

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Skyway Elementary School (5081)

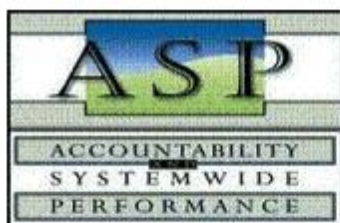
Feeder Pattern - Miami Carol City Senior

Regional Center I

District 13 - Miami-Dade

Principal - Linda Harrison

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Skyway Elementary is a 33 year-old school located on 7.87 acres of land, just south of the Miami-Dade/Broward County line. There are approximately 84.6% students on free or reduced lunch, thus making Skyway a Title I School. The community surrounding the school is comprised of middle-class families residing in single-family homes. The community partners include, but are not limited to business owners, churches, companies, and very active and committed parents. The feederpattern high school for Skyway is Miami Carol City Senior High.

Skyway Elementary currently has 685 students enrolled. The student population breakdown is 51% Hispanic, 46%, Black, 2% White, and 1% other. The stability rate of students is 94%. Approximately 22% of the students at Skyway are English Language Learners (ELL) and are enrolled in English Speakers of Other Languages (ESOL) classes. The percent of students enrolled in programs for disabilities is 5.3.

Results from the 2007 Florida Comprehensive Assessment Test (FCAT) indicate that 82% of third grade students met the proficiency target in the area of reading and 70% in the area of mathematics. The Level 1 and 2 third grade percentage in reading is 18% and 30% in mathematics. Eighty-four percent of fourth grade students met the proficiency target in the area of reading and 75% in the area of mathematics. The Level 1 and 2 fourth grade percentage in reading is 15% and 25% in mathematics. Seventy-three percent of fifth grade students met the proficiency target in the area of reading. The Level 1 and 2 fifth grade percentage in reading is 27%. The retention rate of the students at Skyway is under 5%.

All teachers at Skyway are certified in the subject areas for which they teach. The ethnic breakdown of the teachers at Skyway are 55% Hispanic, 23% Black, 21% White, and 1% other. Fourteen percent of the instructional staff has earned Specialist's Degrees and 47% has earned Master's Degrees. All open positions have been filled and the stability rate of teachers at the school is very steady. Currently, there are no concerns regarding vacancies, recruitment, and retention.

The primary educational goal at Skyway is to provide an approach to public education that promotes high achievement while eliminating low student performance. Literacy is the catalyst of the instructional program, and the centerpiece from which all learning emanates. A highly monitored curriculum, which utilizes standards-based instruction, allows educators at Skyway to focus extensively on critical areas of instruction. To advance teaching and learning, innovative instructional methodologies are employed. These strategies emerge from frequent review and analyses of student achievement data including, but not limited to: test results, classroom assessments, teacher observation, and general progress monitoring. Professional development enhances instructional methodologies, which ultimately enhances student achievement.

Although Skyway's teachers and staff members are committed to excellence, an area of concern is the fact that student attendance is not at the level at which it should be. The primary reason for this challenge is the fact that a high number of Hispanic students tend to leave the country in the middle of the school year to visit relatives. In most cases, the parents of these students do not withdraw them, thus causing the students' attendance record and school percentage to decline. Skyway's Leadership Team is developing strategies to curtail this challenge.

Skyway currently has three grants that are used for improving the academic performance of the students. Reading 1st is a national initiative to improve reading in Kindergarten through grade three that has been used at Skyway for the past three years now. Waterford is a Title III Grant that is used to help English Language Learners (ELL) transition into the English language successfully.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 results.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 results.

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 10 percentage points on the 2008 FCAT Science Assessment, as compared to the 2007 administration of the FCAT Science Assessment.

Given the school-wide emphasis on parental and community involvement, Skyway Elementary 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 an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of indoor suspensions during the 2007-2008 school year, as compared to the 2006-2007 school year.



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Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology 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 four and five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Assessment.

Through active participation in the 5,000 Role Model Program, students will increase and maintain academic success as evidenced by 75% of students maintaining proficiency levels in every subject in their respective grade-levels in the 2007-2008 school year, as evidenced by report cards and FCAT scores.

Skyway Elementary School's return on investment percentile ranking will increase by 1 percentage point.

Results of the 2007 Organizational Snapshot survey are not yet available, but will be revealed once the data is released.



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.

5081 - SKYWAY ELEMENTARY SCHOOL

VISION

Skyway Elementary School provides a high quality education to a diverse community of learners, which helps students exceed academic potential and strive for excellence.

MISSION

Skyway Elementary is more than a school. It is a loving, learning, caring, laboratory for lucky children who reach for the stars by reading, believing, achieving, and succeeding at everything.

