

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Henry E. S. Reeves Elementary School (4491)

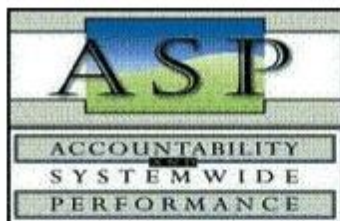
Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - Julian Gibbs

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Henry E.S. Reeves Elementary is located at 2005 N. W. 111th Street, in Miami, Florida. The school was built in 1995 in the northwest area in Miami-Dade; the school sits on 12.72 acres of land. The school is composed of four buildings linked by hallways and covered walkways. Building one houses the main office, media center, cafeteria, art and music labs. Building two houses the computer lab, science labs, and classrooms for primary grades one and two. Building three houses Kindergarten, mathematics lab, an Special Education (SPED) classroom and office, the parent resource center, and offices for physical education, world language teachers and security personnel. Building four houses third grade through fifth grade and the English Language Learners (ELL) Lab.

Henry E. S. Reeves serves an urban community with surrounding neighborhoods composed of single-family and lower to middle socio-economic population. Henry E. S. Reeves Elementary has two major Dade Partners. They are Galaxy Skateway and Sam's Club. Galaxy assists in providing free and discounted field trips to students to be used for students incentives. Sam's Club provides free items to be utilized as giveaways for students as well as teachers and also assists with events by providing food items.

Henry E. S. Reeves Elementary serves eight hundred twenty (820) students in grades kindergarten through fifth. The student body consist of 79 percent Black, 19 percent Hispanic .01 percent White, and .01 percent Other. In addition, 96 percent of the students are Economically Disadvantaged, 9 percent participate in ELL program, 10 percent participate in SPED and 5 percent participate in the Gifted program. According to the 2007 FCAT results for third grade in reading, 32 percent are Level 1 and 19 percent are Level 2. In the fourth grade, 30 percent are Level 1 and 20 percent are Level 2. In the fifth grade, 28 percent are Level 1 and 23 percent are Level 2.

Henry E. S. Reeves employs 76 full-time and 16 part-time staff members. Two administrators, 55 classroom teachers; four Special Education Teachers; 1 ELL teacher, one counselor, one Media Specialist, one paraprofessional, one Community Involvement Specialist; two Reading Coaches, four clerical workers; seven custodians, three security monitors and nine cafeteria service workers. The staff consist of 69 percent Black, 20 percent Hispanic, 8 percent white and 2 percent Other. There are 68 Black, 18 Hispanics, 5 White and 1 percent Other. Sixty-nine percent of the instructional staff have bachelor's degrees. Twenty-seven percent of the instructional staff have a master's degree. Four percent of the instructional staff has a specialist degree. The district's proposed reductions in class size formulas for the 2007-2008 school year reflect teacher to student ratios as 1:18 in grades K-3 and 1:22 in grades 4-5. Based on the current enrollment, Henry E. S. Reeves is in compliance for small class size reduction. Teacher-to-student ratios are as follows: Kindergarten through 3rd grade 1:18 and 4th through 5th will have 1:22 and SPED have 1:11. The student attendance rate averages 94.49 percent as compared to the District's overall attendance rate of 94.96. This average attendance rate includes grades kindergarten through fifth. The attendance rate decreased by 0.47 percent during the 2006-2007 school year. Staff attendance rate averaged 94.80 percent compared to 94.87 for 2005-2006. This was a .07 percent decrease. Henry E. S. Reeves Elementary "Promotion/Retention Rates" are as follows:

Final retention by grade levels during 2006-2007 compared to 2005-2006.

3.0% compared to 6.0% in kindergarten

3.0% compared to 5.0% in grade one

1.0% compared to 3.0% in grade two

24.00% compared to 21.43% in grade three

Henry E. S. Reeves Elementary is in the Miami Central Feeder Pattern. The children transition into Madison Middle or Westview Middle School (grades 6-8), which are currently an "F" and "D" under the Governor's Assistance Plus. After attending middle school, students then transition into Miami Central High School, which currently received the grade of an "F." Although Henry E. S. Reeves is not part of the School Improvement Zone, the middle schools and the high school into which the children transition are part of the School Improvement Zone.

An advantage that will contribute to the success of Henry E. S. Reeves Elementary Schools is the Saturday tutoring for students in kindergarten through fifth grade through a State-Approved Supplemental Educational Services (SES) provider. A Plus Tutoring is the SES provider that is servicing students in kindergarten through fifth grade. In addition, students not meeting mastery are afforded tutoring during school hours. Finally, Henry E.S. Reeves also provides tutoring to parent(s)/guardian(s) and students during FCAT Night Out twice a month. Another strategy which will contribute to Henry E. S. Reeve's success is the parent resource center which is equipped with a full time Community Involvement Specialist (CIS) serving as a liaison between staff, administrators and parents. The Community Involvement Specialist is used to increase parental involvement in school activities and events. Through the use of the parent resource center, workshops and classes are delivered to meet the needs of parents.

