

SCHOOL IMPROVEMENT PLAN 2007 - 2008

South Pointe Elementary School (5091)

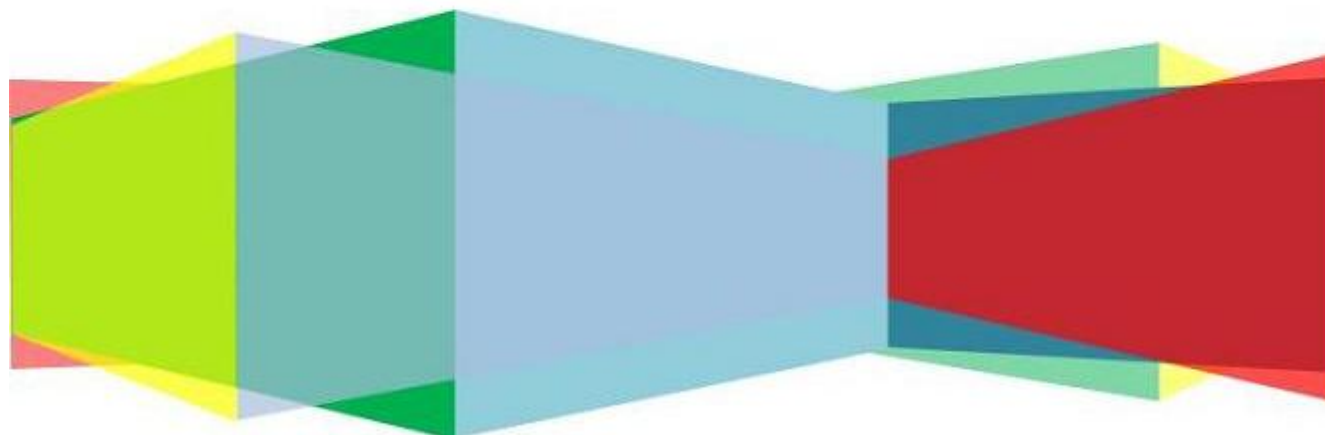
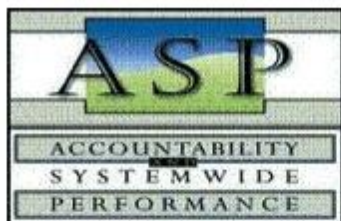
Feeder Pattern - Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Melanie Fishman

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

South Pointe Elementary School consists of a small two-story campus sitting on 5 acres of land at the south end of South Beach. The school was established in 1991 as an experimental school through a partnership between Miami-Dade County Public Schools and Education Alternatives, Inc. (EAI), a private, for-profit corporation. The educational philosophy of this joint venture was based on the Tesseract Model which held that all children are unique entities that require Personal Education Plans. Tesseract methods are based on a broad liberal arts curriculum integrated with authentic assessment. Children were also provided with opportunities to learn based on whatever medium they were comfortable with. Assessments consisted of formal and informal self-assessments as well as portfolio development. Due to a lack of evidence supporting significant improvement in student achievement, South Pointe Elementary returned to the jurisdiction of Miami-Dade County Public Schools in 1995.

The City of Miami Beach contains five elementary schools which feed into the city's only middle school, Nautilus Middle, and its only senior high school, Miami Beach Senior High. South Pointe is a Title I Pre-Kindergarten through grade six school with 469 students. Ethnically, the school's student population is 63 percent Hispanic, 24 percent White, nine percent Black and four percent are of other ethnic designations. Of these groups, 73 percent are on free or reduced lunch, 23 percent are English Language Learners (ELL), 25 percent are gifted and 5 percent have other exceptionalities. Class sizes are kept low in order to maximize instruction, with 17.3 being the average class size in primary and 20.4 being the average class size in the intermediate grades. NCLB Subgroups accountable for Adequate Yearly Progress (AYP) determination include White, Hispanic, Economically Disadvantaged and English Language Learners (ELL). An overwhelming majority of our students in grades three through six score at state mastery or above in Reading (83 percent), Mathematics (82 percent), Writing (95 percent) and Science (76). South Pointe's promotion rate is also overwhelmingly high, as evidenced by .02 retention rate among all grades and .05 retention rate in grade three. The student body attendance rate is 96.51 percent.