CORE VALUES

Skyway Elementary School believes that building ethical and moral character is vital to becoming active responsible citizens in a democratic society. Skyway is dedicated to providing students with meaningful experiences, which demonstrate honesty, integrity, respect and responsibility. These values, among others will assist in making students wise decision-makers throughout life in their pursuit of excellence. At Skyway, "The Sky is the Limit!"

School Demographics

Skyway Elementary is a 33 year-old school located on 7.87 acres of land, just south of the Miami-Dade/Broward County line. There are approximately 84.6% students on free or reduced lunch, thus making Skyway a Title I School. Students leave Skyway after completing 5th grade, then transition to either Lake Stevens Middle, a "C" rated school from the Florida Department of Education; or they may attend Carol City Middle, an "F" rated school. Thereafter, they attend Miami Carol City Senior High, an "F" rated school, which is the feeder pattern high school. The community surrounding the school is comprised of middle-class families residing in single-family homes. The community partners include, but are not limited to business owners, churches, companies, and very active and committed parents.

Skyway Elementary currently has 685 students enrolled. The student population breakdown is 51% Hispanic, 46%, Black, 2% White, and 1% other. The stability rate of students is 94%. Approximately 22% of the students at Skyway are English Language Learners (ELL) and are enrolled in English Speakers of Other Languages (ESOL) classes. The percent of students enrolled in programs for disabilities is 5.3.

Currently, Skyway is undergoing construction to build a new cafeterium on the north side of the school in the open field. This project should be completed by April of 2008. At the present time, there are no portables on the property.

Results from the 2007 Florida Comprehensive Assessment Test (FCAT) indicate that 82% of third grade students met the proficiency target in the area of reading and 70% in the area of mathematics. The Level 1 and 2 third grade percentage in reading is 18% and 30% in mathematics.

Eighty-four percent of the fourth grade students met the proficiency target in the area of reading and 75% in the area of mathematics. The Level 1 and 2 fourth grade percentage in reading is 15% and 25% in mathematics.

Seventy-three percent of fifth grade students met the proficiency target in the area of reading. The Level 1 and 2 fifth grade percentage in reading is 27%.

The retention rate of the students at Skyway is under 5%. Student attendance has increased from 94.67% to 95.12% as compared to the 2006-2007 school year. Skyway continues to work towards improving student attendance.

Skyway employs 63 full-time (63%) and 16 part-time (37%) staff members. Many decisions concerning student performance and teacher retention emanate from a collaboration with the Leadership Team at Skyway. The team is comprised of the Principal, Assistant Principal, Mathematics/Science Coach, School Counselor, Media Specialist, and two Reading Coaches. Other support personnel include a Community Involvement Specialist, Speech Therapist, Media Specialist, clerical staff, custodial staff, cafeteria staff, volunteers, and an active Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA). These dedicated groups of individuals serve the students with love by creating a sense of belonging for each child who enters the doors of Skyway Elementary. Students are taught with a diversity of teaching styles.

All teachers at Skyway are certified in the subject areas for which they teach. The ethnic breakdown of the teachers at Skyway are 55% Hispanic, 23% Black, 21% White, and 1% other. Fourteen percent of the instructional staff has earned Specialist's Degrees and 47% has earned Master's Degrees. All open positions have been filled and the stability rate of teachers at the school is very steady. Currently, there are no concerns regarding vacancies, recruitment, and retention.

Specialized programs implemented at Skyway include the following: Special Education for all grades with an Inclusion Model for students in third through fifth; a content-focused Gifted Program in grades 1-5; English Language Learner's Program (ELL), which provides instruction for students in their native language; Extended Foreign Language Program (EFL) for students in kindergarten through fifth grade; an Academic Excellence Program (AEP) which focuses on higher order thinking skills for non-gifted selected students in second through fifth grade; and a Pre-kindergarten Special Education Speech and Language Development half-day Program. The average class size for Kindergarten through third grade is 1:18 and for fourth and fifth, it is 1:22.

There are two Special Education (SPED) teachers who service the students at Skyway. Kindergarten through second grade students are resourced throughout the day. Third through fifth grade students are serviced through an inclusion model, which has proven to be very successful. The average class size breakdown per grade level is as follows:

K – 1:2
1st – 1:3
2nd – 1:5
3rd – 1:5
4th - 1:9
5th - 1:7

Skyway has Dade Partners, who assists the school with carrying out an effective education for the students. Mr. Robert Balogh, a real-estate business owner is one of Skyway's partners and supporters and has assisted the school with carrying out many school-wide



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incentives. United Healthcare has also helped Skyway with special projects and activities at the school, Publix Grocery Store of River Run has contributed to the school in various capacities, and the Miami Dolphins has helped the students through incentives given to students for doing the right thing.

Staff members at Skyway are committed to excellence by providing critical thinking educational opportunities, which enable all students to succeed. This school, which is comprised of a diverse student population, focuses on literacy, while building strong academic practices in every subject area. Creating life-long learners is a major goal at Skyway. Educators at Skyway believe that all students benefit from educational experiences that introduce and infuse diverse teaching methodologies, which leads to a quality learning environment.

