

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Phyllis Ruth Miller Elementary School (3431)

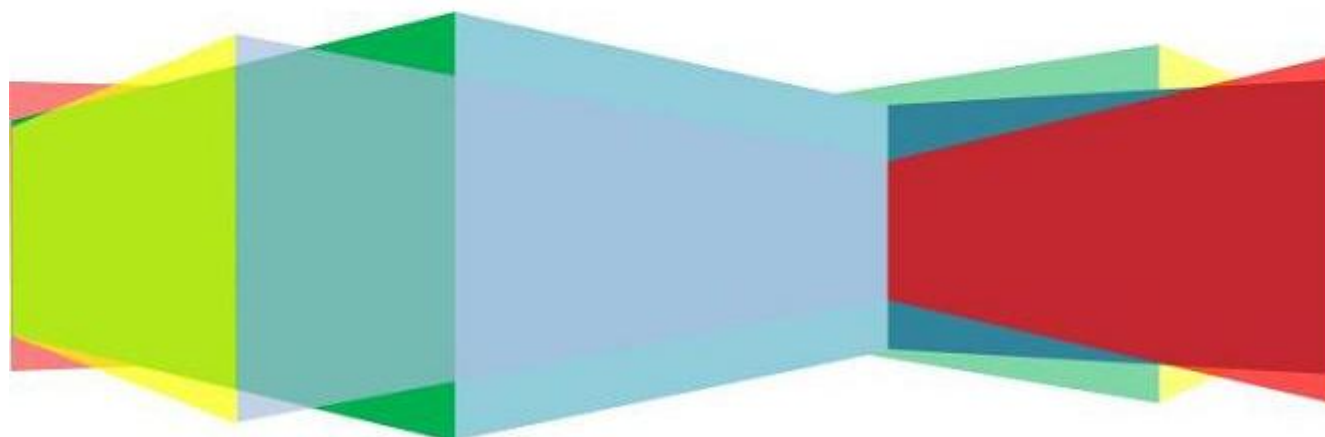
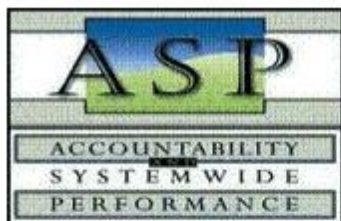
Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Lora Manning

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Phyllis R Miller Elementary School is a Title 1 SINI School with a designated grade of "C". Adequate Yearly Progress (AYP) according to No Child Left Behind (NCLB) requirements were not met by the Black and the Economically Disadvantaged subgroups in Math proficiency and the English Language Learner (ELL) subgroup did not meet Reading or Math proficiency. Supplemental Educational Services (SES) and school site tutoring opportunities will be provided before and after school for students that did not meet proficiency.

This school houses Pre-Kindergarten through fifth grade students. Phyllis R. Miller Elementary School is identified for the implementation of a school-wide federally supported program for economically disadvantaged families, Montessori Magnet, three Alternative Education classes, Exceptional Student Education Inclusion (ESE) program, and Gifted programs to meet the needs of all students.

The Phyllis R. Miller Elementary School Family believes that students of varying socio-economic and ethnic backgrounds can learn at all levels if the proper atmosphere is established. It is also our belief that students can be motivated to learn if appropriate methods and techniques are used to facilitate the learning process. Furthermore, it is our belief that creative methods that involve teachers, community, parents, and students are necessary for high student achievement.

The faculty recognizes that in order to provide academic instruction and assess student development effectively, we must respond to the different teaching philosophies and learning styles. Strategies will be implemented during the 2007-2008 school year to guarantee that stated objectives are met.

A collaborative effort among the faculty, students, and parents will foster a sense of shared purpose to help every child succeed. The students and staff feel challenged to be lifelong learners and risk takers. Students and staff will use up-to-date technology to discover, create, and communicate. Their efforts and accomplishments will be visible throughout the school and community.

The school will also address the following needs for improvement based on the results of the Organizational Performance Improvement Snapshot Survey:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a minimum of two percentage point increase in the percentage of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test. Sixty-six percent of English Language Learners will perform at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by a sixty-two of students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by a sixty-two percent of students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through five will improve their mathematics skills as evidenced by a sixty-two percent of students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a one percentage point increase in the percent of students scoring 4.0 or above on the 2008 FCAT Writing Plus Test, as compared to the 2007 FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by forty-two percent, reaching the State's required mastery level as documented by scores of the 2008 FCAT Science Test.

Given a school-wide focus on parental participation at academically related events, parents' attendance at workshops will increase by five percentage points during the 2007-2008 school year when compared to the 2006-2007 school year. The number of parents engaged in parental workshops will be documented in attendance logs.