South Pointe employs a faculty of 40 instructional staff members that include 27 classroom teachers, one art teacher, one music teacher, two physical education teachers, three bilingual curriculum teachers, two Special Education (SPED) teachers one ELL teacher, one media specialist, one reading leader, and one counselor. Attendance rate among faculty members is 95.82 percent.

Programs offered at South Pointe during the school day include a full time gifted program in grades one through six, a SPED pull-out program in grades Kindergarten through two, and a SPED inclusion program in grades three through six. After-school enrichment programs include an Academic Excellence Program focusing on Journalism, and for those students in need, a variety of tutoring programs are offered in the areas of Reading and Mathematics. An IBM Reading Companion Grant was also received in order to provide an after school tutorial program for students in grade one who have scored in the "high risk" category of DIBELS. An after school care program consisting of homework help and extra curricular activities are also offered for a nominal fee. South Pointe endeavors to link with the community by recruiting Dade Partners such as the Kiwanis Club of Miami Beach and participating in Kids and the Power of Work (KAPOW) through our affiliation with Publix.

South Pointe Elementary has many strengths that contribute to its high academic achievement among students. Most notable is our small nurturing environment, high teacher retention rates, parental support, and a very active PTA. Challenging features unique to South Pointe that many may not be aware of is that South Pointe Elementary is not a "neighborhood school". A good portion of our student population obtains out of area hardship transfers due to parents commuting to the beach in order to work in the tourism and hospitality industry or area restaurants. Another portion of our population uses their second beach home/condominium address within the school boundary in order to attend South Pointe. Yet others commute from the inner city, Miami Shores, Aventura, Sunny Isles and other areas of the beach due to the outstanding reputation South Pointe has always had. Although we are flattered that so many parents choose South Pointe, challenges it presents include persistent tardiness and attendance issues that must often be dealt with throughout the school year.

Although no longer working under the Tesseract Model, South Pointe continues to foster each student's intellectual and emotional development, love of learning, and strength of character in an encouraging and collaborative environment. In order to continue achieving this goal, the 2007-2008 School Improvement Plan will focus on the following objectives:

Given instruction using the Sunshine State Standards, students in grades three through six will demonstrate high standards of performance in reading as evidenced by a minimum of 84 percent of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

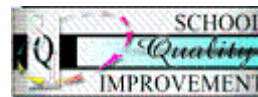
Given instruction using the Sunshine State Standards, students in grades three through six will demonstrate high standards of performance in mathematics as evidenced by a minimum of 83 percent of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by a minimum of 96 percent of students achieving at or above 3.5 on the prompt portion of the 2008 administration of the FCAT Writing+ Assessment.



School Improvement Plan

2007-2008



Given instruction using the Sunshine State Standards, students in grade five will demonstrate high standards of performance in science as evidenced by a minimum of 86 percent of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Science Assessment.

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers by 10 percent, from 149 to 163, as documented on the district's record of registered parent volunteers for the 2007-2008 school year.

Given an emphasis on the Code of Student Conduct as it relates to discipline and safety, student behavior will improve as evidenced by a 10 percentage point decrease in the number of student suspensions, as documented by the number of Student Case Management forms entered for the 2007-2008 school year.

Given increased emphasis on the use of technology in education, 75 percent of students in grades two through six will score in the "At or Above" reading comprehension level and the "Above Norm" range in reading fluency as documented by Reading Plus Site Rate and Level Reports for May 2008.

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four through six will demonstrate high standards of performance in physical fitness as evidenced by a minimum of a 25 percentage point increase from the FITNESSGRAM pretest (45 percent) to the posttest (70 percent).

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent, from 49 in the 2006-2007 school year to a minimum of 54 referrals 2007-2008 school year.