Henry E. S. Reeves Elementary School is faced with several opportunities for improvement as well as challenges. Dropping from a letter grade of "B" to a "C" is an area which will be improved. We continue to address parental involvement as an opportunity for improvement as we strive to raise student achievement. Finally, having a population which is transient is also a challenge for Henry E. S. Reeves Elementary.

A grant was awarded during the 2005 - 2006 school year through the Division of Bilingual Education and World Languages to assist with academic instruction for all ELL students. This grant included twenty additional student computer stations and one hundred site licenses from Learning Today to provide additional support in the area of reading.



School Improvement Plan

2007-2008



Henry E. S. Reeves is a Title I School serving kindergarten through fifth grades. Ninety-six percent (96) of the students participate in free/reduce lunch and the mobility rate is less than fifty percent (50).

The 2006 – 2007 Organizational Performance Improvement Snapshot Survey for staff indicates performance excels in all areas, with average scores of 4.3 or higher. Eighty – two percent of the faculty completed the survey and 85% of the responses were scored at 4.0 or above. The two items with the least amount of category scores are process management with an average score of 4.2 and strategic planning with an average score of 4.1.

An item analysis revealed improvement needs to be made in the following categories: 7c. "I know how well my work location is doing financially." This area of improvement will be addressed by providing faculty and staff members with financial updates during faculty meetings as they relate to the allocation and distribution of funds.

The item analysis also revealed the second item needing improvement is 3d. "I ask my customers if they are satisfied or dissatisfied with my work." This area of improvement will be addressed by formulating a survey to be given to students in January as well as the end of the year in which there will be an opportunity for the students (customers) to share with the teachers their satisfaction with the learning process and the learning environment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58% 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 3 through 5 will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards Economically Disadvantage students will increase their mathematics skills as evidenced by 62 percent meeting high standards 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 a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006 – 2007 to the 2007 – 2008 school year.

Given the emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the benefits of the use of technology in education, all students in kindergarten through grade five will increase the usage of the Accelerated Reading Program as evidenced by a 10% increase in computer lab usage during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades second through fifth will improve their fitness skills as evidenced by 27 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM.

Given emphasis on the benefits of participating in Advanced academic programs, the number of students enrolled in the Gifted Program will increase by 10 percent during the 2007 – 2008 school year as compared to the 2006 – 2007 school year.

Henry E. S. Reeves Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Based on the results of the Organizational Performance Improvement Snapshot, one area needing improvement is providing faculty and staff members an opportunity to share their views and ideas for future organizational planning. By conducting bi-weekly Team Leader meetings and common grade level planning times, in addition to monthly faculty meetings, the staff will be given the opportunity to share and exchange ideas as they pertain to the future development of school goals.

The second area for improvement is keeping the staff informed about the organization's finances. This area of need will be addressed by providing faculty and staff members with financial updates during faculty meetings as they relate to the allocation and distribution of funds including the EESAC minutes which are on the District's website.



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.

4491 - HENRY E. S. REEVES ELEMENTARY SCHOOL

VISION

Henry E.S. Reeves Elementary aspires for all our students to become life long learners that will perform at high academic levels throughout their educational career. As our students continue their education, we want to make sure they have all the skills and knowledge necessary to achieve their future educational goals.

MISSION

Henry E.S. Reeves Elementary exists in order to develop young children with active and creative minds. We are committed to inspiring students to achieve the highest standards of intellectual and personal development and instilling in each student a desire to learn and accept appropriate challenges. Our school promotes a safe, orderly, caring, and supportive environment. We strive to have our parents, teachers, and community members actively involved in our students' learning.

CORE VALUES



School Improvement Plan 2007-2008



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School Demographics

Henry E.S. Reeves Elementary is located at 2005 N. W. 111th Street, in Miami, Florida. The school was built in 1995 in the northwest area in Miami-Dade; the school sits on 12.72 acres and serves an urban community with surrounding neighborhoods composed of single-family and lower to middle socio-economic population. At this time Henry E. S. Reeves Elementary is not undergoing any renovation and does not have any portables. Henry E. S. Reeves is a Title I School that serves kindergarten through fifth grades. Ninety-six percent (96) of the students participate in free/reduce lunch and the mobility rate is less than fifty percent (50).