Given instruction based on the Code of Student Conduct, all students will improve their behavior as evidenced by a decline of bullying of .5 percent as indicated by an informal student survey.



School Improvement Plan

2007-2008



Given instructions based on the National Educational Technology Standards, students in grades four and five will increase their technology literacy skills as evidenced by ninety percent of the students obtaining an average score of eighty percent on the EasyTech quizzes.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM Test standards, students in grades four through five will improve their fitness skills as evidenced by seventy-seven percent. Students will meet high standards in fitness on the 2007-2008 administration of the FITNESSGRAM Test.

Given instructions based on the Sunshine State Standards, students in grade four and grade five, will improve their comparison skills as evidenced by two percentage points as documented by scores of the 2008 FCAT Reading Test.

Phyllis R. Miller Elementary School will improve its ranking on the State of Florida ROI index publication from the twenty-ninth percentile in 2005 to the Thirtieth percentile on the next publication of the index.

In summary, the objectives selected for the 2007-2008 school year will strengthen communication skills by improving student performance in reading, writing, science, global awareness, and problem solving. Students' computation and critical thinking skills in mathematics will be strengthened. Successful achievement of these stated objectives will complete the school's mission to provide quality academic programs, which will maximize the potential of each student.

Results of the Organizational Performance Improvement Snapshot Survey indicate a need for improvement in the areas of strategic planning and business results. Emphasis on strategic planning will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail. Information regarding the budget will be made available to faculty and staff through the Educational Excellence School Advisory Council.



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.

3431 - PHYLLIS RUTH MILLER ELEMENTARY SCHOOL

VISION

At Phyllis Ruth Miller Elementary School, our vision is to provide quality academic and educational programs that will maximize the potential of each student in today's changing technological society and to prepare students to meet the challenge of our rapidly changing world. Furthermore, we recognize that the school/home/community partnership is an important variable in the total development of the child.

MISSION

The faculty believes that the purpose of Phyllis Ruth Miller Elementary School is to provide an environment which enables students to acquire basic skills, knowledge, attitudes, and the values which will help empower them to function in a global society. We believe that it is also the purpose of the school to provide a safe, inviting, well-equipped, and stimulating environment which encourages students to develop all of their intellectual, physical, moral, social, and artistic talents so that they can make positive contributions to an ever changing society.

CORE VALUES

We pursue the highest standards in academic achievement and organizational performance.

School Demographics

Phyllis Ruth Miller Elementary School is located in the community of Shorecrest, on the upper northeast side of Miami, Florida. The school is comprised mainly of recent immigrants who are limited English proficient, typically economically disadvantaged, and primarily from Haitian-Creole linguistic backgrounds. A significant number of students enter without any previous schooling. The school is the educational home of 708 boys and girls of diverse languages, cultures, and ethnicities. with sixty-two percent of the students qualifying for free lunch and eight percent qualifying for reduced lunch. With 39 teachers the ratio of class size for primary level is one to eighteen and for intermediate level is one to twenty-two. Phyllis Ruth Miller Elementary School is in the Edison Senior High Feeder Pattern, a Title 1 SINI School with a designated grade of "C". The student population is comprised of sixty-nine percent African-American, twenty-one percent Hispanic, four percent White, four percent Multi-Racial, and two Asian. Eighteen percent of the schools students are Limited English Proficient (LEP) and are currently enrolled in English for Speakers of Other Languages (ESOL) program levels one through four. However, seventeen percent of the school's population do not participate in ESOL classes since they are level five, but are monitored by the ESOL teacher.

Thirteen percent of the school's population participates in the Exceptional Student Education (ESE) program, of which six percent have been identified as being Gifted.

Phyllis R. Miller Elementary has 2 Varying Exceptionalities (VE) classes servicing 29 students; 19 Specific Learning Disabilities (SLD); 5 Other Health Impaired; 2 Developmentally Delayed; 1 Autistic; 1 Severely Emotionally Disturbed; 1 Educable Mentally Handicapped; and 16 Speech Impaired. Phyllis R. Miller Elementary incorporates inclusion practices in grades Kindergarten through 5th grade classes in the area of Reading. Additionally, one hundred percent of these students spend eighty percent or more of the instructional day with non-disabled students.

The school also offers Academic Excellence, Teaching Enrichment Activities to Minorities (TEAM) and Montessori classes. Phyllis R. Miller Elementary is provided with supplemental funding in an effort to help close the achievement gap between economically disadvantaged students and their peers. It is our belief that students can be motivated to learn if appropriate methods and techniques are used to facilitate the learning process. The following data were utilized in developing the 2007-2008 School Improvement Plan: - According to the School Profile no students received outdoor suspension. -Student attendance was ninety-seven percent a one-percent increase from the previous year. -Teacher attendance was ninety-five percent. -The retention rate of students was at two and three tenths percent.