Although Skyway's teachers and staff members are committed to excellence, an area of concern is the fact that student attendance is not at the level at which it should be. The primary reason for this challenge is the fact that a high number of Hispanic students tend to leave the country in the middle of the school year to visit relatives. In most cases, the parents of these students do not withdraw them, thus causing the students' attendance record and school percentage to decline. Skyway's Leadership Team is developing strategies to curtail this challenge.

School Foundation

Leadership:

Leadership fell in first place along with the Faculty and Staff area. Staff members tend to be very pleased with the instructional leadership of the Principal and Assistant Principal. Some factors that may contribute to this high rating are very synonymous with those factors under the category of Faculty and Staff. However, some additional factors may include the interaction with the teachers and employees, the recognition of staff members for birthdays, contributions, teacher/staff of the month, and other incentives that are offered to employees.

District Strategic Planning Alignment:

The category of Human Resource rated a 4.6 on the 5-point scale scoring first place out of the six categories. Results from this category were the strongest, indicating that the vast majority of staff members felt most comfortable. Factors that may contribute to the high rating include, but are not limited to Skyway's Leadership Team and administration consistently exhibiting positive interpersonal skills, displaying concern for staff members, promoting collaboration and team-building, and fostering leadership skills by empowering staff members.

Stakeholder Engagement:

This category rated a 4.4 on the 5-point scale ranking in the fifth place out of the six categories, leaving room for improvement. Factors that may contribute to improving Stakeholder Engagement include, but are not limited to making certain that Skyway Elementary School's staff members are readily prepared to satisfy the needs of stakeholders and customers effectively and efficiently, enabling staff members to collaborate on decisions concerning community problems and concerns, and encouraging staff members to ask questions concerning the satisfaction or lack thereof related to work performance.

Faculty & Staff:

The category of Human Resource rated a 4.6 on the 5-point scale, ranking in the first place out of the six categories. Results from this category were the strongest, indicating this area to be where the vast majority of staff members felt most comfortable. Factors that may contribute to the high rating include, but are not limited to Skyway's Leadership Team and administration consistently exhibiting positive interpersonal skills, displaying concern for staff members, promoting collaboration and team-building, and fostering leadership skills by empowering staff members. Teachers who are new to Skyway Elementary are given a New Teacher Handbook outlining roles, responsibilities, and expectations. Skyway's Leadership Team reviews this handbook with newly hired teachers at the beginning of each new school year and mentors keep new teachers cognizant of essential information necessary to professional development.

Mentor teachers are experienced and highly qualified in the subject for which they teach. A Professional Growth Team is assigned to all annual contract teachers at the beginning of each school year. Grade level chairpersons also assist and mentor teachers on the grade level. The Assistant Principal meets with all newly hired instructional personnel on a monthly basis. Department chairpersons are utilized as liaisons between administration and staff and disseminate information accordingly in monthly departmental meetings. Every effort is made to ensure that staff members are comfortable in the workplace, thereby allowing each to perform at optimum levels of productivity.

Data/Information/Knowledge Management:

Measurement, Analysis, and Knowledge Management rated a 4.6 on the 5-point scale ranking in the second place out of the six categories. Some of the contributors for this high rating emanate from the fact that teachers are trained on how to effectively analyze student data resulting from assessments. Additionally, teachers are trained in how to review assessment data and use the data to manipulate the manner in which they continue to teach. Results from data identifies problematic areas in which students need assistance. Teachers are constantly encouraged to analyze student data on a consistent and on-going basis. Other factors that may contribute to the high approval rating include but are not limited to the knowledge that staff members possess regarding the quality of their job responsibilities.

Education Design:



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The category of Education Design rated a 4.4 on the 5-point scale ranking in the fourth place out of the six categories. Results from the performance assessment indicate room for improvement. Factors that may contribute to improving this category include, but are not limited to the following: ensuring that teachers have the instructional materials needed to effectively teach students at high levels of achievement, ensuring that the class size reduction law is effectively implemented in every classroom, thereby giving teachers the comfort level needed to reach more students without the overcrowding in the classrooms, removing obstacles that impede organizational progress, providing more opportunities for employees to interact with parents and community members through school-wide initiatives and events, and providing teachers with latitude and autonomy to be innovative and creative through their individual teaching modalities.

Skyway Elementary provides before and after school tutoring to students in grades two through five. Certified teachers provide extra academic assistance to struggling students in the areas of reading, writing, Mathematics, and science before and after school. Supplemental materials are used in the tutorial programs complimenting what is used and taught in the classroom. Student attendance is recorded and monitored and also used for evaluating the effectiveness of the tutorial programs.

