

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Ben Sheppard Elementary School (5021)

Feeder Pattern - Barbara Goleman Senior

Regional Center I

District 13 - Miami-Dade

Principal - Georgette Menocal

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Established in 1986, Ben Sheppard Elementary is located on 9.62 acres in the southeastern section of Florida in the City of Hialeah and provides basic educational services based on the Competency-Based Curriculum and Sunshine State Standards to students in pre-kindergarten through fifth grade. The population of the school totals 1,055 and the ethnic composition is 96% Hispanic, one percent Black, one percent White Non-Hispanic, one percent Asian, and one percent Multi-Ethnic. This elementary school receives Title I funds; ninety-one percent of the students are defined as economically disadvantaged based on their participation in the free or reduced lunch program. Forty-three percent of the student population is limited English proficient. Sixteen percent of the student population is Students with Disabilities (SWD).

This school employs a total of 150 full-time staff members and 60 part-time staff members. The average general education class size at Ben Sheppard Elementary is 19.4 in Pre-k through third grade and 22.9 in grades four and five. For the 2006-2007 school year, the average daily attendance percentage at Ben Sheppard Elementary was 95.86 and ten percent of students in grades K-5 were retained at the end of the year.

Ben Sheppard Elementary is part of the Barbara Goleman Senior High Feeder Pattern. This feeder pattern is made up of six elementary schools, one middle school, and one senior high school. Ben Sheppard Elementary historically has been the recipient of numerous awards and recognitions. The school held the state mental mathematics championships for six years in a row, a national record. This school has identified several issues concerning challenges in learning. Among these, this school has a mobility rate of 24 percent. Furthermore, many families are dependent upon service of government agencies for assistance in providing for the basic needs of the students.

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by a minimum of 73 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the English Language Learners (ELL) NCLB subgroup will improve their reading skills as evidenced by a minimum of 58 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) NCLB subgroup will improve their reading skills as evidenced by a minimum of 58 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by a minimum of 73 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the English Language Learners NCLB subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities NCLB subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 90 percent of students in grade four meeting high standards on the 2008 administration of the FCAT Writing + Test.

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by a minimum of 65 percent of students in grade five scoring at or above FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Science Test.

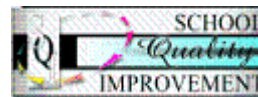
Given a school-wide emphasis on encouraging greater parental and community involvement, the school will demonstrate a 5 percentage point increase in the number of parental and community interactions as evidenced by comparing the monthly logs for 2006-07 to the 2007-08 school year.

Given an emphasis on the relationship between absences and the loss of instructional time, student attendance will improve as evidenced by a .20 percentage point increase in the percentage of daily student attendance during the 2007-2008 school year as compared to the 2006-2007 school year.

Given the increased emphasis on Accelerated Reader, eighty percent of the students will actively engage in utilizing technology as evidenced by Accelerated Reader Management Reports.



School Improvement Plan 2007-2008



Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grades four and five will improve their fitness level in 2007-2008 as evidenced by a two percentage point increase in the total number of Silver and Gold award winners on the FitnessGram Test, when compared to the number of Silver and Gold award winners in the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their participation in enrichment programs, as evidenced by a ten percent increase in student participation in SECME during the 2007-2008 school year as compared to the 2006-2007 school year.

Ben Sheppard Elementary will improve its ranking on the State of Florida ROI index publication by at least one percentile point on the next publication of the index.

Two areas have been identified for improvement based on the Organizational Performance Improvement Snapshot Survey. The first area is Strategic Planning and the second is Process Management. These areas were selected because they received the lowest average score (4.1 and 4.2 out of 5) from the seven areas. Targeted within Strategic Planning is to ensure that the staff feels that they have had input into the future plans of the school. A multi-step approach will be implemented in order to achieve improvement in this area. Teacher participation in committees will be targeted and dissemination of information will be improved and increased. Targeted within Process Management is for teachers to have a better understanding of what data to use and how to use it to make decisions about their work processes and its quality. More training will be provided to improve this area. In addition, participation of administration at grade level meetings will be increased in order to facilitate this process for teachers. A needs assessment will be conducted to determine what, if any, resources are needed by the staff to do their jobs.



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.