Phyllis R. Miller will rank at or above the ninety-one percentile statewide in the FITNESSGRAM Test providing students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program. -There were no Group IV violations reported at Phyllis R. Miller Elementary School. -This school is in the middle third of all elementary schools in the State in relation to the percent of students making learning gains and money spent per student. -According to the Florida Department of Education, Phyllis R. Miller's Return on Investment percentile rank is twenty-nine, students with learning gains in Mathematics is sixty-four percent and sixty-one percent in Reading and the highest Return on Investment Value is fifty percent. The total program cost for Weighted Full-Time Equivalent (WFTE) per student is \$8,552. In order to establish the specific resources that the faculty and staff are in need of, the school conducted a needs assessment survey. The survey indicates that non-instructional staff members are interested in knowing more about the financial status of their organization. Information regarding the budget will be made available to faculty and staff through the Educational Excellence School Advisory Council. The school will prioritize the results of additional items on the survey to identify ways to meet the needs of the staff members.

School Foundation

Leadership:

Leadership proves to be an area of strength at Phyllis R. Miller Elementary School. Indicators of effective leadership include, but are not limited to, a clear mission and values communicated to all members of the school, a positive work environment that encourages learning, and valued professional input from faculty and staff.

District Strategic Planning Alignment:

Strategic Planning has been identified as a category in need of improvement. A continued emphasis on this area will include grade level meetings, enhanced communication through district e-mail, and an initiation of interim collaboration between past, present, and future grade levels.

Stakeholder Engagement:

Phyllis R. Miller Elementary School's stakeholders understand the importance of building school, home, business, and community relationships.

Faculty & Staff:

It has always been our belief, as stated in our Saturn proposal, that "It takes a village to raise a child"; therefore, all faculty and staff agree and believe that the impact of a team approach is essential to the overall function of the school.

Data/Information/Knowledge Management:

It has always been our belief, as stated in our Saturn proposal, that "It takes a village to raise a child"; therefore, all faculty and staff agree and believe that the impact of a team approach is essential to the overall function of the school.

Education Design:

Data collection, analysis, and knowledge management are areas of strength in the school. Data are disaggregated and analyzed during grade group and weekly round table meetings. This process enables the staff to monitor the progress of all students that will lead to a high quality of education.

Performance Results:

The overall results of the Organizational Performance Improvement Snapshot survey indicate that the faculty and staff are satisfied with the school's organizational performance assessment. The s006-2007 Referral/Suspension Report indicated a zero suspension rate.

Schools Graded 'C' or Below

Professional Development:

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling effective strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

For the 2007-2008 school year, Phyllis Ruth Miller Elementary School teachers will be able to participate in professional developments that will include: Houghton-Mifflin Reading training, Junior Great Books training, Direct Instruction (DI), Read 180 training, Accelerated Reader training Project, CRISS training, LeapTrack, Edusoft training, and Continuous Improvement Model (CIM), Florida Continuous Improvement Model (FCIM).

Disaggregated Data :

Teachers will receive students data from Baseline Test. During the 2007-2008 teachers will meet bi-weekly with the Data Analyses Team to to analyze and develop strategies to use with low performing students by using alternative Instructional delivery methods.

Informal and Formal Assessments:

During the 2007-2008 school year the following formal and informal assesments will be used to measure student progress: Dynamic Indicators of Basic Literacy Skills (September, January and April), District Writing Pre-Test (August), Reading, Math, and Science Pre-Test (August), DIBELS (September, January, April), Interim Assessment (November, January, and May), Monthly In House FCAT Tests, Florida Comprehensive Assessment Test - FCAT(March), Stanford Achievement Test (March), Norm-Referenced Test (March), Peabody Picture Vocabulary Test (April), and Classroom Assessments (on going).

Alternative Instructional Delivery Methods :

Phyllis Ruth Miller Elementary School teachers will use the following teaching strategies for our students: One on One individual teacher instruction, Small group instruction, Peer tutoring, Cooperative learning groups, Hands-on instructional activities, Differentiated Instruction, Reading Plus, Voyager Reading Intervention, After School Tutorial programs, Saturday Academy, Houghton Mifflin Reading, SECME, and SEMAA.