Given increased emphasis on cost effectiveness in schools, South Pointe Elementary will improve its ranking on the State of Florida Return of Investment (ROI) Index publication by a minimum of one percentage point (from the 69th to the 70th percentile) by the next ROI Index publication.

Based on the results of the May 2007 Organizational Performance Improvement Snapshot survey, South Pointe Elementary scored quite strong, with a 93 percent agreement rate (4.0 and above) in all categories. The two lowest scoring categories that we will be placing close emphasis on this school year are in the areas of Strategic Planning (4.3) and Customer and Market Focus (4.4). Throughout the coming year, the leadership team at South Pointe Elementary will make it a priority to increase faculty involvement in strategic planning by further soliciting ideas from the faculty and staff, as well as directly communicating how the goals of the school affect each and every person's job responsibility at the school site. An increased emphasis on Customer and Market Focus will take place as we further develop communication with parents and community members through the use of informal needs assessment surveys, as well as maintaining an ongoing dialogue with stakeholders on feelings of satisfaction and dissatisfaction with the overall performance of the school.



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.

5091 - SOUTH POINTE ELEMENTARY SCHOOL

VISION

At South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster the growth of the mind and the body by enlisting the support of the entire school community. We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers.

MISSION

The South Pointe Elementary community recognizes that every child has unique gifts and talents. We accept the challenge to find and develop these qualities in a peaceful, nurturing environment.

CORE VALUES

RIGHTS

South Pointe Elementary creates a learning environment where the rights of all individuals; whether student, employee or parent, are valued by all the members of the school community. These rights shall not be infringed upon by any other member of the school community.

RESPONSIBILITY

South Pointe Elementary builds an environment where all members of the school community understand their responsibility in making the school a place where every child can achieve and fulfill their potential. The school community has the responsibility of developing our students' potential so they may become productive citizens of the United States and the World.

RESPECT

South Pointe Elementary promises to respect the rights of all individuals who are a part of the school and its extended family. In doing so, we create a safe, nurturing environment where students can develop their unique gifts and talents.

School Demographics

South Pointe Elementary, established in 1991, is located at 1050 4th Street in Miami Beach. Our small two-story campus is situated on 5.41 acres at the southern tip of South Beach. South Pointe serves students residing in homes from 1st to 8th street, as well as the islands off of the MacArthur Causeway. The city of Miami Beach is a very diverse community. According to the 2000 U.S. Census, 41 percent of Miami Beach's population is White, four percent is Black and 55 percent is Hispanic. The median age of the Miami Beach resident is 39. Although South Beach is better known for its rich Art Deco history and luxurious waterfront homes/condominiums, 63 percent of homes are renter occupied. South Pointe Elementary is part of the Miami Beach Feeder Pattern. The City of Miami Beach contains five elementary schools which feed into the city's only middle school, Nautilus Middle, for grades seven through eight. Nautilus Middle then feeds into the city's only senior high school, Miami Beach Senior High, for grades nine through twelve.

South Pointe Elementary has always been kept in good condition, receiving scheduled maintenance and painting as needed throughout the years. The renovation and upgrade of the primary playground and physical fitness field are two capital improvement projects that were completed last school year.

At present, South Pointe serves 475 students in Pre-Kindergarten through grade six. Ethnically, the school's student population is 63 percent Hispanic, 24 percent White, nine percent Black and four percent are of other ethnic designations. Of these groups, 73 percent are on free or reduced lunch, 23 percent are English Language Learners (ELL), 25 percent are gifted and 5 percent have other exceptionalities. The student to classroom teacher ratio is 18:1. South Pointe Elementary is a Title I funded school with a 27 percent mobility rate.