5021 - BEN SHEPPARD ELEMENTARY SCHOOL

VISION

Ben Sheppard Elementary aims to provide a quality education where all students will reach their full potential within a caring, secure environment.

MISSION

To provide all students with an excellent instructional program in which their individual needs are met by providing qualified teachers who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

CORE VALUES

Ultimately, Ben Sheppard Elementary, along with the collaboration of administrators, teachers, parents, and the community, will triumph as a School of Excellence.

School Demographics

Facility/Community

Established in 1986, Ben Sheppard Elementary is located on 9.62 acres in the southeastern section of Florida in the City of Hialeah and provides basic educational services based on the Competency-Based Curriculum and Sunshine State Standards to students in pre-kindergarten through fifth grade. Instruction is provided in traditional classroom settings, as well as inclusion settings in kindergarten through fifth grade, and is enhanced through computer-based activities in kindergarten through grade five.

Student Demographics

The population of the school totals 1,055 and the ethnic composition is 96% Hispanic, one percent Black, one percent White Non-Hispanic, one percent Asian, and one percent Multi-Ethnic. Ninety-one percent of the students are defined as economically disadvantaged based on their participation in the free or reduced lunch program. Forty-three percent of the student population is limited English proficient. Sixteen percent of the student population are students with disabilities.

Unique Aspects: STRENGTHS

Ben Sheppard Elementary historically has been the recipient of numerous awards and recognitions. The school held the state mental mathematics championships for six years in a row, a national record. Students continue to excel in the disciplines of mathematics and science, participating in the Science Engineering Communications and Mathematics Enhancement (SECME) competition. As a result, our students have consistently ranked in the top two places in most categories. As demonstrated in the 2006 competition, our student won second place in the following categories: Build & Design and Science Brain-bowl. Furthermore, the students also earned third place in the essay category. In addition to our SECME program, students in kindergarten through fifth grade at Ben Sheppard are also eligible to participate in the Chess Club.

Unique Aspects: AREAS OF CONCERN

This school has identified several issues concerning challenges in learning. Among these, this school has a mobility rate of 24%. Some students seem reluctant to spend the time outside of the classroom, on home-learning assignments, that is needed to master new skills and to retain competence in skills already taught. Home visits frequently indicate a lack of access to technology. Furthermore, many families are dependent upon service of government agencies for assistance in providing for the basic needs of the students.

Teacher Demographics

This school employs a total of 150 full-time staff members and 60 part-time staff members. Of this group, four are administrators, 79 are classroom teachers, twenty-one are special education teachers, two are counselors, two are media specialist, one is a reading coach, 22 are teacher aides, seven are clerical employees, and 12 are custodial service workers. The ethnic composition is 59% Hispanic, 23% Black, and 17% White. Approximately 14% of the teaching staff is new to this school, with the average length of teaching time in the state at 10 years. Forty-six teachers have advanced degrees and four teachers have their National Board Certification.

Class Size/ Teacher –to- Student Ratio

The average general education class size at Ben Sheppard Elementary is 19.5 in Pre-k through third grade and 23.4 in grades four and five. The average class size in our SPED self-contained units is 9.1. The student to teacher ratio is 1:18 in Pre-k through grade 3 is and 1:22 in grades four and five.

Attendance Rate

The average daily attendance percentage at Ben Sheppard Elementary for the 2006-2007 school year was 95.86. This surpasses the District average of 94.96 and the average for elementary schools of 95.61. We will continue to emphasize regular school attendance.

Promotion/Graduation Retention Rates

Ten percent of students in grades K-5 were retained at the end of the 2006-2007 school year. Specifically, 34% of third graders were retained for scoring an FCAT Achievement Level 1 in reading.

Feeder Pattern

Ben Sheppard Elementary is part of the Barbara Goleman Senior High Feeder Pattern. This feeder pattern is made up of six elementary schools, one middle school, and one senior high school. Students from Ben Sheppard Elementary transition to Jose Marti Middle School from fifth to sixth grade, where they attend until eighth grade. From there they transition to Barbara Goleman Senior



School Improvement Plan 2007-2008



High School.