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 will demonstrate increased performance in reading.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that sixty-four percent of the students in grades three through five met the State required mastery levels, sixty-one percent of the students made a year's worth of progress in reading, and sixty-six percent of struggling students made a year's worth of progress in reading. Scores on the 2007 FCAT Reading Test indicate that the weakest content cluster in reading for third grade students was reference/research. Students score decreased from seventy-five percent to fifty-percent mastery in this cluster. However, the strongest content cluster in reading for third grade students was words and phrases. Students demonstrated an increase from fifty-seven percent to sixty-seven percent mastery in this content cluster. Fourth grade students' performance decreased from sixty-seven percent to sixty percent mastery on the word and phrases section of the FCAT Reading test. Making the word and phrases section the weakest content cluster. The fourth grade students demonstrated strength in reference and research, with an increase from fifty percent to seventy-five percent mastery in this content cluster. Fifth grade student's performance decreased from fifty-seven percent to fifty-six percent mastery. This indicates that words and phrases was the weakest content cluster. The fifth grade students demonstrated strength in Reference/Research and Comparison with scores increasing from sixty seven- percent to seventy-five percent mastery in each cluster. The 2007 FCAT Reading data indicated that sixty-six percent of struggling students made a year's worth of progress in reading. The 2007 FCAT Reading data also revealed that students would benefit from recreational reading to improve fluency and comprehension. Students will participate in research-based programs to help them develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. The 2007 Adequate Yearly Progress (AYP) Report indicates that sixty-three percent of the total students tested scored at the State required mastery Level 3. However, the English-learning learners subgroup scored below the State required mastery Level 3. Therefore, the school did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements.



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 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 a minimum of two percentage point increase in the percentage of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test. Sixty-six percent of English Language Learners will perform at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop reading strategies to use with low performing students by using Read 180.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Infuse technology into the reading curriculum by using Leap Track, LightSpan, and Accelerated Reader.	Principal, Media Specialist, Reading Coach, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide after school tutoring opportunities for students scoring at FCAT Achievement Levels 1 and 2 and LEP students.	Principal, Assistant Principal, Reading Coach, Teachers.	10/01/2007	06/05/2008	Other/ Not Applicable	13000
Disaggregate the monthly reading FCAT practice test data during grade group meetings in order to modify instruction.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use data from DIBELS assessment to form groups for differentiated instruction	Principal, Assistant Principal, Reading Coach, Teachers	08/31/2007	06/04/2008	Other/ Not Applicable	3000
Communicate assessment data through weekly grade level meetings	Principal, Assistant Principal, Teacher, Reading Coach	09/03/2007	06/04/2008	Other/ Not Applicable	0
Utilize classroom Libraries throughout the school day with different reading levels.	Principal, Assistant Principal, Teacher, Reading Coach	08/20/2007	06/04/2008	Other/ Not Applicable	0

Research-Based Programs



School Improvement Plan 2007-2008



Houghton-Mifflin Reading Series, Junior Great Books, Direct Instruction (DI), Read 180, and Voyager. The instructional materials include strategies and accommodations that meet the needs of all students, including limited English proficient (LEP) and students with disabilities (SWD), as well as advanced and gifted students.

Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.

Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CCRP collection, along with other leveled texts will be used to instruct these groups.

There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin CCRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time.

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.

Early Success – is an intervention program designed for 1st and 2nd graders who are below grade level. The daily lessons are patterned after a 3 step model rereading for fluency, reading a new book, and working with words and sentences.

Soar to Success – is an intervention for 3rd through 8th graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

Voyager Passport – is an intervention for kindergarten – 3rd graders who encounter reading difficulty and are performing below grade level. The goal of Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CCRP, the program can be delivered by a trained teacher, or paraprofessional.

Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).

Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text. Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries.

Professional Development

Professional development will include: Houghton-Mifflin Reading training, Junior Great Books training, Direct Instruction (DI), Read 180 training, Accelerated Reader training Project, CRISS training, LeapTrack, Edusoft training, and Continuous Improvement Model (CIM). Phyllis Ruth Miller Elementary School's teachers will be trained in the Florida Continuous Improvement Model (FCIM).

Evaluation

Ongoing interim assessments, using district and school-designed tests, will be administered to monitor students' progress and to modify instruction. The following additional assessment instruments will be used: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Diagnostic Assessments of Reading (DAR) and District Interim Assessment Test. The objective will also be evaluated by scores of the 2008 FCAT Reading Test.

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 will demonstrate increased performance in Mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that fifty seven percent of the students in grades three through five scored at or above FCAT Level 3 and sixty four percent of students made learning gains. Third grade students' highest performance score was demonstrated in the Measurement and fourth grade students' highest performance score was demonstrated in the Measurement and Number Sense. However, the weakest areas for third and fourth grade students were Geometry and Data Analysis. Fourth grade also showed a weakness in the area of Algebraic Thinking. Fifth grade students' weakest areas were Algebraic Thinking and Number Sense.