Running parallel to the tutorial programs is an Academic Excellence Program (AEP), which is enrichment-centered for second through fifth grade students who scored above the median percentile on the 2007 NRT and for second grade students who scored at or above the 51 percentile on the 2007 Stanford Achievement Test.

Performance Results:

The area of Performance Results rated a 4.5 on the 5-point scale ranking in the third place out of the six categories. Factors contributing to the approval rating include, but are not limited to exposing staff members to data regarding the quality of their work, providing support personnel to assist with the day-to-day challenges associated with the workload, and implementing structured processes that will assist in executing optimum results.



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

Reading Statement

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

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test indicate that 18% of students in grades three through five are Level 1, thus not having high standards in the area of Reading. Based upon the results, the benchmarks that appear to need focus and reinforcement in grades three through five are reference and research, words/phrases and comparisons. Progress monitoring will take place bi-weekly and place emphasis on problematic content clusters for all AYP subgroups.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 results.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|----------|------------------------------|--------|
| Utilize data from the STAR Program to monitor student progress. | Reading Coach Assistant Principal Media Specialist Grade Level Teachers | 08/27/2007 | 05/30/08 | Other/ Not Applicable | 0 |
| Employ hourly retired teachers to work with struggling readers. | Principal | 08/20/2007 | 06/05/08 | Other/ Not Applicable | 20000 |
| Inform teachers of suggested Miami-Dade County Public Schools Pacing Guides. | Principal Assistant Principal Reading Coaches | 08/20/2007 | 05/30/08 | Other/ Not Applicable | 0 |
| Continue to utilize Project CRISS as a teaching strategy while implementing the Comprehensive Research-Based Reading Program. | Grade Level Teachers Special Area Teachers | 08/20/2007 | 05/30/08 | Other/ Not Applicable | 0 |
| Utilize FCAT Item Specifications provided by the Florida Department of Education and the Comprehensive Research-Based Reading Plan (CRRP). | Reading Teachers Math/Science Coach | 08/20/2007 | 05/30/08 | Other/ Not Applicable | 0 |
| Continue utilizing the Accelerated Reader Program using the goal-setting point system. | Media Specialist Grade Level Teachers | 08/20/2007 | 05/30/08 | Other/ Not Applicable | 0 |
| Continue to utilize the "Analogy of the Day" over closed circuit TV. | Media Specialist | 08/20/2007 | 5/30/08 | Other/ Not Applicable | 0 |
| Continue to utilize the daily Reading Tutorial Program in grades three through five for one hour before school and two hours after school. | PrincipalAssistant PrincipalReading Leader | 09/4/2007 | 05/30/08 | Other/ Not Applicable | 31000 |
| Implement the Continuous Improvement Model to monitor student achievement and the instructional program on an on-going basis. | Principal, Assistant Principal, Leadership Team | 08/20/07 | 05/30/08 | Continuous Improvement Model | |
| Use the Regional Center data debriefing protocols to conduct data debriefing sessions. | Principal, Assistant Principal, Leadership Team | 08/20/07 | 05/30/08 | Continuous Improvement Model | |

Research-Based Programs

Accelerated Reader
 Voyager Passport
 QuickReads
 Early Success
 Soar to Success
 Waterford Early Reading System

Professional Development

CRISS Training
 ESOL Training
 FCAT Best Practices Training
 Reading First Training
 CRRP Training
 Houghton Mifflin Training

Evaluation



School Improvement Plan 2007-2008



Formative Assessments

- District Interim Assessments
- STAR Testing
- School-wide pre-tests
- Houghton Mifflin Reading Assessments
- Teacher-made 9-week assessments
- DIBELS Assessments

Summative Assessments

- District Interim Assessments
- School-wide post-tests
- Houghton Mifflin Post Assessments
- Teacher-made 9-week assessments
- 2007 FCAT Reading Component

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Students will make annual learning gains sufficient to demonstrate the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test indicate that 16% of students in grades three through five are Level 1, thus not having high standards in the area of mathematics. Based upon the results, the benchmarks that appear to need focus and reinforcement in grade three and four are algebraic thinking and data analysis and probability. Progress monitoring will take place bi-weekly and place emphasis on problematic content clusters for all AYP subgroups.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 results.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|------------------------------|--------|
| Utilize Item Specifications and Hardcourt Brace Mathematics Basal. | Grade Level Teachers | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Inform teachers of suggested Miami-Dade County Public Schools Pacing Guides as a means of reinforcing lessons. | Principal Assistant Principal Reading Coaches | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Continue to utilize Project CRISS as a teaching strategy while implementing the District mathematics program. | Leadership Team Grade Level Teachers Special Area Teachers | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Employ hourly retired teachers to work with struggling mathematics students. | Principal | 08/20/07 | 05/30/08 | Other/ Not Applicable | 15000 |
| Provide weekly hands-on mathematics activities inside classrooms. | Math/Science Coach | 08/27/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Continue to utilize Problem of the Day as a daily school-wide activity. | Math/Science Coach Grade Level Teachers | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Continue to utilize the Academic Excellence Program (AEP) to enhance the problem-solving skills of high-achieving students. | Principal Assistant Principal Math/Science Coach AEP Teachers | 09/10/07 | 05/09/08 | Other/ Not Applicable | 21000 |
| Continue to utilize a daily Mathematics Tutorial Program in grades three through five for one hour before and after school using pre/post assessments as measuring instruments. | Principal Assistant Principal Math/Science Coach | 09/17/07 | 05/09/07 | Other/ Not Applicable | 15000 |
| Implement the Continuous Improvement Model to monitor student achievement and the instructional program on an on-going basis. | Principal, Assistant Principal, Leadership Team | 08/20/07 | 05/30/08 | Continuous Improvement Model | |
| Use the Regional Center data debriefing protocols to conduct data debriefing sessions. | Principal, Assistant Principal, Leadership Team | 08/20/07 | 05/30/08 | Continuous Improvement Model | |