Special Programs

This elementary school receives Title I funds and is unique in a variety of ways. Ben Sheppard Elementary is at the forefront when it comes to providing educational services to students with exceptional needs. Entering our sixth year as an inclusion model school, it is our philosophy that children participating in the inclusion program grow academically, socially, and emotionally. Additionally, Ben Sheppard Elementary provides a wide range of services to students with disabilities, including individuals with the following exceptionalities: emotionally handicapped, severely emotionally disturbed, specific learning disabled, autism, speech and language delays, visual impairments, educable mentally handicapped, varying exceptionalities, and other health impairments.

School Foundation

Leadership:

Ben Sheppard Elementary scored 4.3 in this category, on the Organizational Performance Improvement Snapshot Survey. It is evident that our staff is knowledgeable about the school's mission and what it is trying to accomplish, and that they are satisfied overall with the school's leadership.

District Strategic Planning Alignment:

Ben Sheppard Elementary scored 4.1 in this category, on the Organizational Performance Improvement Snapshot Survey. The staff knows how to measure and analyze the quality of their work in order to see if changes are needed. They use these analyses for making decisions and are knowledgeable about how the measures fit into the school's overall measures of improvement.

Stakeholder Engagement:

Ben Sheppard Elementary scored 4.4 in this category, on the Organizational Performance Improvement Snapshot Survey. It is clear that customer satisfaction is high, the staff is aware of stakeholders' needs and they communicate with them as such.

Faculty & Staff:

Ben Sheppard Elementary scored 4.4 in this category, on the Organizational Performance Improvement Snapshot Survey. Ben Sheppard Elementary has various teams that impact the overall function of the school. Grade level and department team meetings are held on a weekly basis for planning and articulation. The EESAC and the Literacy Leadership Team meet on a monthly basis to monitor the progress of the SIP.

Data/Information/Knowledge Management:

Ben Sheppard Elementary scored 4.3 in this category, on the Organizational Performance Improvement Snapshot Survey. It is evident that our staff is knowledgeable on data collection and analysis procedures. School function is monitored by different research-based data sources, such as, FCAT, D.I.B.E.L.S., SRUSS, district and text-based assessment results.

Education Design:

Ben Sheppard Elementary scored 4.2 in this category, on the Organizational Performance Improvement Snapshot Survey. The school offers various extended learning opportunities for its students. Furthermore, student needs are identified and monitored using a Continuous Improvement Model.

Performance Results:

Ben Sheppard Elementary scored 4.2 in this category, on the Organizational Performance Improvement Snapshot Survey. The lowest score in the survey, 3.6, was in this category under, "I know how well my organization is doing financially." Ben Sheppard administrators will make the staff aware of the 2007-2008 budget by addressing budgetary issues at monthly faculty meetings.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
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 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.
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Reading Statement

Ben Sheppard Elementary will increase student achievement in reading.

Needs Assessment

An assessment of the 2007 FCAT Reading Test reveals that 32 percent of students in grades three through five did not meet high standards in reading and 34 percent of students in grades three through five did not make learning gains in reading. Fifty-nine percent of the lowest 25 percent made adequate progress in reading. In grade three, there was an increase in the percentage of students scoring at Level 1, therefore increasing the number of third grade students being retained. An analysis of student achievement indicates that students in grade three were most successful with words and phrases. Teachers in grade four will focus their instruction on reference and research. Students in grade four were most successful with words and phrases. Teachers in grade five will focus their instruction on reference and research. Students in grade five were most successful with main idea/author’s purpose. In addition, English language learners and students with disabilities did not meet the No Child Left Behind (NCLB) requirements for Adequate Yearly Progress (AYP) in Reading.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by a minimum of 73 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the English Language Learners (ELL) NCLB subgroup will improve their reading skills as evidenced by a minimum of 58 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities (SWD) NCLB subgroup will improve their reading skills as evidenced by a minimum of 58 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the use of grade level pacing guides, aligned with the Sunshine State Standards and district interim assessments.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Demonstrate lessons and provide coaching activities to teachers based on student assessment data.	Administrators, Reading Coach	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Provide students scoring at FCAT Achievement Levels 1 and 2 as well as Tier 1-3 students with intensive immediate intervention (iii) during the school day using a research-based reading program, such as Voyager, including the English Language Learners (ELL) and Students with Disabilities (SWD) subgroups.	Administrators, Reading Coach, Teachers, Paraprofessionals	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in reading, and to analyze assessment data using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	Continuous Improvement Model	0
Continue to implement the Comprehensive Research-Based Reading Plan (CRRP) to monitor student progress and to improve the reading achievement of all students.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	76000
Provide and monitor Title I Supplemental Educational Services (SES) after school to students scoring at FCAT Achievement Levels 1-3, with emphasis on the content clusters of comparisons, words and phrases, main idea, author's purpose, and reference and research.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Provide on-going professional development opportunities for teachers relevant to reading instruction, such as Project Right Beginnings, Project B.E.A.R., Project O.W.L., Project D.R.A.W. and CRISS.	Administrators, Reading Coach	8/20/2007	6/3/2008	District-wide Literacy Plan	2000