Henry E. S. Reeves Elementary serves eight hundred twenty (820) students in grades kindergarten through fifth. The student body consist of 79 percent African-American, 19 percent Hispanic and .01 percent White, and .01 percent other. In addition, 96 percent of the students are Economically Disadvantaged, 9 percent participate in English Language Learners (ELL) program and 10 percent participate in Exceptional Student Education (SPED) and 5 percent participate in the Gifted program. According to the 2007 FCAT results for third grade in reading, 32 percent are Level 1 and 19 percent are Level 2. In the fourth grade, 30 percent are Level 1 and 20 percent are Level 2. In the fifth grade, 28 percent are Level 1 and 23 percent are Level 2.

An advantage that will contribute to the success of Henry E. S. Reeves Elementary Schools is the Saturday tutoring for students in kindergarten through fifth grade through a State-Approved Supplemental Educational Services (SES) provider. A Plus Tutoring is the SES provider that is servicing students in kindergarten through fifth grade. In addition, students not meeting mastery are afforded tutoring during school hours. Finally, Henry E.S. Reeves also provides tutoring to parent(s)/guardian(s) and students during FCAT Night Out twice a month. Another strategy which will contribute to Henry E. S. Reeve's success is the parent resource center which is equipped with a full time Community Involvement Specialist (CIS) serving as a liaison between staff, administrators and parents. The Community Involvement Specialist is used to increase parental involvement in school activities and events. Through the use of the parent resource center, workshops and classes are delivered to meet parents' needs.

Henry E. S. Reeves Elementary School is faced with several opportunities for improvement as well as challenges. Dropping from a letter grade of "B" to a "C" is an area which will be improved. We continue to address parental involvement as an opportunity for improvement as we strive to raise student achievement. Finally, having a population which is transient is also a challenge for Henry E. S. Reeves Elementary.

The Leadership Team consist of one principal, one assistant principal, one counselor one media specialist, two reading coaches, one science coach, one fine arts teacher, one technology specialist and seven classroom teachers.

Henry E. S. Reeves employs 76 full-time and 16 part-time staff members. Two administrators, 55 classroom teachers; four Special Education Teachers; 1 ELL teacher, one counselor, one Media Specialist, one paraprofessional, one Community Involvement Specialist; two Reading Coaches, four clerical workers; seven custodians, three security monitors and nine cafeteria service workers. The staff consist of 69 percent African-American, 20 percent Hispanic, 8 percent white and 2 percent other. There are 68 African Americans, 18 Hispanics, 5 white and 1 percent other. Sixty-nine percent of the instructional staff have bachelor's degrees. Twenty-seven percent of the instructional staff has a master's degree. Four percent of the instructional staff has a specialist degree. Two major challenges are retaining highly qualified teachers as well as dealing with out-of-field teachers. Thirty-six (36) percent of the teachers are new to Henry E. S. Reeves and they are completing their third year.

The district's proposed reductions in class size formulas for the 2007-2008 school year reflect teacher student ratios as 1:18 in grades K-3 and 1:22 in grades 4-5. Based on current projections for enrollment, Henry E. S. Reeves will be in compliance for small class size reduction. Teacher-to-student ratios are as follows: Kindergarten through 3rd grade will have 1:18 and 4th through 5th will have 1:22 and SPED will have 1:11.

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School Improvement Plan

2007-2008



Henry E. S. Reeves Elementary also participates in the Academic Excellence Program (AEP) which gives students the opportunity to work the school's studio television production lab, and create computerized art in the computer lab.

The Gifted Program at Henry E.S. Reeves Elementary School has the potential to achieve greatness. The ultimate goal of the Gifted program is to provide a curriculum that challenges and enhances each student's level of understanding. The program is a venue to motivate, stimulate, and improve each child's overall achievement. The delivery model that is chosen for Henry E. S. Reeves is the Elementary Content. Students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 - 12 hours of gifted, interdisciplinary instruction in the areas of Mathematics and Science. Students gain rich experiences and discoveries from the Gifted Program.

The Mathematics and Science Exploratorium (MASE) is Henry E. S. Reeve's hands-on science lab. The lab encourages active discovery and exploration of mathematics and science through observations, use of manipulatives, conducting investigations and experiments, and communicating data. These findings provide an understanding of how to apply and solve real life situations. The curriculum is guided by the Sunshine State Standards (SSS). The design of the lab is to not only cover the standards, but to make learning fun, simple, and authentic as we continue to shape and develop life long learners.

Henry E. S. Reeves Elementary has two major Dade Partners. They are Galaxy Skateway and Sam's Club. Galaxy assists in providing free and discounted field trips to students to be used for students' incentives. Sam's Club provides free items to be utilized as give aways for students as well as teachers and also assists with events by providing food items.

A grant was awarded during the 2005 - 2006 school year through the Division of Bilingual Education and World Languages to assist with academic instruction for all ELL students. This grant included twenty additional student computer stations and one hundred site licenses from Learning Today to provide additional support in the area of reading.