Class sizes are kept low in order to maximize instruction, with 17.3 being the average class size in primary and 20.4 being the average class size in the intermediate grades. Average class sizes by grade level are 16.3 in Kindergarten (16:1), 17.3 in grade one (17:1), 17.0 in grade two (17:1), 16.4 in grade 3 (16:1), 21.3 in grade 4 (21:1), 23.6 in grade five (23:1) and 16.6 in grade 6 (16:1). NCLB Subgroups accountable for Adequate Yearly Progress (AYP) determination include White, Hispanic, Economically Disadvantaged and English Language Learners (ELL). An overwhelming majority of our students in grades three through six score at state mastery or above in Reading (83 percent), Mathematics (82 percent), Writing (95 percent) and Science (76). South Pointe's promotion rate is also overwhelmingly high, as evidenced by .02 retention rate among all grades and .05 retention rate in grade three, all well above district and state averages. The student body attendance rate has been increasing steadily from 96.07 in 2004-2005, to 96.38 in 2005-2006, to 96.51 in 2006-2007.

South Pointe Elementary employs a total of 55 full-time staff and 10 part-time staff members. Of this group are two administrators, one administrative assistant, 27 classroom teachers, one art teacher, one music teacher, two Physical Education teachers, two Special Education teachers, one media specialist, one Reading Coach, one guidance counselor, four paraprofessionals, five clerical employees and five custodial workers. The ethnic composition of the school staff is 32 percent White (21 staff members), 12 percent Black (13 staff members) and 56 percent Hispanic (31 staff members). Twenty-six percent of our teachers are considered beginning teachers and 27 percent are new to the school this year. Forty-five percent of our staff holds Master's Degrees, 11 percent hold Specialist's Degrees and two faculty members hold National Board Certification. South Pointe's leadership team members include the principal, assistant principal, administrative assistant, reading leader and the counselor. Staff attendance also continues to increase annually from 94.90 in 2004-2005, to 95.47 in 2005-2006, to 95.82 in 2006-2007.

South Pointe Elementary continues to be rated an "A" school for the sixth time/fourth consecutive year and has met Adequate Yearly Progress for two consecutive years. In 2004, South Pointe was recognized by the State of Florida as being one of the top 100 schools in the state. In order to maintain its status as a high performing school, South Pointe implements a Continuous Improvement Model (CIM) that emphasizes data analysis that drives instructional programming and goals. The school prides itself on having self-contained gifted programs in grades one through six, a SPED pull out program in grades Kindergarten to Grade two and a SPED inclusion program in grades three through six. Both fifth and sixth grade classes are departmentalized in order to facilitate added focus in the core subject areas and to also prepare the students for the middle school experience. After-school enrichment programs include an Academic Excellence Program focusing on Journalism, and for those students in need, a variety of tutoring programs are offered in the areas of Reading and Mathematics. An after school care program consisting of homework help, karate, soccer, music, art and yoga are also offered for a nominal fee.

The mission of the school is supported by an extensive technology program which consists of well over 100 networked computers located throughout classrooms, the media center and the computer lab. All computers have access to the internet as well as SuccessMaker, Accelerated Reader and Reading Plus computer programs. An IBM Reading Companion Grant was also received in order to provide an after school tutorial program for students in grade one who have scored in the high risk category of DIBELS.

South Pointe Elementary has numerous strengths that contribute to its high academic achievement among students. Most notable is our small nurturing environment, high teacher retention rates, parental support, and a very active PTA. Challenging features unique to South Pointe that many may not be aware of is that South Pointe Elementary is not a "neighborhood school". A good portion of our student population obtains out of area hardship transfers due to parents commuting to the beach in order to work in the tourism and hospitality industry or area restaurants. Another portion of our population uses their second beach home/condominium address within the school boundary in order to attend South Pointe. Yet others commute from the inner city, Miami Shores, Aventura, Sunny Isles and other areas of the beach due to the outstanding reputation South Pointe has always had. Although we are flattered that so many



School Improvement Plan 2007-2008



parents choose South Pointe, challenges it presents include persistent tardiness and attendance issues that must often be dealt with throughout the school year.

South Pointe endeavors to link with the community by recruiting Dade Partners such as the Kiwanis Club of Miami Beach and participating in Kids and the Power of Work (KAPOW) through our affiliation with Publix. A strong Parent Teacher Association is evident, parent workshops are provided monthly, and the focus for this school year will be on recruiting and training additional parent volunteers. We look forward to another successful year of continuous improvement and academic success.