Research-Based Programs

The research-based program used for reading at Ben Sheppard Elementary in grades K-5 is Houghton Mifflin, 2003 edition. The school also uses Accelerated Reader, Riverdeep, Voyager, Quick Reads, Reading Plus, CEI, and Learning Today.

Professional Development



School Improvement Plan

2007-2008



Administrators will provide on-going professional development opportunities for teachers relevant to reading instruction. Teachers will attend district staff development specific to their assigned grade level. Provide teachers not previously trained the opportunity to attend Project Right Beginnings (kindergarten), Project B.E.A.R. (first grade), Project O.W.L. (second grade), and Project D.R.A.W. (third grade). Provide kindergarten through fifth grade teachers with opportunities to attend Houghton Mifflin reading training as well as the Reading Standards in-service. Provide teachers not previously trained in CRISS strategies with training by qualified CRISS instructors. Provide continuous mentoring for beginning teachers, and/or teachers new to the school or grade level. The Reading Coach will provide training for the DIBELS and DAR assessments. In addition, the Reading Coach will provide on-going coaching and modeling of lessons in support of the district's Comprehensive Research-Based Reading Plan, as well as monthly professional development sessions.

Evaluation

This objective will be evaluated by utilizing the scores of the 2008 FCAT Reading Test. The school will use the following evaluation tools to diagnose and/or monitor student progress: DIBELS, DAR, Houghton-Mifflin Theme Tests, and District Interim Assessments.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Ben Sheppard Elementary will increase student achievement in mathematics.

Needs Assessment

An assessment of the 2007 FCAT Mathematics Test reveals that 32 percent of students in grades three through five did not meet high standards in mathematics and 37 percent of students in grades three through five did not make learning gains in mathematics. Sixty-nine percent of the lowest 25 percent made adequate progress in mathematics. Analysis of student data indicates that students in grade three were most successful in number sense and algebraic thinking. Fourth grade teachers will focus their instruction on geometry and data analysis. Students in grade four were most successful in geometry. Fifth grade teachers will focus their instruction on algebraic thinking and data analysis. Students in grade five were most successful in measurement, number sense, and geometry. In addition, English language learners and students with disabilities did not meet the No Child Left Behind (NCLB) requirements for Adequate Yearly Progress (AYP) in Mathematics.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by a minimum of 73 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the English Language Learners NCLB subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the Students with Disabilities NCLB subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize state-adopted, research-based mathematics textbooks.	Administrators, Classroom Teachers	8/20/2007	6/3/2008	Seamless PreK-12 Curriculum	20000
Administer District Mathematics Interim Assessments to monitor student progress and focus instruction.	Administrators, Grade Chairs and Teachers.	8/20/2007	6/3/2008	Continuous Improvement Model	0
Incorporate computer programs such as, FCAT Explorer and Riverdeep, to strengthen computation and application skills.	Administrators, Teachers, Microsystems Technician	8/20/2007	6/3/2008	Other/ Not Applicable	0
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in mathematics, and to analyze assessment data using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	Continuous Improvement Model	
Provide and monitor Title I SES after school for students scoring at the lowest 25% in mathematics, including English language learners and students with disabilities, with emphasis on measurement, geometry, number sense, algebraic thinking, and data analysis.	Administrators, Teachers	8/20/2007	6/3/2008	Continuous Improvement Model	
Tutor students at FCAT Levels 3-5 using mathematics enrichment strategies during Saturday School Academy and evaluate using a pre and post test.	Administrators, Teachers	8/20/2007	6/3/2008	Continuous Improvement Model	
Provide on-going professional development opportunities for teachers relevant to mathematics instruction.	Administrators	8/20/2007	6/3/2008	Continuous Improvement Model	1000

Research-Based Programs

The research-based program being used at Ben Sheppard Elementary in grades K-5 is Scott Foresman Mathematics, 2005 edition.