School Foundation

Leadership:

Leadership excels in all areas and was scored four or higher on all items. As evidenced in Henry E. S. Reeves' Organizational Improvement Snapshot Survey, in which the category score was 4.4, the faculty and staff believe that the leadership at Henry E. S. Reeves Elementary School sets a positive vision for the direction of the school. This direction is set forth by the leadership teams, such as Educational Excellence School Advisory Committee (EESAC) and the Leadership Team

District Strategic Planning Alignment:

District Strategic Planning Alignment was scored four or higher on all items with the exception of 3.9 that was scored on item 2a; "As it plans for the future, my organization asks for my ideas." The results of Henry E. S. Reeves' Organizational Improvement Snapshot Survey show a score of 4.1 indicating that the staff is aware and involved in the analysis of data to meet the school's goals. There is a need to involve all staff members in its planning process for future goals. Through leadership teams and learning communities, Henry E. S. Reeves will facilitate total staff involvement in the goal-setting process.

Stakeholder Engagement:

Stakeholder Engagement items were all scored at four or higher. Henry E. S. Reeves Elementary's results in the Organizational Improvement Snapshot Survey show the staff feels there is a high level of customer satisfaction, as evidence with a category score of 4.0. The leadership team plans to continue to devise ways to foster a positive rapport with all stakeholders of Henry E. S. Reeves Elementary, including the parents, students, staff, and community.

Faculty & Staff:

Faculty and Staff items were all scored at four or higher. According to Reeves' Organizational Improvement Snapshot Survey, which shows a category score of 4.2, the staff at Reeves truly utilizes a team approach to achieve success. Teacher Mentoring Programs: In an effort to assist beginning teachers and those new to Reeves, the school provides bi-weekly workshops for these teachers. Additionally, experienced teachers serve as mentors to the beginning teachers, in order to provide the assistance and support that they may require during the first years in the classroom.

Data/Information/Knowledge Management:

Data/Information/Knowledge Management items were all scored four or higher. By compiling a category score of 4.0, members of the staff feel that they are able and have the tools to analyze their work and make appropriate adjustments when necessary. Reeves' administration and leadership team plan to continue the implementation of new measures and to train the staff on methods to analyze the quality of their work, to make decisions about their work, and access needed information on how the measures they use in their work fit into the school's overall measures of improvement.

Education Design:

Henry E. S. Reeves Elementary Organizational Improvement Snapshot Survey indicates that our school scores well in the area of "Education Design," as evidenced with a category score 4.2. Our school provides tutoring throughout the school year for students seeking additional assistance in reading and mathematics through the Supplemental Educational Services. Students who have scored a Level 1 or Level 2 on the FCAT, Tier students and the lowest 25 percent of students are targeted as the grade level engage in conversations in order to promote differentiated instruction.

Performance Results:

Performance Results items were all scored four or higher with the exception of one item, 3.9 score on item 7c; "I know how well my organization is doing financially." Based on Henry E. S. Reeves Elementary Organizational Improvement Snapshot Survey results, which indicate a category score of 4.1, some members of our staff feel there is a need for awareness of the schools budgetary matters. Reeves' leadership team plans to address issues regarding the finances of the school by creating a budget committee, as well as conducting budget workshops for the faculty at-large. The leadership team also intends to open the lines of communication with the staff through learning community conversations, where various departments and leadership team members will discuss concerns that may arise, and take a proactive stance in solving the issues.

Schools Graded 'C' or Below

Professional Development:

Teachers need to provide multiple instructional strategies to students with different abilities, interests and learning styles. Professional development will be held at Henry E. S. Reeves Elementary and/or District-Regional Center III to enhance the teacher's strategies on utilizing the following:

- Word Walls
- Print Rich Environment
- Effective use of Literacy Centers
- Guided/Shared Reading
- Classroom Management

Additional training will aide in the assistance on teaching phonemic awareness, phonics, vocabulary, fluency and comprehension (Big Five) and Project CRISS.

Teachers will also be provided professional development on the use of manipulatives, problem-solving, critical thinking skills and hands-on activities during the uninterrupted daily 120 minute block of mathematics and science instruction for kindergarten through fifth grade. In addition, teachers will be provided with in-services utilizing the Mathematics Pacing Guide for kindergarten through fifth grade.

Henry E. S. Reeves Elementary will implement its magnet theme, "Academy of Applied Technology" for the 2007-2008 school year. The school will continue to participate in professional development of integrating technology into all core subject areas (reading, writing, mathematics and science).

Disaggregated Data :

Achievement data will be collected after all formal assessments (bi-weekly, interim tests and diagnostic) and utilized to guide instruction and facilitate in revising timetables, the instructional focus calendar, formative assessments, interventions through tutorial, and program monitoring to meet the individual needs of the students as necessary. Data meetings will be held bi-weekly to disseminate data to teachers and discuss "Best Practices."