The 2007 Adequate Yearly Progress (AYP) Report indicates ninety-five percent of the total students tested scored at the State required mastery level. The subgroups of Black, Economically Disadvantaged and English language learners students scored at forty-nine percent, forty-seven percent and thirty seven percent respectively. Therefore, We did not make Adequate Yearly Progress according to the No Child Left Behind (NCLB) requirements.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by a sixty-two of students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by a sixty-two percent of students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through five will improve their mathematics skills as evidenced by a sixty-two percent of students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide mathematics enrichment activities at all grade levels.	Principal, Assistant Principal, Mathematics Coach, Teachers	08/21/2007	06/4/2008	Other/ Not Applicable	0
Infuse technology into the mathematics curriculum by using BrainChild, FCAT Explorer and RiverDeep.	Principal, Media Specialist, Mathematics Coach, Teachers	08/21/2007	06/4/2008	Other/ Not Applicable	0
Provide students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development, and implementation of critical thinking skills to real life situations.	Principal, Assistant Principal, Mathematics Coach, Teachers	08/21/2007	06/4/2008	Other/ Not Applicable	0
Monitor the before and after-school implementation of SES and school-site tutoring opportunities for Black students, students in the economically disadvantaged subgroup and English Language Learners.	Principal, Assistant Principal, Mathematics Coach, Teachers	08/21/2007	06/4/2008	Other/ Not Applicable	3000
Disaggregate the monthly mathematics FCAT practice tests during grade level meetings.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/21/2007	6/4/2008	Other/ Not Applicable	0
Provide after school tutoring opportunities for Black students scoring FCAT achievement Levels 1 and 2 and English Language Learners.	Principal, Assistant Principal, Mathematics Coach, Teachers	08/21/2007	06/4/2008	Other/ Not Applicable	13000

Research-Based Programs

Harcourt Mathematics Series, RiverDeep, Educational Development Associates (Acaletics) and Web Achiever (BrainChild).

Professional Development

Professional development training will include: Riverdeep, FCAT Explorer, Project CRISS, Brainchild, Lightspan, Continuous Improvement Model (CIM), Acaletics and Edusoft training.

Evaluation

Ongoing interim assessments, using district and school designed tests, will be administered to monitor students' progress and to modify instruction in mathematics. The objective will also be evaluated by scores of the 2007 FCAT Mathematics Test.

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

Scores of the combined 2007 FCAT Writing Plus Test indicate that eighty-four percent of standard curriculum students in grade four scored 3.5 or higher and sixty-three percent scored 4.0 or higher, an increase of three percentage points as compared to the scores of the 2006 administration. Scores of the 2007 Narrative Writing Test indicate that eighty-four percent of students in grade four have scored 3.5 or higher and fifty-eight scored 4.0 or higher. The Expository Writing Test indicates that eighty-one percent of students in grade four scored 3.5 or higher and sixty-seven percent scored 4.0 or higher.

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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a one percentage point increase in the percent of students scoring 4.0 or above on the 2008 FCAT Writing Plus Test, as compared to the 2007 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse technology into the writing curriculum by using FCAT Achiever.	Principal, Media Specialist, Reading Coach, Teachers	08/21/2007	06/04/2008	Other/ Not Applicable	0
Integrate writing across the curriculum.	Principal, Assistant Principal, Reading Coach, Teachers	08/21/2007	06/04/2008	Other/ Not Applicable	0
Disaggregate the monthly writing FCAT practice test data during grade group meetings.	Principal, Assistant Principal, Reading Coach, Teachers	08/21/2007	06/04/2008	Other/ Not Applicable	0
Implement Young Author's program. The end result will be the publishing of students' written work.	Principal, Media Specialist, Reading Coach, Teachers	9/24/2007	6/04/2008	Other/ Not Applicable	3000
Provide morning early bird writing tutoring opportunities for students scoring FCAT Achievement Levels 1 and 2.	Principal, Assistant Principal, Reading Coach, Teachers	10/01/2007	02/08/2008	Other/ Not Applicable	3000

Research-Based Programs

Houghton-Mifflin Core Language Arts Series

Professional Development

Professional development training will include: Project CRISS, Edusoft training, Continuous Improvement Model (CIM), and District and Regional training.

Evaluation

Ongoing interim assessments, using district and school designed tests, will be administered to monitor students' progress and to modify instruction in writing. The objective will also be evaluated by utilizing scores of the 2008 FCAT Writing Plus Test.

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

To increase the scientific knowledge of all students.