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to mathematics instruction as they become available, according to the Miami-Dade County Public School (M-DCPS) Professional Development Menu and Registration System. Teachers will attend district staff development specific to their assigned grade level. Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.

Evaluation

This objective will be evaluated by utilizing the scores of the 2008 FCAT Mathematics Test. The school will use the District Interim Assessments and Scott Foresman Mathematics unit tests to diagnose and/or monitor student progress. FCAT Explorer and Riverdeep will also be monitored.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Ben Sheppard Elementary will increase student achievement in writing.

Needs Assessment

Data analysis from the 2007 fourth grade FCAT Writing+ Test indicates that 88 percent of students met high standards in writing (3.5 or above). The mean score was higher on Expository than on Narrative responses. The average students' score was 3.6 on Narrative as compared to 3.8 on Expository. All subgroups, with the exception of English language learners, met the NCLB requirements for AYP. The school will emphasize writing in the content areas in order to increase writing achievement.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 90 percent of students in grade four meeting high standards on the 2008 administration of the FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Demonstrate lessons and provide coaching activities to teachers.	Administrators, Reading Coach	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Implement and monitor the use of grade level curriculum maps, aligned with the Sunshine State Standards.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Support the writing process by incorporating the use of text structures in informational texts across the curriculum in all grade levels.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/200	District-wide Literacy Plan	0
Incorporate CRISS strategies and graphic organizers to enhance the writing process.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in language arts, and to analyze assessment data using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	Continuous Improvement Model	0
Develop appropriate writing skills in kindergarten and first grade as presented in the Houghton-Mifflin Core Reading Program and Sunshine State Standards.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	Seamless PreK-12 Curriculum	0
Implement the Ben Sheppard "Bill of Writes" in grades one through five, focusing on a different element of writing each month, to increase effective writing skills.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Design and provide professional development workshops in writing for kindergarten through fifth grade teachers.	Administrators, Reading Coach	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Participate in Daily Language Practice as provided in the Houghton Mifflin Core Reading Program to enhance grammar, punctuation, and writing skills for students in grades one through five.	Administrators, Reading Coach, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	0

Research-Based Programs

The research-based program used at Ben Sheppard Elementary in grades K-5 for writing is Houghton Mifflin, 2003 edition.

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to writing instruction as they become available, according to the Miami-Dade County Public School (M-DCPS) Professional Development Menu and Registration System. Teachers will attend district staff development aligned with the writing objectives. The Reading Coach will model effective writing techniques and will provide training in the area of holistic scoring using the six-point rubric, during the first semester. Teachers will receive professional development in the areas of assessment, the analysis of assessment strategies, and differentiated instruction for all students.

Evaluation

The objective will be evaluated utilizing the scores of the 2008 FCAT Writing+ Test. Monitoring will take place through the use of pre- and mid-year writing prompts. In addition, a monthly writing sample will be kept for all kindergarten and first grade students. A six-point rubric will be used to determine progress and guide instruction.

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

Science Statement

Ben Sheppard Elementary will increase student achievement in science.

Needs Assessment

An analysis of the 2007 FCAT Science Test reveals that 40 percent of students in grade five scored Level 3 or above in science. Data analysis reveals that teachers should focus instruction on earth and space skills. Data analysis indicates the need to provide faculty members with professional development in the areas of science instructional strategies, Best Practices, as well as, assessment and analysis of assessment data.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by a minimum of 65 percent of students in grade five scoring at or above FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the use of grade level pacing guides, aligned with the Sunshine State Standards and interim assessments.	Administrators, Teachers	8/20/2007	6/30/2008	Other/ Not Applicable	80000
Emphasize the on-going curricular utilization of the scientific method as a problem-solving tool applicable to all grade levels and culminating with a school-wide Science Fair.	Administrators, Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Engage all students in kindergarten through grade five in a weekly science inquiry lesson to enhance critical thinking, promote cooperative learning and student involvement in hands-on science.	Administrators, Teachers	8/20/2007	6/3/2008	Seamless PreK-12 Curriculum	0
Reinforce grade-appropriate science content within the language arts curriculum through the use of non-fiction texts during shared or guided reading.	Administrators, Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Conduct quarterly conferences with administrators and teachers to monitor the progress of students who received unsatisfactory grades in science, and to analyze assessment data using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Administrators, Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Conduct parent workshops designed to inform them about the scientific process and hands-on experiments they can do at home with their child.	Administrators, Teachers, Community Involvement Specialists	8/20/2007	6/3/2008	Exchange Meaningful Information	0
Provide on-going professional development opportunities for teachers relevant to science instruction, Best Practices, assessment, and the analysis of assessment data.	Administrators	8/20/2007	6/3/2008	Other/ Not Applicable	1000
Invite students in grades three through five to participate in the Science, Engineering, Communication Mathematics Enhancement (SECME) after school program.	Administrators, Teachers	8/20/2007	6/3/2008	Advanced Academics	5000
Utilize supplemental materials such as, Measuring Up to the Sunshine State Standards and Sciencosaur, as an instructional aid with fifth grade students.	Administrators, Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	12000