Informal and Formal Assessments:

Formal Assessments in reading include bi-weekly assessments, Interim Assessments, DIBELS, STAR, theme-based assessments, FCAT sample tests, Diagnostic Assessment of Reading (DAR), and the FCAT test. Formal assessments in writing include the district pre, progress and post tests and monthly writing assessments, and the FCAT Writing+ test. Formal assessments in mathematics include bi-weekly assessments, Interim Assessments, FCAT sample tests, and the FCAT test. Formal assessments in science include bi-weekly assessments, Interim Assessments, FCAT sample tests, and the FCAT test. Informal assessments include teacher made test.

Alternative Instructional Delivery Methods :

There were two subgroups which did not meet AYP. These subgroups were Black and Economically Disadvantaged. These two subgroups did not meet AYP in Mathematics. These subgroups will be provided with small group tutorial services in the school tutorial program. The two subgroups will have daily opportunities to engage in authentic problem solving activities using critical thinking, manipulative and problem solving procedures in order to prepare students for state testing. Technology will be used to deliver utilization of FCAT Explorer with subgroups to reinforce and enhance mathematics skills.



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students at Henry E. S. Reeves Elementary will read on grade level.

Needs Assessment

Based on the 2007 FCAT Reading Performance Data, 55 percent of all students in grades three through five met high standards, 58 percent made learning gains, and 64 percent of the lowest 25 percent made adequate progress. The FDOE School Accountability Report revealed that an average of 45 percent of all third through fifth grade students scored below the proficiency levels on the 2007 FCAT Reading. Specifically, the data reflected that 51 percent of third grade students, 50 percent of fourth grade students, and 51 percent of fifth grade students scored at Levels 1 and Level 2.

Third grade students achieved a mean score of 44 percent in the area of Words and Phrases, a mean score of 48 percent in Main Idea, a mean score of 56 percent in Comparisons, and a mean score of 50 percent in Reference and Research. The data shows that the area of improvement in third grade is in Words and Phrases.

Fourth Grade students achieved a mean score of 60 percent in Words and Phrases, a mean score of 56 percent in Main Idea, a mean score of 53 percent in Comparison, and a mean score of 50 percent in Reference and Research. In fourth grade, the area of improvement is Reference and Research.

Fifth grade students achieved a mean score of 67 percent in Words and Phrases, a mean score of 53 percent in Main Idea, a mean score of 59 percent in Comparison, and a mean score of 50 percent in Reference and Research. The area of improvement for fifth grade is also Reference and Research.

The greatest area of performance gap between the three groups was in Words and Phrases whereby fifth graders scored 67 percent as opposed to 44 percent for third graders. The second area of gap discrepancy was Main Idea with fourth graders scoring in the 56th percentile while third graders scored in the 48th percentile.

In addition, all subgroups achieved proficiency as per No Child Left Behind (NCLB) adequate yearly progress report.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58% on the 2008 administration of the FCAT reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	0
Conduct IPEGS formal and informal observations.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	0
Model reading lessons and conduct professional development workshops for teachers and staff members.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	5000
Provide an Intensive Reading program for Level 1 and Level 2 students.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	200000
Provide a reading program concentrating on differential instructional to address Tier 1, 2, and 3 students.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	20000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional programs on an on – going basis.	Principal, Assistant Principal Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

Houghton Mifflin Reading Florida Edition
Soar to Success
Voyager (Interventions)
Early Success

Professional Development

Teachers will participate in the following workshops during the 2007-2008 school year as referred through the District's Professional Development Catalog and Calendar:

Continuous Improvement Model (CIM)
Creating Independence through student owned strategies (CRISS) training
IPEGS training with a focus on teaching strategies
Portfolio Assessment for Third Grade Alternative Promotion with a focus on holistic scoring.
Training in the use of Houghton Mifflin Reading Florida Edition.

The reading coaches will: work with teachers interpreting and analyzing assessment data to drive instruction; coordinate the school's reading program; present model reading lessons; attending district or region staff development workshops and provide professional development for the staff.

Evaluation

This objective will be evaluated by using the following strategies:

1. Teachers will monitor student achievement through District Interim Assessments
2. 2008 FCAT Reading test
3. Student progress reports
4. Monthly Benchmark assessments (second through Fifth grade).
5. DIBELS Assessment (Kindergarten through fifth grade).

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Increase mathematics performance of all students at Henry E.S. Reeves Elementary School.

Needs Assessment

Based on the 2007 FCAT Mathematics performance data, 56 percent of all students in grades three through five met high standards, 57 percent made learning gains, and 76 percent of the lowest 25 percent made yearly adequate progress. After further analysis of the data, 44 percent of third grade students, 45 percent of fourth grade students, and 69 percent of fifth grade students scored below FCAT achievement Level 3.