Needs Assessment

The results of the 2007 FCAT Science Test indicate that eighteen percentage points were gained by grade five students for a total mean scale score of 279. The mean scale score was 27 points below the State's mean scale score and 16 points below the District's score. Of the total fifth grade population, there were 17 percent scoring at an achievement level 3 or above. Students scored as follows in the science content clusters: fifty percent in Physical/Chemical forty percent Earth and Space Science, fifty percent in Life and Environmental, and forty-two percent in Scientific Thinking. Deficiencies are reflected in all four clusters with the weakest being identified within the Earth and Space content and the Scientific Thinking content. Additionally, the points reflect an increase of 4 percentage points in the Earth and Space Content and an 8 percentage point decrease in the Scientific Thinking Content as compared to the 2006 FCAT Science Test results.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by forty-two percent, reaching the State's required mastery level as documented by scores of the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Discovery Science Fair with fifth grade students.	Principal, Assistant Principal, Science Coach, Teachers	10/08/2007	02/08/2008	Other/ Not Applicable	0
Provide after school enrichment programs using Science Engineering Mathematics and Aerospace Academy (SEMAA) and Science Engineering Communication Mathematics Enhancement (SECME) for fourth and fifth grade students.	Principal, Assistant Principal, Science Coach, Teachers	09/24/2007	06/04/2008	Other/ Not Applicable	0
Utilize the District pacing guide to drive instructions in grades three through five.	Principal, Assistant Principal, Science Coach, Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Utilize SRA Snapshot videos and related materials in grade five, to enhance the areas of Earth and Space as well as Scientific Thinking.	Principal, Assistant Principal, Science Coach, Teachers	8/27/2007	06/04/2008	Other/ Not Applicable	0
Utilize hands on activities such as Full Option Science System (FOSS) Kits and science Boot Camp in grades three through fifth.	Principal, Assistant Principal, Science Coach, Teachers	09/24/2007	06/04/2008	Other/ Not Applicable	17000

Research-Based Programs

The research-based State-Adopted programs used are Spectrum Science Lab, Scott Foresman Science, Full Option Science System (FOSS) Kits, Boot Camp Lab Program, SRA Snapshots Video Science and Web Achiever.

Professional Development

Professional development training will include: Spectrum Science Lab, Lego Instructional Program, Continuous Improvement Model (CIM), Scott Foresman Science and Full Option Science System (FOSS) Kits, Boot Camp Lab Program. In addition the staff will be encouraged any Regional, District, and State level Professional Development in Science.

Evaluation

Ongoing interim assessments and utilization of school designed tests, will be administered to monitor students' progress and to modify instruction in science. The objective will also be evaluated by scores of the 2008 FCAT Science Test administered to fifth grade students.

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

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

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children’s education. The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of attendance logs for parent workshops indicated that twenty percent of the parents did not participate in any academically related events during the 2006-2007 school. Phyllis R. Miller Elementary School recognized the need to increase parental participation in all academically related events for the 2007-2008 school year.

Measurable Objective

Given a school-wide focus on parental participation at academically related events, parents' attendance at workshops will increase by five percentage points during the 2007-2008 school year when compared to the 2006-2007 school year. The number of parents engaged in parental workshops will be documented in attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Coordinate a Parent Resource Fair and Family Literacy Night.	Principal, Community Involvement Specialist,	09/05/2007	05/23/2008	Other/ Not Applicable	0
Coordinate a parent science workshop to enable parents to assist with the projects.	Principal, Assistant Principal, CIS, Teachers	10/15/2007	05/16/2008	Other/ Not Applicable	2000
Increase the Adult and Vocational Educational classes through Community School to enhance parents language skills.	Principal, CIS and Assistant Principal for Community Education	08/20/2007	05/30/2008	Other/ Not Applicable	0
Maintain a current and up to date Parent Resource Center.	Principal, Assistant Principal, CIS, Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

National PTA Standards for Parents.

Professional Development

Not-Applicable

Evaluation

The objective will be evaluated by the number of parents/guardians who participate in school wide events. Evidence of parental participation will be monitored by sign-in sheets and logs maintained for all school wide activities and functions throughout the school.

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

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

According to the Executive Summary Report, the number of Student Case Management reports processed for student suspensions during the 2006-2007 school years was zero. However, informal student surveys indicated from supporting evidence that 1% of student population is subjected to bullying.