Research-Based Programs

The research-based program that will be used at Ben Sheppard Elementary in grades K-5 is Pearson/Scott Foresman Science, 2007 edition.

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to science instruction as they become available, according to the Miami-Dade County Public School (M-DCPS) Professional Development Menu and Registration System. Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level. Provide staff development for faculty in the areas of science instructional strategies, Best Practices, as well as assessment and the analysis of assessment data, and science content.

Evaluation

This objective will be evaluated by utilizing the scores of the 2008 FCAT Science Test. The school will diagnose and/or monitor student progress quarterly using report card grades, as well as district interim assessments.

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

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Parental Involvement Statement

Ben Sheppard Elementary will increase parental involvement.

Needs Assessment

A review of the 2006-2007 monthly logs indicates that there was a three percent increase in the number of parental and community interactions, as compared to the previous year. Attendance at school activities was not influenced by the time of day the activities were held. Volunteer sign-in sheets indicate that 16 percent of our parents are registered as school volunteers. PTA membership records indicate that over 50 percent of our parents did not enroll in the PTA. There is a need for increased parental involvement.

Measurable Objective

Given a school-wide emphasis on encouraging greater parental and community involvement, the school will demonstrate a 5 percentage point increase in the number of parental and community interactions as evidenced by comparing the monthly logs for 2006-07 to the 2007-08 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide each student with an agenda to foster home-school communication.	Administrators	8/20/2007	6/3/2008	Other/ Not Applicable	20000
Provide monthly workshops and seminars to assist parents with the educational, social and emotional development of their children in order to promote an effective relationship between home and school.	Administrators, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	1000
Arrange meetings at a variety of times to maximize opportunities for parents to participate.	Administrators, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0
Encourage parents to utilize the school library and Parent Resource Center and Resource Fair, which provide them with resources to assist their children at home. Encourage parents to utilize the school library and Parent Resource Center and Resource Fair, which provides them with resources to assist their children at home.	Administrators, Community Involvement Specialists, Media Specialist	8/20/2007	6/3/2008	Other/ Not Applicable	0
Promote school involvement by disseminating information about the school's activities via the monthly school calendar, newsletters, flyers, website, marquee, and home visits by the Community Involvement Specialists (CIS).	Administrators, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0
Plan an FCAT Family Night that includes hands-on activities for parents and their children to explore together.	Administrators, Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	
Conduct a Title I Orientation meeting and Open House to acquaint parents with the Title I and other school-wide programs.	Administrators, Teachers, Community Involvement Specialists	8/20/2007	9/30/2007	Improve Public Perception	1000

Research-Based Programs

National Council of Parent and Teacher Association (PTA), National PTA Standards for Parent and Family Involvement Programs.

Professional Development

Administrators will provide on-going professional development for the CIS's relevant to increasing parental involvement. Administrators, parents, and the CIS's will attend Parent Advisory Council (PAC) meetings. Parent workshops will be conducted in English and Spanish. Volunteer program policies and procedures will be reviewed with faculty, staff, and parents.

Evaluation

This objective will be evaluated by a review of 2007-2008 sign-in sheets for school-related activities as compared to 2006-2007. Monthly counts from sign-in sheets will be tabulated in order to monitor parent involvement at school activities.

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"/>

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Discipline & Safety Statement

Ben Sheppard Elementary will improve discipline and safety.