Research-Based Programs

FCAT Explorer
RiverDeep

Professional Development

CRISS Training
Mathematics inservices offered by the district
FCAT Best Practices Training

Evaluation

Formative Assessments
District Interim Assessments
School-wide pre-tests
Teacher-made 9-week assessments

Summative Assessments
School-wide post-tests
District interim assessments
Teacher-made 9-week assessments
2007 FCAT Mathematics Component

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

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

Writing Statement

Fourth grade students will achieve the minimum writing score sufficient to meet proficiency levels on the 2008 FCAT Writing+.

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test FCAT Writing+ indicate that 7% of students in grade four have not met high standards in the area of writing. Progress monitoring will take place bi-weekly and place emphasis on problematic content clusters for all AYP subgroups.

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 demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|----------|-----------------------|--------|
| Organize writer's fair displaying students' writing for parents. | Grade Level Teachers | 04/14/08 | 04/18/08 | Other/ Not Applicable | 0 |
| Develop an Early Bird and After School Writing tutorial program for fourth graders one hour twice weekly using pre/post assessments as diagnostic instruments. | Assistant Principal Tutorial Teachers | 09/17/07 | 05/12/08 | Other/ Not Applicable | 5000 |
| Initiate a "Writer of the Month" Program where one student per grade level will be identified | Assistant Principal Grade Level Teachers | 09/17/07 | 05/12/08 | Other/ Not Applicable | 0 |
| Continue to implement pre/post district assessments in writing. | Grade Level Teachers Reading Coaches Assistant Principal | 08/30/07 | 05/12/08 | Other/ Not Applicable | 0 |
| Administer monthly writing prompts with continuous feedback for improvement. | Grade Level Teachers Reading Coaches Assistant Principal | 08/30/07 | 05/12/07 | Other/ Not Applicable | 0 |
| Continue to utilize Project CRISS as an effective teaching strategy. | Leadership Team Grade Level Teachers Special Area Teachers | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |

Research-Based Programs

Accelerated Reader
 Voyager Passport
 QuickReads
 Early Success
 Soar to Success

Professional Development

FCAT Writing+ Training
 Best Practices in writing

Evaluation

Formative Assessments
 District Writing Tests
 School-made pre-tests in writing
 Houghton Mifflin Writing Assessments
 Monthly writing prompts

Summative Assessments
 School-made post-tests
 Houghton Mifflin Post Writing Assessments
 Teacher-made 9-week assessments
 2008 FCAT Writing Assessment

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

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

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test indicate that 49% of students in grade five are Levels 1 and 2, thus not having high standards in the area of science. Based upon the results, the benchmarks that appear to need focus and reinforcement in grade five are scientific thinking and life and environmental. Progress monitoring will take place bi-weekly and place emphasis on problematic content clusters for all AYP subgroups.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 10 percentage points on the 2008 FCAT Science Assessment, as compared to the 2007 administration of the FCAT Science Assessment.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|----------|---|--------|
| Inform teachers of suggested Miami-Dade County Public Schools Pacing Guides as a means of reinforcing classroom lessons. | PrincipalAssistant PrincipalReading Coaches | 08/20/07 | 05/30/08 | District-wide Literacy Plan | 0 |
| Continue to utilize a science tutorial program in grade five for one hour before and after school twice weekly. | PrincipalAssistant PrincipalMath/Science CoachTutorial Teachers | 09/17/07 | 05/30/08 | Academic Enrichment Opportunities | 36000 |
| Model hands-on science activities in classrooms to foster scientific thinking. | Math/Science Coach | 08/27/07 | 05/12/08 | Education Innovation | 0 |
| Utilize Project CRISS as a teaching technique. | Leadership TeamGrade Level TeachersSpecial Area Teachers | 08/20/07 | 05/12/08 | Education Innovation | 0 |
| Promote a school-wide Science Fair and Curriculum Showcase for parents and students. | Leadership TeamGrade Level TeachersSpecial Area Teachers | 04/14/08 | 04/18/08 | Education Innovation | 0 |
| Administer a science pre/post test to fifth grade students. | Science Teachers | 08/20/07 | 05/12/08 | Continuous Improvement Model | 0 |
| Use the Regional Center data debriefing protocols to conduct data debriefing sessions. | Principal, Assistant Principal, Leadership Team | 08/20/07 | 05/30/08 | Continuous Improvement Model | |
| Implement the Continuous Improvement Model to monitor student achievement and the instructional program on an on-going basis. | Principal, Assistant Principal, Leadership Team | 08/20/07 | 05/30/08 | Continuous Improvement Model | |