Measurable Objective

Given instruction based on the Code of Student Conduct, all students will improve their behavior as evidenced by a decline of bullying of .5 percent as indicated by an informal student survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review Code of Student Conduct with students.	Principal, Assistant Principal, Instructional Personnel	08/20/2007	06/04/2008	Other/ Not Applicable	0
Ensure each teacher implements a Schoolwide Discipline Plan.	Principal, Assistant Principal, Teacher	08/20/2007	06/04/2008	Other/ Not Applicable	0
Implement peer mediation process in each homeroom class.	Principal, Assistant Principal, Counselor, Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Provide student workshops in bullying and harassment prevention through the Sunburst Visual Media Program.	Principal, Assistant Principal, Counselor	09/10/2007	05/16/2008	Other/ Not Applicable	0
Provide workshops for parents on Prevention of Bullying and on Effective Ways to Communicate and Discipline Your Children.	Principal, Assistant Principal, Counselor	10/26/2007	05/30/2008	Other/ Not Applicable	0
Provide professional development for the Proudly Infusing Non-Violence Program.	Principal, Assistant Principal, Counselors	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Selected staff will attend a Miami-Dade County Public School Conflict Prevention and Peer Mediation Seminar for counselors. Selected staff will attend workshops on Prevention of Bullying and on Cultural Sensitivity in the Classroom through the Safe School Specialist.

Evaluation

Through the utilization of quarterly reports and weekly Round Table meetings, data will be disaggregated and analyzed, in order to reduce the number of bullying reports at the school site by .5 percent.

Technology Goal

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

Florida Education Priorities

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

The school will integrate technology in all curricular areas while promoting equitable and universal access to technology.

Needs Assessment

The State's STaR Survey and the Districts Instructional Technology Inventory and Statistics Report indicate that Phyllis Ruth Miller Elementary School needs to continue to implement National Education Technology Standards (NETS). The grade level expectations for technology need to be aligned to curriculum standards and benchmarks to engage students in learning activities. Technology will be utilized to increase student achievement in core academic subjects with an emphasis on building skills to access equal educational opportunities through universal access to technology.

Measurable Objective

Given instructions based on the National Educational Technology Standards, students in grades four and five will increase their technology literacy skills as evidenced by ninety percent of the students obtaining an average score of eighty percent on the EasyTech quizzes.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement activities using presentation software.	Principal, Media specialist, Classroom Teachers	09/03/2007	06/04/2008	Other/ Not Applicable	0
Implement a technology Parent Night.	Principal, Media specialist, Classroom Teachers	11/01/2007	03/28/2008	Other/ Not Applicable	0
Develop intervention strategies, when necessary to provide refresher classes for teachers to enhance instructional skills.	Principal, Media specialist, Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Implement EasyTech pacing calendar.	Principal, Media specialist, Classroom Teachers	09/21/2007	05/16/2008	Other/ Not Applicable	0
Implement student activities using word processor software.	Principal, Media specialist, Classroom Teachers	09/21/2007	06/04/2008	Other/ Not Applicable	0

Research-Based Programs

RiverDeep

Professional Development

The Media Specialist will attend various trainings regarding EasyTech implementation. The Media Specialist will train classroom teachers to integrate the program in the school curriculum. Programs will include: EasyTech by Learning.com, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Inspiration, Atomic Learning, and FCAT Explorer.

Evaluation

Progress will be evaluated by using the National Educational Technology Standards and State Standards, students in grades four and five will demonstrate mastery of the various concepts taught by scoring at least eighty percent on the EasyTech quizzes.

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

Health & Physical Fitness Statement

Providing students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program.

Needs Assessment

An assessment of the 2007 data showed that seventy-seven percent of the students tested using the FITNESSGRAM Test received gold or silver awards. However, twenty-three percent of the students tested did not.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM Test standards, students in grades four through five will improve their fitness skills as evidenced by seventy-seven percent. Students will meet high standards in fitness on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a pre-test to determine baseline measurements.	Principal, Assistant Principal, Physical Education Teachers	08/21/2007	09/07/2007	Other/ Not Applicable	0
Implement daily activities emphasizing cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Teachers	08/21/2007	06/04/2008	Other/ Not Applicable	0
Administer the FITNESSGRAM Test to fourth and fifth grade students.	Principal, Assistant Principal, Physical Education Teacher	12/10/2007	03/24/2008	Other/ Not Applicable	0
Integrate FCAT strategies of math, science, reading, and writing into the art curriculum.	Principal, Assistant Principal, Physical Education Teachers	8/21/2007	06/04/2008	Other/ Not Applicable	0
Implement healthy habits through food choice and exercise.	Principal, Assistant Principal, Physical Education Teachers	8/21/2007	06/04/2008	Other/ Not Applicable	0
Administer weekly fitness skills specifically geared toward Fitnessgramm Test.	Principal, Assistant Principal, Physical Education Teachers	8/21/2007	06/04/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Provide the physical education staff with various professional development opportunities to support the health and fitness program through workshops. Attend Healthy Programs Alliance workshop to improve healthy eating habits in accordance with exercise. Utilize current resources and programs to support the Sunshine State Standards.