Needs Assessment

During the 2006-2007 school year, the average percentage of daily student attendance was 95.86. Parent notes indicate that students are missing school for common childhood illnesses, such as asthma.

Measurable Objective

Given an emphasis on the relationship between absences and the loss of instructional time, student attendance will improve as evidenced by a .20 percentage point increase in the percentage of daily student attendance during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Announce 100% classroom attendance daily on the morning announcements.	Administrators, Media Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0
Implement an Attendance Action Plan.	Administrators, Teachers, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0
Reward classes with the highest attendance percentage monthly.	Administrators, Teachers, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	1000
Reward students with 100% attendance quarterly.	Administrators, Teachers, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	500
Refer students with more than three absences to the Community Involvement Specialist.	Administrators, Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Conduct phone calls and home visits for students with more than three absences.	Administrators, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	
Notify parents of the revised School Board Rule on attendance.	Administrators, Teachers, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	

Research-Based Programs

Code of Student Conduct

Professional Development

Parent Academy Workshops, PTA Meetings, Title I Parent Workshops

Evaluation

This objective will be evaluated by a review of attendance reports for the 2007-2008 school year as compared to the 2006-2007 school year. The School Climate Survey will also be reviewed.

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 type="checkbox"/>

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Technology Statement

Ben Sheppard Elementary will increase the use of technology.

Needs Assessment

There are 20 portables at Ben Sheppard Elementary School without internet access. As a result, not all students have equal access to technology in the classroom.

Measurable Objective

Given the increased emphasis on Accelerated Reader, eighty percent of the students will actively engage in utilizing technology as evidenced by Accelerated Reader Management Reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Expand the incentive program to promote participation in Accelerated Reader.	Administrators, Media Specialists, Teachers	8/20/2007	6/3/2008	District-wide Literacy Plan	0
Promote the use of Accelerated Reader in first through fifth grade.	Administrators, Media Specialists, Teachers	8/20/2007	6/3/2008	Seamless PreK-12 Curriculum	0
Access the Miami Dade County Elementary Resource Databases.	Administrators, Media Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0
Assign computer lab time available for whole class instruction.	Administrators, Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Participate in virtual field trips to support research in content area curriculum.	Administrators, Media Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0

Research-Based Programs

Accelerated Reader, Riverdeep, FCAT Explorer, Learning Today and Reading Plus

Professional Development

Teachers and staff members will attend ongoing in-house training regarding various software applications throughout the year, given by the Microsystems Technician and members of the school's technology team. Topics will include the following:

- How to Access District/School Email selective groups as needed
- How to Utilize Jump Drives selective groups as needed
- Riverdeep Program Training
- Accelerated Reader Training
- Electronic Gradebook
- Reading Plus
- Learning Today (for ESOL)

Evaluation

This objective will be evaluated by a review of Accelerated Reader Management reports.

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
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Health & Physical Fitness Statement

Ben Sheppard Elementary will increase student achievement in health and physical fitness.

Needs Assessment

Results indicate that 70 percent of the students earned a Silver or Gold award during the 2006-2007 administration of the FitnessGram Test.

Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grades four and five will improve their fitness level in 2007-2008 as evidenced by a two percentage point increase in the total number of Silver and Gold award winners on the FitnessGram Test, when compared to the number of Silver and Gold award winners in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Design activities/lessons that promote muscular strength and endurance for second through fifth grade students.	Administrators, PE Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Encourage all students and their families to participate in the State of Florida's "Family Day" activities promoting a healthy lifestyle.	Administrators, PE Teachers, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0
Encourage participation of regular physical activities and good eating habits for the purpose of improving skills and health.	Administrators, PE Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Encourage parental involvement in promoting physical fitness of students in second through fifth grade via parent education workshops.	Administrators, PE Teachers, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0
Provide students in grades two through five with cardiovascular/aerobic activities to enhance endurance.	Administrators, PE Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0
Implement activities to improve the flexibility levels of students.	Administrators, PE Teachers	8/20/2007	6/3/2008	Other/ Not Applicable	0

Research-Based Programs

District Physical Fitness Test
FitnessGram Test

Professional Development

Provide staff District Professional Development in the following areas:

Track and Field
Rhythm and Dance
Team Sports
Physical Fitness

Evaluation

This objective will be evaluated by reviewing the results of the 2007-2008-Fitness Gram Test, as compared to the 2006-2007 results.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Ben Sheppard Elementary will increase student participation in electives or special areas.