Research-Based Programs

Scott Foresman Science Basal
FCAT Explorer
RiverDeep
QuickReads

Professional Development

Science Best Practices

Evaluation

Formative Assessments
District Science Tests
School-wide pre-tests
District Interim Science Assessments
Teacher-made 9-week science assessments

Summative Assessments
School-wide post-tests
District Interim Science Assessments
Teacher-made 9-week assessments
2008 FCAT Science Component

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

The parents at Skyway Elementary will increase participation in school-wide activities and initiatives.

Needs Assessment

Results from the 2006-2007 Parental Sign-in Logs indicate that 13 percent of parents were not actively involved in the activities, workshops, PTA Meetings, and initiatives held at Skyway Elementary School.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, Skyway Elementary 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 |
|--|--|------------|----------|---------------------------------|--------|
| Recruit room parents to assist in classrooms. | Community Involvement Specialist PTA Board Grade Level Teachers | 08/20/07 | 06/05/08 | Parental Choice Options | 0 |
| Provide frequent information to parents regarding the Parent Academy. | PTA Community Involvement Specialist Principal | 08/20/07 | 05/30/08 | Exchange Meaningful Information | 11000 |
| Maintain a Parental Involvement Log and document the number of parents who attend activities and events each grading period. | Teachers PTA Board Community Involvement Specialist Media Specialist | 08/20/07 | 06/05/08 | Parental Choice Options | 0 |
| Survey parents to ascertain the manner and extent to which they would like to be involved. | Principal Community Involvement Specialist PTA | 09/24/07 | 06/05/08 | Improve Public Perception | 0 |
| Use the "Reading Is Fundamental" (RIF) Program to promote family literacy. | Reading Coaches Media Specialist 2nd Grade Teachers Special Area Teachers | 10/15/07 | 06/05/08 | Education Innovation | 150 |

Research-Based Programs

National Parent Teacher Association Standards (PTA)

Professional Development

Community Involvement Yearly Meetings
District Advisory Council Meetings (DAC)
PAC Meetings
PTA Meetings

Evaluation

The degree to which parental involvement has increased will be measured by documentation from parent sign-in logs emanating from Open House, parent conferences, school-wide activities, and all other events offered at the school compared to the 2006-2007 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Skyway Elementary School will decrease the number of indoor suspensions during the 2007-2008 school year.

Needs Assessment

Results from documented suspensions indicate that 2 percent of the students at Skyway Elementary School were suspended indoors in the 2006-2007 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of indoor 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 the PROUD Program | Assistant Principal Counselor | 09//17/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Promote the "Do the Right Thing" and Miami Dolphins Student of the Week Programs. | PrincipalAssistant PrincipalGrade Level TeachersCounselor | 08/20/07 | 05/30/08 | Other/ Not Applicable | 300 |
| Promote Connect With Kids(Character Education Program) through on-going parent conferences. | Counselor Media Specialist | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Promote a bully-free program at the school. | Assistant Principal Grade Level Teachers Counselor | 08/20/07 | 06/05/08 | Other/ Not Applicable | 0 |
| Hold frequent parent conferences to prevent disciplinary problems from continuing. | Principal Assistant Principal Discipline Committee Counselor | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Promote the Student of the Month initiative by recognizing students who have exhibited good behavior and deportment every month. | Principal, Assistant Principal, Teachers | 08/20/07 | 05/30/08 | Diversity & Educational Equity | 300 |

Research-Based Programs

N/A

Professional Development

As workshops, in-services, and other professional development courses on discipline and safety become available through M-DCPS the Discipline Committee and other appropriate personnel will attend and implement strategies and techniques at Skyway Elementary.

Evaluation

The degree to which the number of indoor suspensions has declined will be based upon the number of Student Case Management System(SCMS) Forms processed through the Integrated Student Information System (ISIS) during the school year.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Skyway Elementary School will increase the use of technology in grades two through five through web-based instructional programs.