Third grade students achieved a mean score of 71 percent in Number Sense, a mean score of 70 percent in Measurement, a mean score of 64 percent in Geometry, a mean score of 80 percent in Algebraic Thinking, and a mean score of 67 percent in Data Analysis and Probability. In third grade the lowest area of achievement was Measurement. Fourth grade students achieved a mean score of 55 percent in Number Sense, 57 percent in Geometry, 43 percent in Algebraic Thinking, and 43 percent in Data Analysis. In fourth grade the lowest area of achievement was Data Analysis and Algebraic Thinking.

Fifth Grade students achieved a mean score of 38 percent in Number Sense, 36 percent in Measurement, 46 percent in Geometry, 36 percent in Algebraic Thinking, and 42 percent in Data Analysis. Fifth grade student's lowest area of achievement was Measurement and Algebraic Thinking. It is evident that improvement is needed in all five mathematics content strands. There was a decrease of 38 percent of students scoring a level 3 or higher as compared to the 2005-2006 FCAT Mathematics.

The greatest area of performance gap between the three groups was Algebraic Thinking whereby third grade students scored in the 80th percentile as opposed to the fifth graders scoring in the 36th percentile. The second area of performance gap was in Measurement with third graders scoring in the 70th percentile and fifth graders scoring in the 36th percentile. The third area of performance gap was in Number Sense with third grade scoring in the 71st percentile and fifth grade scoring in the 38th percentile. The following subgroups did not meet Adequate Yearly Progress (AYP): Black and Economically Disadvantaged.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards Economically Disadvantage students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional program on an on – going basis.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	
Identify students in grades 3 through 5 scoring Level 1 and Level 2 in order to offer tutoring through SES.	Principal, Counselor	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide all students daily opportunities to engage in On – Target activities.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	10000
Have bi – weekly data chats to identify students' weakness and areas of strengths.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	
Use Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

Harcourt Brace Math Florida Edition

Professional Development

Teachers will participate in the following workshops during the 2006-2007 school year as referred through the District's Professional Development Catalog and Calendar:

- Continuous Improvement Model (CIM)
- Ethics in Education
- Professional Growth Plan
- IPEGS training to support best practices

Evaluation

This objective will be evaluated by using the following strategies:

1. Teachers will monitor student achievement through District Interim Assessments
2. 2008 FCAT Mathematics test
3. Student progress reports
4. Bi – weekly Benchmark assessments (second through Fifth grade).
5. Monthly Benchmark assessments (second through Fifth grade).

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students at Henry E. S. Reeves Elementary will be able to communicate effectively through writing.

Needs Assessment

The result of the 2007 FCAT Writing+ indicates that 79 percent of the students in grade four achieved high standards in writing by scoring a 3.5 or higher. The score reflects a 3 percent decrease when compared to the 2006 FCAT Writing+ Test results. Scores on the 2007 FCAT Expository Writing Prompt indicates that 77 percent of students made a 3.5 or higher and 64 percent of students scored a 3.5 or higher on the Narrative Writing Prompt administration of the 2007 FCAT Writing+. The following subgroups did not meet Adequate Yearly Progress (AYP): Black and Economically Disadvantaged. The data reveals that special emphasis and instruction is needed on both narrative and expository writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Plan – Do Study – Act Instructional model to impact student achievement in Writing	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	
Implement bi – weekly planning sessions to ensure focus on writing instruction.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	
Implement the PLORES workshop quality of short and extended responses to enhance instruction.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	5000
Implement school wide writing prompts.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	
Provide Parent workshops focusing on FCAT writing techniques.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

Houghton Mifflin Reading Florida Edition

Professional Development

Teachers will participate in the following professional development opportunities during the 2007-2008 school year facilitated by the Reading Coaches:

- Interpreting and analyzing assessment data
- Consistency of delivery and preparation in writing (Kindergarten through fifth)
- Selection and organization of materials for the implementation of the writing plan
- Holistic scoring, effective writing strategies, and writing across the curriculum
- District's Professional Development Catalog and Calendar

Evaluation

- This objective will be evaluated by using the following strategies:
- Teachers will monitor student achievement through District Interim Assessments
 - 2008 FCAT Writing+
 - Student progress reports
 - FCAT Writing Pre Test
 - FCAT Writing Post Test
 - Monthly writing prompts
 - Weekly assessments

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All Students at Henry E. S. Reeves Elementary will be able to apply the Scientific Process.

Needs Assessment

The result of the 2007 FCAT Science Performance Data indicated that 14 percent of the students in grade five met achievement Level 3 or higher; this indicated a two percent increase from the 2006 FCAT Science results. Fifty three percent of the students scored Level 1 and 33 percent scored Level 2.

