor suspensions during the 2006-2007 school year amounted to 20 days. The days missed affect the educational opportunities these students need to be successful. As a result, there is a need to lower the number of outdoor suspensions.

Measurable Objective

Given the implementation of the School-wide Discipline Plan, the administration will decrease the number of outdoor suspensions by 20 percent for the 2007-2008 school year as evidenced by the outdoor suspension report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform parents via parent seminars on the revised Miami Heights elementary School-wide Discipline Plan for the 2005-2006 school year	Principal, Assistant Principal, Community Involvement Specialist, Counselor	10/9/2006	1/12/2007	Safe and High-quality Facilities	0
Implement the School-wide Discipline Plan	Principal, Assistant Principal, Instructional Personnel, Counselor	08/21/2007	05/23/2008	Other/ Not Applicable	0
Implement attendance incentives program school-wide.	Principal, Assistant Principal, Community Involvement Specialist, Counselor	08/20/2007	05/23/2008	Truancy Prevention	1000
Maintain parent-school communication on a monthly basis through monthly newsletters, school activity calendars, and Parent Nights.	Principal, Assistant Principals	08/20/2007	05/23/2008	Other/ Not Applicable	0
Instruct and reinforce students on the elements of the Code of Student Conduct utilizing individual classroom instruction, the close circuit television, and grade level assemblies.	Principal, Assistant Principal, Counselor, Teachers	08/20/2007	05/23/2008	Safe and High-quality Facilities	0
Provide professional development to all instructional staff in effective classroom management through grade level and faculty meetings.	Principal, Assitant Principal, Teachers, Counselor	08/20/2007	05/23/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided for all personnel in classroom management and strategies to decrease the number of outdoor suspensions.

Evaluation

School Discipline and Safety will be evaluated by the 2008 end-of-year suspension report. Monthly reports will provide progress monitoring towards meeting this objective.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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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

Miami Heights Elementary will employ the usage of technology tools to assist students in their learning.

Needs Assessment

According to the 2007 STaR School Profile, teacher access to technology which averaged a score of one, merits greater emphasis in order to infuse technology and prepare our students towards a global community.

Measurable Objective

Given increased attention to enhancing the use of technology, our school will improve the use of programs such as FCAT Explorer, Riverdeep, Accelerated Reader, Star, Microsoft Outlook and Classworks as evidenced by an average score of two on the 2007 STaR School Profile.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct parent seminars on a quarterly basis to assist their children with the FCAT Explorer.	Principal, Assistant Principal, Microsystems Technician, Community Involvement Specialist	8/21/2007	05/23/2008	Other/ Not Applicable	500
Provide teachers with training on the Houghton-Mifflin "Get Set for Reading" lesson planner software, to increase the use of technology to supplement reading instruction.	Principal, Assistant Principal, Microsystems Technician	10/15/2007	05/23/2008	Other/ Not Applicable	0
Provide teachers with Edusoft training in order to interpret data on in-house and district assessments, as part of the Continuous Improvement Model.	Principal, Assistant Principal, Microsystems Technician	10/16/2007	05/23/2008	Continuous Improvement Model	1000
Provide Training to SPED teachers on documentation procedures of the Individualized Educational Plan, WISE.	Principal, Assistant Principal, Program Specialist	08/21/2007	05/23/2008	Other/ Not Applicable	2000
Provide and assist teachers with training on various technological programs such as Microsoft Outlook, FCAT Explorer, Riverdeep, Accelerated Reader, Star, and classworks in order to increase productivity.	Principal, Assistant Principal, Microsystems Technician	08/20/2007	05/23/2008	Continuous Improvement Model	1500
Provide professional development for the instructional staff on the utilization of Dade Schools Email, the employee portal, professional development, etc.	Principal, Assistant Principal, Microsystems Technician	08/20/2007	05/23/2008	Other/ Not Applicable	0

Research-Based Programs

Research Based Programs include:

- Educational Technology Impact Analysis

Professional Development

All grade level teachers will have the opportunity to participate in professional development in the area of technology through the following programs and/or software productivity: FCAT Explorer, Pinnacle Online Gradebook, Microsoft Outlook and Progress Monitoring and Reporting Network.

Evaluation

This objective will be evaluated based on the productivity of online programs, teacher generated monthly reports and the 2008 annual STaR Survey.

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Miami Heights Elementary will implement strategies to improve students' awareness of health and physical fitness that promote lifetime fitness for daily living and overall wellness.

Needs Assessment

According to the 2005-2006 Physical Fitness Test, FITNESSGRAM, 70 percent of students in grades two through five were award winners. After examining the data pertinent to the school's performance, it was determined that a greater focus is needed on the students' performance in the areas of endurance and upper body strength.