School Foundation

Leadership:

Scoring an average of 4.6, the results of the May 2007 Organizational Self Assessment Survey indicate that there is satisfaction with the leadership at South Pointe Elementary. The faculty and staff is clear on the organization's mission and vision and the mission is used to guide processes. It further reflects that school leadership creates a work environment conducive to achieving goals, shares information regularly, encourages learning and the sharing of information.

The South Pointe administrative team encourages the participation of all employees in decision-making and does everything possible to bolster staff morale. Faculty and grade level meetings are ongoing and promote the sharing of opinions and concerns in an open, non-judgmental environment. The principal and assistant principal have an open door policy where all staff members can find the time to meet individually with administration. Due to the strong correlation between positive staff attitude, classroom instruction and student learning, the leadership team places staff opinions very high on their priority list. The administration, therefore, plans things, both little and grand, to make the staff of South Pointe feel appreciated.

District Strategic Planning Alignment:

The results of the May 2007 Organizational Self Assessment Survey indicate that there is satisfaction with strategic planning processes implemented at South Pointe Elementary. Scoring an average of 4.3, the survey reflects staff satisfaction in helping to develop school goals and objectives. The South Pointe family is made aware of any decision that affects their work environment. Progress toward goals are discussed at monthly meetings. Leadership committees, meet with administration at regular intervals to discuss progress the school is making towards meeting objectives in the School Improvement Plan.

Stakeholder Engagement:

Scoring an average of 4.4, the results of the May 2007 Organizational Self Assessment Survey indicate that customer and market focus is strong. Faculty and staff communicate regularly with parents, and in turn, parents feel comfortable enough with staff to communicate their needs. Since South Pointe is a relatively small school, our contact with parents and community members is ongoing. Parent communication is facilitated through phone lines in most classrooms and school email addresses. The school has a Community Involvement Specialist that keeps in contact with parents and the counselor is actively involved in parent and student outreach.

Faculty & Staff:

Survey results indicate that the school is doing a satisfactory job at Human Resource Focus, scoring an average of 4.5. Faculty and staff feel safe on the job, enjoy working with their team members, feel empowered to make changes that will improve their work, feel recognized for their efforts and are encouraged to further develop their job skills and prepare for advancement.

Teacher Mentoring Programs

Before the start of each school year, all new teachers participate in the District's New Teacher Orientation program. The program consists of multiple days of workshops where all beginning teachers are provided an overview of District policies, procedures, initiatives, best practices and contact information.

Under the District's Professional Assessment and Comprehensive Evaluation System (PACES) each teacher on annual contract status is assigned a Professional Growth Team (PGT) and a mentor teacher. The PGT is comprised of a minimum of two (and sometimes three) colleague teachers who act as ongoing mentors for the new teacher throughout the duration of their first three years of teaching. Beginning teachers benefit from collaborative planning with PGT members, a minimum of two classroom observations by each PGT member, and post observation collaborative meetings focusing on professional growth, collegial feedback and ongoing assistance.

All teachers at South Pointe Elementary also benefit from block scheduling which allows faculty members to plan together with their grade level. Weekly grade level planning not only reduces the feeling of isolation that beginning teachers often experience, but also provides ongoing support and guidance they need in lesson planning, classroom instruction and classroom management.

In addition to all of the above, the District offers all beginning teachers the option of being coupled with a veteran teacher who has retired from the school system. The veteran teacher acts as a mentor to the beginning teacher, guiding him or her throughout all phases of the school year. New teachers look upon their mentors as a valuable resource for any questions and concerns that may arise throughout the course of the school year.

Data/Information/Knowledge Management:

Data/Information/Knowledge management ranked highest on the survey, with an average of 4.6. OPIS results reflect the faculty's strength in analyzing data and making instructional decisions based on data collected. Teachers meet monthly with the leadership team to discuss the most recent student achievement assessment results. This data is also shared at faculty and EESAC meetings.