Needs Assessment

Ben Sheppard Elementary experienced a lack of student participation in enrichment programs, with 35 students enrolled in SECME during the 2006-2007 school year. Enrollment was limited due to conflicts with after school tutorial programs.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their participation in enrichment programs, as evidenced by a ten percent increase in student participation in SECME during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Demonstrate lessons and coach activities for students to build strategic thinking in mathematics.	Administrators, SECME Sponsor	8/20/2007	6/3/2008	Academic Enrichment Opportunities	0
Demonstrate lessons and coach activities for students to enhance critical thinking and problem solving in science.	Administrators, SECME Sponsor	8/20/2007	6/3/2008	Academic Enrichment Opportunities	0
Encourage all students in grades three through five to participate in the SECME Program after school.	Administrators, SECME Sponsor	8/20/2007	6/3/2008	Academic Enrichment Opportunities	5000
Schedule SECME on different days than after school tutorial programs.	Administrators	8/20/2007	6/3/2008	Academic Enrichment Opportunities	0
Promote school wide awareness of the SECME program.	Administrators, SECME Sponsors	8/20/2007	6/3/2008	Academic Enrichment Opportunities	

Research-Based Programs

SECME Program

Professional Development

SECME

Evaluation

This goal will be evaluated by reviewing attendance records for the SECME program.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Ben Sheppard Elementary will increase its return on investment

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004, Ben Sheppard Elementary ranked at the 54th percentile and the highest ROI value was 59%.

Measurable Objective

Ben Sheppard Elementary will improve its ranking on the State of Florida ROI index publication by at least one percentile point on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Gather information about the use of financial resources as it relates to school programs.	Administrators	8/20/2007	6/3/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Administrators	8/20/2007	6/3/2008	Other/ Not Applicable	0
Review reconfiguration of existing resources.	Administrators	8/20/2007	6/3/2008	Other/ Not Applicable	0
Expand participation in Dade Partners Resource Program.	Administrators, Community Involvement Specialists	8/20/2007	6/3/2008	Other/ Not Applicable	0

Research-Based Programs

Riverdeep Program
 Houghton-Mifflin Core Reading Program
 Scott-Foresman Florida Mathematics
 Harcourt Science
 Harcourt Florida Social Studies
 Reading Plus
 Accelerated Reader
 Learning Today

Professional Development

Teachers will be trained in the following areas:

Riverdeep
 FCAT Explorer
 Accelerated Reader
 Learning Today
 Reading Plus
 Money Matters
 MSAF

Paraprofessionals will be trained on how to best serve students and meet students' needs in conjunction with the Houghton-Mifflin Core Reading Program.

Evaluation

On the next State of Florida ROI Index publication, Ben Sheppard Elementary will show progress toward reaching the 55th 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:

Funds allocated by the state are disbursed based on the needs of students, educational programs, and areas in need of improvement. All fund disbursements are discussed, reviewed and approved by committee members in order to ensure resources support the overall school organization

Training:

Student performance data is carefully reviewed with committee members so that professional development activities can be planned for staff.

Instructional Materials:

Supplemental, support and resource materials are considered and carefully screened by the committee for the purpose of determining cost effectiveness and material usability.

Technology:

EESAC members work closely with the technology committee, administrators, and computer specialist to continuously optimize and enhance the technology program.

Staffing:

The committee makes recommendations regarding the staffing needs of the school and, when available, allocates funds for this purpose.

Student Support Services:

The Student Support Team and the counseling programs provided at our school site are supported by the committee. Additionally, the services rendered by the psychologist, social worker and onsite therapists receive resources as needed from the EESAC.

Other Matters of Resource Allocation:

Resources for students and teachers are addressed as needed.

Benchmarking:

Benchmarks are continuously assessed and reviewed by members of the EESAC. Recommendations are made based on student performance.

School Safety & Discipline:



School Improvement Plan 2007-2008



School Safety and Discipline are continuously assessed and reviewed by all staff members as well as the EESAC. Recommendations are made based on student, staff and community needs.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	78000
Mathematics	21000
Writing	0
Science	98000
Parental Involvement	22000
Discipline & Safety	1500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	5000
Return On Investment	0
Total	225500



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