Needs Assessment

Analyses of the 2006-2007 computer-generated electronic reports revealed that 57 percent of students are not using the web-based instructional programs available through the internet.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|----------|-----------------------------------|--------|
| Inform students and parents of available web-based resources to reinforce student learning. | Technology Coordinator Media Specialist Grade Level Teachers | 08/20/07 | 05/30/08 | Academic Enrichment Opportunities | 0 |
| Utilize technology to retrieve, evaluate, and infuse information related to student progress. | Leadership Team Teachers | 08/20/07 | 05/30/08 | Academic Enrichment Opportunities | 0 |
| Infuse web-based programs into the curriculum, giving students daily opportunities to utilize technology. | Teachers Media Specialist | 08/20/07 | 05/30/08 | Education Innovation | 0 |
| Reinforce technology skills in students through the Atomic Learning Program adopted for the 2007-2008 school year. | Media Specialist Technology Coordinator | 10/02/07 | 05/30/08 | Academic Enrichment Opportunities | 0 |
| Reward students for using technology as a learning tool by providing incentives for reaching pre-determined goals. | Teachers Media Specialist | 09/05/07 | 05/30/08 | Other/ Not Applicable | 1000 |
| Purchase laptops on a moveable cart for teachers to enhance technology use with students in the classrooms. | Principal, Classroom Teachers | 09/07/07 | 09/28/08 | Education Innovation | 13000 |
| Students in grades 3-5 will log on to FCAT Explorer and RiverDeep to enhance FCAT skills in preparation for the 2008 FCAT. | Teachers, Media Specialist | 09/10/07 | 05/30/08 | Academic Enrichment Opportunities | 0 |

Research-Based Programs

FCAT Explorer
Riverdeep
Voyager Passport

Professional Development

ITS Courses
RiverDeep
FCAT Explorer Training
Electronic Gradebook Training

Evaluation

The FCAT Explorer usage Reports from the 2007-2008 school year will show an increase of 10 percentage points when compared to the reports from the 2006-2007 school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Students at Skyway will reach optimal levels of physical fitness while participating in a rigorous and balanced physical fitness program.

Needs Assessment

Results from the 2006-2007 Presidential Physical Fitness Award Program indicate that 58% students in grades four and five did not receive physical fitness awards. These results indicate a need for all students to become physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Assessment.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|----------|-----------------------|--------|
| Participate in the Jump Rope for Heart program. | Physical Education Teachers | 04/21/08 | 04/25/08 | Other/ Not Applicable | 0 |
| Participate in the Presidential Physical Fitness Award Program. | Physical Education Teachers | 10/01/07 | 10/05/07 | Other/ Not Applicable | 500 |
| Promote improvement in cardiovascular exercises, muscular strength and endurance through the district's grade level expectations in physical education. | Physical Education Teachers Grade Level Teachers | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Incorporate the FITNESSGRAM into the physical education curriculum. | Physical Education Teachers Grade Level Teachers | 10/01/07 | 05/30/08 | Other/ Not Applicable | 300 |
| Participate in annual Field Day activities | Physical Education Teachers Grade Level Teachers | 04/14/08 | 04/18/08 | Other/ Not Applicable | 100 |

Research-Based Programs

2007-2008 FITNESSGRAM

Professional Development

FITNESSGRAM Training

Evaluation

Physical education teachers will administer the health-related FITNESSGRAM Test. A copy of the test will be placed in each students' portfolio and another copy will be sent home to parents.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Skyway Elementary School will increase the number of students involved in the 5,000 Role Model Program.

Needs Assessment

Based upon the number of in and outdoor suspension of boys, there needs to be a program in place to encourage students to improve academics, behavior, and views about life.

Measurable Objective

Through active participation in the 5,000 Role Model Program, students will increase and maintain academic success as evidenced by 75% of students maintaining proficiency levels in every subject in their respective grade-levels in the 2007-2008 school year, as evidenced by report cards and FCAT scores.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|----------|-----------------------|--------|
| Highlight and promote student successes in the 5,000 Role Models Program over closed-circuit TV. | 5,000 Role Models Coordinator Media Specialist | 09/17/07 | 05/30/08 | Other/ Not Applicable | 500 |
| Utilize role models to serve as ushers, mentors, or assistants to promote community service. | 5,000 Role Model Coordinator | 09/17/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Monitor academic performance of students participating in the program | 5,000 Role Model Coordinator Assistant Principal Teachers | 10/29/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Participate in program-related activities to promote good moral character. | 5,000 Role Model Coordinator Principal Assistant Principal | 09/17/07 | 05/30/08 | Other/ Not Applicable | 0 |

Research-Based Programs

Miami-Dade County Public School's Character Education Initiative

Professional Development

The 5,000 Role Model's Coordinator will attend conferences, trainings, meetings and other program related events associated with the effective implementation of this program.

Evaluation

Every nine-week period, report cards of students enrolled in the 5,000 Role Model Program will be reviewed for progress. The degree to which students have improved their academics will be documented.