Education Design:

Scoring an average of 4.5, survey results indicate that there is satisfaction with the educational design at South Pointe Elementary. Faculty and staff are proactive in the collection of their own data, as well as in resource acquisition.

Extended Learning Opportunities:

South Pointe offers many extended learning opportunities for its students throughout the year in the areas of academics, as well as the fine arts. After-school enrichment programs include an Academic Excellence Program focusing on Chess and a variety of tutoring programs are offered in the areas of Reading and Mathematics for those students in need. An after school care program consisting of homework help and fun extra curricular activities such as soccer, music, art and yoga are also offered for a nominal fee. Summer services are also provided for at-risk students, as well as extended school year services for students with exceptional needs.

School-Wide Improvement Model:

South Pointe implements the Continuous Improvement Model (CIM) to support continued improvement in student achievement. At the start of each school year, student data is collected and closely analyzed in order to identify students at risk, prioritize skills needing improvement and to identify instructional groups for the purpose of differentiated instruction. Keeping the M-DCPS testing calendar in mind, an instructional focus timeline and calendar is used that encompasses all tested benchmarks. Weekly targets for instruction are then reviewed during grade level planning sessions. Targeted lessons are then delivered using whole group, small group and pull-out approaches. Lessons are enhanced through the use of technology, the overhead, manipulatives and performance-based projects that emphasize a hands-on, minds-on approach. Assessments are administered on a weekly and quarterly basis. The results are then carefully analyzed in order to fine tune instruction and determine if enrichment or further tutorial is needed throughout the day and/or after school hours. As lesson delivery continues, a review of previous skills are always revisited before new information is presented and included within weekly and quarterly assessments. Monitoring of the curriculum is ongoing through informal classroom visitations by administrators, curriculum leaders and professional growth team members.

Character Education:

Through the effective implementation of Character Education, all children are involved in lessons that promote the nine core character education values: Pursuit of Excellence, Responsibility, Citizenship, Kindness, Honesty, Integrity, Respect, Cooperation and Fairness. Through these activities, students learn to appreciate their responsibility to themselves, each other, their school and their community.



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Performance Results:

Scoring an average of 4.5, the results of the May 2007 Organizational Self Assessment Survey indicate that there is satisfaction with the educational results at South Pointe Elementary. South Pointe is a relatively small school and, therefore, has a village like feeling where all members of the community know each other. This environment leads to high satisfaction with the items evaluated in this section. The Principal and leadership team know staff member's strengths and their abilities to contribute effectively in the team.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Achievement of high standards in reading will increase annually.

Needs Assessment



School Improvement Plan 2007-2008



Scores on the 2007 FCAT Reading Assessment indicate that 83 percent of the students in grades three through six have scored at or above FCAT Achievement Level 3, a two percentage point increase over the 2006 administration. Seventy-nine percent of the students demonstrated acceptable learning gains in reading, a 24 percentage point increase over the 2006 administration. In addition, 57 percent of the students scoring in the lowest 25 percent made acceptable learning gains in reading, a two percentage point increase over the 2006 administration.

Scores on the 2007 FCAT Reading Assessment also indicate that 89 percent of White students, 73 percent of Hispanic students, 72 percent of economically disadvantaged students and 64 percent of ELL students met the state criteria for NCLB requirements.

Close examination of each cluster indicate that overall performance was strong in all grade levels. Strand strengths in grade three was in the area of Words and Phrases for the second consecutive year (78 percent) and their weakest area was Reference and Research (50 percent). Fourth grade's strength was also in Words and Phrases, scoring 80 percent, and lowest in Main Idea (72 percent). For the second consecutive year, fifth grade scored highest in the Compare and Contrast strand (78 percent) and needs most improvement in Words and Phrases (67 percent). Strengths in grade six are in the areas of Words and Phrases, as well as Main Idea, both scoring at 70 percent. Reference and Research scored lowest in grade six with 57 percent. All grades and clusters continue to be at or above district and state results.