In comparing the 2006 FCAT Science results to the 2007 FCAT Science results the following was observed: In the clusters of Physical/Chemical, and Scientific Thinking, students maintained a mean score of 42 percent. In the cluster of Life Science, in 2006 the mean score was 38, in 2007 a mean score of 40 percent was achieved; this indicates a 5 percent increase was achieved. In the area of Earth and Space Science cluster, in 2006 the mean score was 29; in 2007 the mean score achieved was 40 percent; this was a 37.5 percent increase.

The specific areas of improvement continue to include the four science benchmark clusters: Physical/Chemical Science, Earth/Space Science, Life Science and Scientific Thinking

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional program on an on – going basis.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	
Involve students with hand – on investigative activities to increase cognitive intellectual development.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	
Provide classroom materials in order to allow for student exploration to strengthen the understanding of the scientific process.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	
Use Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	
Use Science kits in order to advance scientific knowledge.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

Scott Foresman Science

Professional Development

Teachers will participate in the following professional development during the 2007-2008 school year:
All District Professional Development pertaining to the delivery of science instruction.

Evaluation

This objective will be evaluated by using the following strategies.
2008 Science FCAT
Monthly assessment
District Interim Science assessment.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Henry E. S. Reeves will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

The result of the 2006 end of the year statistic report indicates there were 372 parent compacts returned; 285 complete home visits performed; 442 parent visits to the parent center and 2, 495 total parent attendance during school site activities.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006 – 2007 to the 2007 – 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize, plan, and implement an incentive program by homeroom to encourage attendance at PTA, parent workshops, and school activities.	Principal, Assistant Principal, Community Specialist	8/20/07	6/5/08	Other/ Not Applicable	
Implement parent training (FCAT Family Night Out) to increase parental understanding of FCAT.	Principal, Assistant Principal, Community Involvement Specialist	8/20/07	6/5/08	Other/ Not Applicable	2999
Identify a core group of parents who can translate during workshops, conferences, and school activities to increase parent participation of non-English speaking parents.	Principal, Assistant Principal, Community Involvement Specialist	8/20/07	6/5/08	Other/ Not Applicable	
Implement a Parent Training & Life Skills Program in partnership with Miami-Dade Department of Human Services to increase parenting skills	Principal, Assistant Principal, Community Involvement Specialist	8/20/07	6/5/08	Other/ Not Applicable	
Post and distribute monthly parent communications via newsletters, e-mail, and websites to increase communication.	Principal, Assistant Principal, Community Involvement Specialist	8/20/07	6/5/08	Other/ Not Applicable	5000
Provide workshops using the Bilingual Parent Outreach Program (BPOP) for limited English proficiency parents in their native language to increase their participation at school events	Principal, Assistant Principal, Community Involvement Specialist	9/12/07	4/16/08	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Community Involvement Specialist Training
 Ethics Training
 Customer service training for teachers and staff on how to welcome and communicate with parents.

Evaluation

This objective will be evaluated by using the following strategies:
 Quarterly analysis of parent participation of school activities
 Final sign in sheet count.
 Home visit logs
 PTA membership

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Henry E. S. Reeves will provide a safe and disciplined environment for all students.

Needs Assessment

Data from 2006 - 2007 cognos indicates that there was a total of 57 Outdoor and 112 Indoor Suspensions of students which were entered into the Student Case Management System.

Measurable Objective

Given the emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement safety procedures that will be reinforced by staff to decrease the opportunity for unsafe/negative student behavior	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Other/ Not Applicable	
The Climate Committee will develop and assist staff members on guidelines to identify students who have shown positive/improved behavior.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Other/ Not Applicable	
Review the school wide discipline policy to increase teacher awareness of expected behaviors.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Other/ Not Applicable	
Implement district's Character Education Program to enforce the development of strong character traits of students in kindergarten through fifth.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Teachers will participate in the following workshops during the 2007 - 2008 school year:
Classroom management
Code of Student Conduct

Evaluation

This objective will be evaluated by using the following strategies:
Reviewing quarterly COGNOS reports.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Henry E. S. Reeves Elementary will promote access to the Accelerated Reading Program for all students.

Needs Assessment

During the 2006 – 2007 school year AR was utilized school wide, grades one through five. There were a total of 220 AR hours logged in the computer lab.

Measurable Objective

Given an emphasis on the benefits of the use of technology in education, all students in kindergarten through grade five will increase the usage of the Accelerated Reading Program as evidenced by a 10% increase in computer lab usage during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Allow students to take Accelerated Reader tests corresponding to books read.	Principal, Assistant Principal, Reading Coaches, Microsystems Technician	8/20/07	6/5/08	Other/ Not Applicable	
Monitor student participation by providing teachers with monthly usage reports.	Principal, Assistant Principal, Reading Coaches, Microsystems Technician	8/20/07	6/5/08	Other/ Not Applicable	
Conference with students regarding their progress in the Accelerated Reader Program.	Principal, Assistant Principal, Reading Coaches, Microsystems Technician	8/20/07	6/5/08	Other/ Not Applicable	
Provide teachers with data regarding students' progress on the Accelerated Reader Program.	Principal, Assistant Principal, Reading Coaches, Microsystems Technician	8/20/07	6/5/08	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Teachers will participate in the Accelerated Reader Program professional development.