Evaluation

Phyllis R. Miller Elementary School will demonstrate an annual increase thereby improving its ranking by two percent on the State of Florida FITNESSGRAM Test. The school will utilize Test kit software in order to provide a prescriptive report for each student. One copy of the prescription will go in the student's portfolio and another copy will be sent home to parents.

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"/>

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

Electives & Special Areas Statement

The school will promote the students' comprehensive knowledge of art and promote a thorough of techniques in drawings, painting, art appreciation at a high-quality performance.

Needs Assessment

Result of the 2007 FCAT indicates that sixty-two percent of grades four and five showed mastery in the content cluster of comparison.

Measurable Objective

Given instructions based on the Sunshine State Standards, students in grade four and grade five, will improve their comparison skills as evidenced by two percentage points as documented by scores of the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop an action plan including participation of students on art fairs, exhibits and contests at a District and State level.	Principal, Assistant Principal, Art Teacher	08/20/2007	06/04/2008	Other/ Not Applicable	0
Review art skills from previous school year.	Principal, Assistant Principal, Music Teacher	08/20/2007	09/07/2008	Other/ Not Applicable	0
Monitor the Art Program.	Principal, Assistant Principal, Art Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Engage students in activities that will integrate art into the reading program by utilizing the critique process where students will use analytical vocabulary in verbal and written form to compare and contrast the elements of art and the principles of design in a work of art and distinguish the differences between fine art and commercial art.	Principal, Assistant Principal, Art Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Implement the process where by students will use analytical vocabulary in verbal and written form to compare and contrast through the integral role of art in society both past and present.	Principal, Assistant Principal, Art Teachers, Department Chairperson	08/20/2007	06/04/2008	Other/ Not Applicable	0
Integrate FCAT strategies of math, science, reading, and writing into the art curriculum.	Principal, Assistant Principal, Music Teacher, Department Chairperson	08/20/2007	06/04/2008	Other/ Not Applicable	0

Research-Based Programs

The teachers will utilize the Art Competency-Based Curriculum for all students in grades first according with the Florida Department of Education, and incorporate the SRA Art Connections Series into the curriculum.

Professional Development

Provide the art department staff with various professional development opportunities to support the art program through conferences and workshops. The teacher will incorporate and utilize art resources, materials, and programs to fulfill the requirements of the Sunshine State Standards and the art growth of all students.

Evaluation

On going school designed assessments will be administered to monitor students' progress. The objective will also be evaluated by scores of the 2008 FCAT Reading Test

Return On Investment Goal

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

Florida Education Priorities

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<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

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

Return On Investment Statement

Phyllis Ruth Miller will rank at or above statewide in the Return on Investment Index (ROI) of value and cost effectiveness of its programs

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2005, Phyllis R. Miller Elementary School ranked at the twenty-ninth percentile on the State of Florida ROI index.

Measurable Objective

Phyllis R. Miller Elementary School will improve its ranking on the State of Florida ROI index publication from the twenty-ninth percentile in 2005 to the Thirtieth percentile on the next publication of 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, Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal, EESAC Committee	08/20/2007	05/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources and taking advantage of volunteer networks.	Principal, EESAC Committee, Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, EESAC Committee, Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Phyllis R. Miller Elementary School will show progress toward reaching the Thirtieth percentile.

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

Other Statement

Needs Assessment

Measurable Objective

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

Professional Development

Evaluation

EESAC Compliance

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

Budget:

The EESAC committee is apprised of the school budget. The committee also assists with the allocation of monies for enrichment programs, prizes, and incentives for the students.

Training:

The EESAC committee participated in the School Improvement Plan training.

Instructional Materials:

The EESAC committee is apprised of the various instructional materials and strategies used by staff to meet the students' needs.

Technology:

The EESAC committee previews new technological programs and provides feedback to staff.

Staffing:

The EESAC committee assists in the interviewing and selection of new staff members.

Student Support Services:

The EESAC committee works closely with the counselor in identifying needed resources for students and their families.

Other Matters of Resource Allocation:

The EESAC committee meets with the school's FCAT Incentives Committee to assist with the disbursement of the Florida School Recognition award monies.

Benchmarking:

The EESAC committee works closely with the administration and faculty to monitor students' progress during each nine week period.

School Safety & Discipline:

The EESAC committee works with the Assistant Principal and the safety/ discipline team in order to assist in developing strategies to lower our outdoor suspension rate and referrals.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	16000
Mathematics	16000
Writing	6000
Science	17000
Parental Involvement	2000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	57000



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