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 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

Skyway Elementary School will rank at or above the 75th percentile statewide in the Return on Investment (ROI) Index.

Needs Assessment

The most recent data supplied by the FLDOE indicates that a 23 percent gap exists between the amount of financial resources expended at Skyway for student achievement and the return on investment.

Measurable Objective

Skyway Elementary School's return on investment percentile ranking will increase by 1 percentage point.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|----------|-----------------------|--------|
| Collaborate with the district and regional center on resource allocation. | Principal | 09/17/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Leadership Team EESAC Members PTA Members | 09/17/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Become better informed regarding the use of financial resources in relation to school programs. | Leadership Team EESAC Members PTA Members | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Consider shared use of facilities and partnering with community agencies. | Principal EESAC Members PTA Members | 08/20/07 | 05/30/08 | Other/ Not Applicable | 0 |
| Collaborate with EESAC and the Leadership Team to review the school budget. | Leadership Team EESAC Members PTA Members | 09/04/07 | 05/30/08 | Other/ Not Applicable | 0 |

Research-Based Programs

Professional Development

MSAF Training
Internal Funds Training
Regional Center I Budget Conferences

Evaluation

Skyway will compare its return on investment (ROI) to the next publication of the ROI index.

EESAC Compliance

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

Budget:

The EESAC made recommendations relative to the school's budget. With the principal's input, it was determined how EESAC will assist in meeting the goals and objectives of the School Improvement Plan (SIP).

Training:

Based on needs assessments and available funding, the EESAC will determine the professional development needed to assist in meeting the goals and objectives in the School Improvement Plan (SIP). Professional development training may range anywhere from curriculum to team building based upon the need area and subject area.

Instructional Materials:

Emanating from the needs assessments and available funding, the EESAC will determine the instructional materials needed to assist in meeting the goals and objectives of the SIP. Instructional materials may include a variety of subject area books, mathematics manipulatives, hands-on science materials, supplemental workbooks, computer software, and/or advanced technology equipment. Monies may also be expended for student incentives.

Technology:

The EESAC discussed the current status of school-wide technology and future technology needs. Currently, each classroom has three computers and one inkjet printer. Additionally, each grade level has one laser printer. Each special area classroom has two to three computers and one inkjet printer. The computer lab has eight touch screen computers, four ScanJet scanners and one color laser printer. The media center has ten computers, two ScanJet scanners, and one color laser printer. The ESE technology grant has provided six individual workstations. Each workstation includes a computer, scanner, and an inkjet printer.

There are approximately 130 computers throughout the school. The Bilingual technology grant has provided the ESOL Program with three individual workstations and one laser printer. This grant was provided by the Waterford Company. In 2003, Skyway Elementary School received 95 new computers through the district's replacement plan. Skyway has used the E-Rate funds to develop an in-house network hosting the school wide Accelerated Reader Program. The EESAC believes that technology plays a fundamental part in reaching the goals and objectives of the SIP, and is committed to upgrading existing technology, purchasing additional software, computers and printers, and will continue to provide activities designed to improve the infusion of technology into the curriculum.

Staffing:

The EESAC addressed and discussed staff allocations. Staffing is based on the budget; however Skyway will continue to lower class size in grade three making the student ratio 18:1 with one paraprofessional. This will be executed contingent upon available funds.

Student Support Services:

The EESAC considered the delivery of student support services. Currently, there is one full-time counselor, a Community Involvement Specialist, two reading coaches, a Math/Science Coach, and instructional paraprofessionals to assist with student achievement. These individuals are committed to meeting the goals of the SIP.



School Improvement Plan 2007-2008



Other Matters of Resource Allocation:

The EESAC recommended the continued use of the Science Engineering Mathematics Aerospace Academy (SEMAA). This program supports the goals of the SIP.

Benchmarking:

The EESAC discussed and collaborated on the goals and objectives of the SIP. It was determined that there will be ongoing documented measurable activities. The EESAC, in conjunction with the Leadership Team, were assigned to specific goals and objectives that will be monitored throughout the school year. Individual members will be responsible for ensuring that strategies are being implemented and appropriately documented. Progress monitoring will take place in October, January (Mid-Year Review) and May (End of the Year Review).

School Safety & Discipline:

The EESAC recommended that more focus be placed on safety and discipline. In executing this need, the following student clubs and programs are currently being implemented: AAA Safety Patrols, Do the Right Thing Program, Miami Dolphins Student of the Week, Anti-bullying, Character Education Curriculum and the 5,000 Role Models Program.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---------------------------|---------------------|
| Reading | 51000 |
| Mathematics | 51000 |
| Writing | 5000 |
| Science | 36000 |
| Parental Involvement | 11150 |
| Discipline & Safety | 600 |
| Technology | 14000 |
| Health & Physical Fitness | 900 |
| Electives & Special Areas | 500 |
| Return On Investment | 0 |
| Total | 170150 |



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