Evaluation

This objective will be evaluated by using:
Accelerated Reader logs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Henry E. S. Reeves Elementary will promote the overall health and fitness of students.

Needs Assessment

Results of the FITNESSGRAM standards indicated that of the 581 second through fifth grade students tested during the 2006-2007 school year, 40 students received gold awards and 82 students received silver awards. A total of 122 students earned a gold or silver award on the 2006-2007 administration of the FITNESSGRAM.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades second through fifth will improve their fitness skills as evidenced by 27 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage participation in regular physical activities by teaching students healthy life styles including eating habits and a home fitness program.	Principal, Assistant Principal, Physical Education Coaches	8/20/07	6/5/08	Healthcare & Healthy Choices	
Administer the FITNESSGRAM Post-test to students in grades second through fifth.	Principal, Assistant Principal, Physical Education Coaches	2/1/08	4/1/08	Other/ Not Applicable	
Provide students in grade second through fifth with cardiovascular activities to physical for endurance	Principal, Assistant Principal, Physical Education Coaches	8/20/07	6/5/08	Other/ Not Applicable	
Implement activities to improve flexibility.	Principal, Assistant Principal, Physical Education Coaches	8/20/07	6/5/08	Other/ Not Applicable	
Administer the FITNESSGRAM Pre-test to students in grades second through fifth.	Principal, Assistant Principal, Physical Education Coaches	8/27/07	9/7/07	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers will participate in district meetings and workshops covering the six national content standards delineated in the National Standards for Physical Education. Additionally, Physical Education Coaches will attend professional development addressing procedures and implementation of the FITNESSGRAM.

Evaluation

This objective will be evaluated by using the following strategies:

- Pre and Post Running tests
- Results from the Physical Education FITNESSGRAM

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Henry E. S. Reeves Elementary will provide students with the opportunity to participate in advanced academic programs.

Needs Assessment

During the 2005 – 2006 school year, there were a total of 18 gifted referrals completed, this amount increased by 10% in the 2006 – 2007 school year to bring the total of gifted referrals to 20.

Measurable Objective

Given emphasis on the benefits of participating in Advanced academic programs, the number of students enrolled in the Gifted Program will increase by 10 percent during the 2007 – 2008 school year as compared to the 2006 – 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional program on an on – going basis.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Advanced Academics	
Conduct in-services for teachers to determine criteria for eligibility for placement in a gifted class.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Advanced Academics	
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in kindergarten through fifth.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Advanced Academics	
Provide parent workshops to review the characteristics of the gifted child.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Advanced Academics	

Research-Based Programs

Not applicable

Professional Development

Teachers will participate in the following workshops during the 2007 - 2008 school year:

Characteristics of the gifted child for teachers.

Characteristics of the gifted child for parents.

Participation by teachers at district or region workshops.

Evaluation

This objective will be evaluated by monitoring the number of students referred for gifted placement during 2007 – 2008 as compared to the 2006 – 2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Henry E. S. Reeves 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 indicates that in 2004, Henry E.S. Reeves Elementary School ranked at the 19th percentile on the State of Florida ROI index.

Measurable Objective

Henry E. S. Reeves Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

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

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Henry E. S. Reeves will improve its ranking on the state of Florida ROI index publication from the 19th percentile to the 20th 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 participated in the development of the school budget.

Training:

EESAC received budget, SIP, and technology training during monthly EESAC meetings.

Instructional Materials:

EESAC supported the alignment of resources to support instructional needs.

Technology:

EESAC posted meeting dates and minutes on the M-DCPS website.

Staffing:

EESAC worked with the school's budget to support needed instructional support.

Student Support Services:

EESAC worked in conjunction with the Community Resource Director to provide incentives that promote student achievement.

Other Matters of Resource Allocation:

EESAC supported the community with a distribution of gift baskets during the holidays. The committee also provided a process by which staff and stakeholders could present written proposals for consideration of monetary requests to supplement the FCAT.

Benchmarking:

EESAC continually monitored the School Improvement Plan goals in order to monitor the implementation of strategies and evaluation.

School Safety & Discipline:

EESAC worked collaboratively in addressing the safety and discipline of the student body providing recommendations that enhanced school goals and initiatives.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	225000
Mathematics	10000
Writing	5000
Science	0
Parental Involvement	7999
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	247999



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