Measurable Objective

Given the need to improve student physical fitness, students will be administered the FITNESSGRAM in grades two through five. Achievement will be demonstrated as evidenced by three percent of students exceeding the 2006-2007 percentage of 73 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan and develop additional activities to enhance endurance and upper body strength for students in second through fifth grade.	Principal, Assistnat Principal, Physical Education Teachers	08/20/2007	05/23/2008	Student Wellness	0
Provide students with a variety of grade appropriate activities about dental health, personal hygiene and Human Growth and Development.	Principal, Assistnat Principal, Physical Education Teachers	08/20/2007	05/23/2008	Student Wellness	0
Monitor the Physical Education program to ensure the appropriate activities are selected that relate to the Sunshine State Standards, which include body fat, curl-ups, trunk lifts, push-ups and back saver sit up and reach activities.	Principal Assistant Principals	08/20/2007	05/23/2008	Student Wellness	0
Provide students with a well-balanced meal to promote a healthy lifestyle on a daily basis.	Principal, Assistnat Principal, Physical Education Teachers, Food Service Manager	08/20/2007	05/23/2008	Healthcare & Healthy Choices	0
Implement Field Day Olympics for all students in second through fifth grade to promote healthy fitness.	Principal, Assistnat Principal, Physical Education Teachers, Physical Education Teachers	04/14/2008	04/18/2008	Student Wellness	0

Research-Based Programs

Research Based Programs include:

- "Moving Into the Future;National Standards for Physical Education",National Association for Sports and Physical Fitness

Professional Development

Professional Development activities include:

- Professional Development workshops provided by the District for Physical Education Teachers.
- Training on administering the FITNESSGRAM for all Physical Education teachers.

Evaluation

This objective will be evaluated using the results of the 2007-2008 FITNESSGRAM, a health-related fitness test, and teacher made assessments.

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

Miami-Dade County Public Schools

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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

All students will develop an appreciation for the arts through the implementation of extra-curricular activities.

Needs Assessment

Students at the school site are heavily involved in academic programs to support student achievement. As a result, students have fewer opportunities to participate in extra-curricular activities. Students at our school site are particularly interested in the arts. As a result, a strings club, recorder club and chess club will be implemented for students.

Measurable Objective

Given a school wide initiative to involve students in extracurricular programs, 120 students in grades two through five will participate in extra-curricular activities as evidenced by 2007-2008 attendance records from school clubs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase materials needed to facilitate successful implementation of the clubs.	Principal, EESAC	08/20/2007	05/23/2008	Advanced Academics	1999
Maintain attendance logs in order to monitor participation in the clubs.	Principal, Assistant Principal, Physical Education Teachers, Music Teachers, Chess club sponsor	09/10/2007	05/23/2008	Advanced Academics	0
Encourage student participation in extracurricular activities through closed circuit television, the public announcement system and student handouts, which will inform students of requirements for entering and remaining in the clubs.	Principal, Assistant Principal, Music Teachers, Chess club sponsor	09/10/2007	05/23/2008	Advanced Academics	0

Research-Based Programs

Not Applicable

Professional Development

Selected teachers will attend professional development sessions that will enhance the instruction of their program. The Chess Club sponsor will attend chess meetings and Professional Development.

Evaluation

This objective will be evaluated using the data obtained from the attendance logs and membership rosters of the Chess club, the chorus, and the Strings club.

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

Miami Heights Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Miami Heights Elementary School ranked at the 59th percentile on the State of Florida (Return On Investment)ROI index.

Measurable Objective

Miami Heights Elementary School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point as evidenced by the ROI report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	08/20/2007	05/23/2008	Other/ Not Applicable	0
Share use of facilities, partnering with community agencies.	Principal	08/20/2007	05/23/2008	Other/ Not Applicable	0
Collaborate with faculty and staff to reconfigure existing resources or take advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal	08/20/2007	05/23/2008	Continuous Improvement Model	0
Provide training for faculty members to become more informed about the use of financial resources in relation to school programs.	Principal, Assitant Principal, School Staff	08/20/2007	05/23/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Miami Heights Elementary School will show progress toward reaching the 69th 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:

EESAC has recommended that the EESAC budget be used to fund additional instruction, after-school tutoring, provide additional student incentives and administrative projects that will assist in the continued academic achievement of the student body.

Training:

Training for all faculty members in the programs of: Accelerated Reader, Electronic Gradebook, and FCAT strategies should continue, with particular learning opportunities in the area of technology.

Instructional Materials:

The District mandated texts should accompany all academic instruction, and resources should be provided to enhance instruction within these areas. In addition, research based curriculum materials should be provided.

Technology:

Technology will continue to play a large role at the school site. Students should have access to computers on a daily basis and be given increased learning opportunities in computer programs such as: Microsoft Word, Microsoft Outlook, FCAT Explorer and Riverdeep.

Staffing:

School support staff will continue to be funded through financial needs. Paraprofessionals and staff members will tutor students with low academic performance. This will assist in lowering class size and increasing the number of students making learning gains on the 2008 FCAT Test.

Student Support Services:

The Student Support Services Team will provide support to all classroom teachers by providing assistance to referred students in a timely manner. Also, the team will reach out to parents and families to provide workshops and resources which may assist them.

Other Matters of Resource Allocation:

Allocations will be made to address building improvements such as upgrading technology. Provisions will also be made to assist in obtaining resources for Red Ribbon Week, Exceptional Student Education(ESE) Week and Pan-American Week.

Benchmarking:

The EESAC fully supports academic programs provided by the District office. All instruction will be aligned to the Sunshine State Standards and will be in compliance with all District and school benchmarks.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC will assist the counselors in developing a conflict resolution team comprised of students in grades 3-5 to mediate problems that arise amongst their peers.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	76125
Mathematics	33145
Writing	17100
Science	6750
Parental Involvement	10700
Discipline & Safety	1000
Technology	5000
Health & Physical Fitness	0
Electives & Special Areas	1999
Return On Investment	0
Total	151819



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