The percentage of students achieving high standards in reading has remained high. This strength is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on reading instruction for at risk students, after school and morning tutorial groups, and even smaller more individualized instruction for SWD groups. Opportunities for improvement for the 2007-2008 school year includes increasing learning gains in reading for all students, including our lowest 25 percent.

Implications for instructions have been reviewed with teachers. Instructional timelines/calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

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, students in grades three through six will demonstrate high standards of performance in reading as evidenced by a minimum of 84 percent of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in Reading.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize Voyager, Early Success and Soar to Success for pull-out tutorial groups with at risk students in grades one through six.	Principal, Assistant Principal, Reading Leader, Media Specialist, Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize Accelerated Reader, SuccessMaker, FCAT Explorer and Reading Plus in order to reinforce and enhance skills in reading.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	8/20/07	06/05/08	District-wide Literacy Plan	1700
Provide enrichment activities, in the form of small group instruction and advanced academic classes, to those students consistently meeting benchmark to ensure an appropriate level of challenge for all students.	Principal, Assistant Principal, Reading Leader, AEP Teacher, Teachers of the Gifted	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Provide before and after school tutorial services three times per week using Reading Plus and Voyager for students scoring in the lowest 40 percent in grades three through six.	Principal, Assistant Principal, Reading Leader, Classroom Teachers, Paraprofessionals	9/17/07	3/07/08	District-wide Literacy Plan	30800
Implement reciprocal teaching strategies in all classes to enhance reading comprehension skills.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement guided reading instruction with all students to increase skills in phonemic awareness, phonics, fluency vocabulary and comprehension.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

- *Houghton Mifflin Reading- M-DCPS Edition
- *Voyager
- *Early Success
- *Soar to Success
- *Reading Plus.

Professional Development

- *Project Right Beginnings Training- Kindergarten
- *Project Becoming Effective Active Readers (BEAR)- Grade 1
- *Opening Worlds of Literacy (OWL)- Grade 2
- *Developing Reading and Writing (DRAW)- Grade 3
- *Reading and Writing Standards Workshop- Grades 4-6
- *Comprehensive Research-Based Reading Plan Training- Grades K-6 *Reciprocal Teaching Strategies- Grades K-6
- *FCAT Explorer Training - Grades 2-6
- *SuccessMaker Training- Grades K-6
- *Reading Plus Training- Grades 2-6

Evaluation



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Progress monitoring tools include:

- *District Interim Assessments of Reading
- *DIBELS
- *Diagnostic Assessment of Reading (DAR)
- *Weekly Performance-Based Benchmark Assessments
- *Tutorial Benchmark Assessments

Final evaluation of this objective will be the 2008 administration of the FCAT Reading Assessment reflecting that 84 percent of students have scored at state mastery level or higher.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Achievement of high standards in mathematics will increase annually.

Needs Assessment



School Improvement Plan 2007-2008



Scores on the 2007 FCAT Mathematics Assessment indicate that 82 percent of the students in grades three through six have scored at or above FCAT Achievement Level 3, a maintenance of last year's scores. Sixty-eight percent of the students demonstrated acceptable learning gains in mathematics, a three percentage point increase over the 2007 administration.

Scores on the 2007 FCAT Mathematics Assessment indicate that 84 percent of White students, 74 percent of Hispanic students, 76 percent of Economically Disadvantaged students and 79 percent of ELL students met the state criteria for NCLB requirements.

Detailed cluster analysis indicates that overall performance was strong in all cluster areas. Grade three scored highest in all strands with the exception of Algebraic Thinking. All grades scored highest in the Geometry Strand with grade three scoring 86 percent, grade four scoring 86 percent, grade five scoring 62 percent, and grade six scoring 67 percent. Grade three scored equally high in Data Analysis (86) and lowest in Algebraic Thinking (67). Grade four scored highest in Geometry (86) and lowest in the Measurement Strand (63). In addition to their strength in Geometry, grade five scored equally high in Number Sense (62) and lowest in Data Analysis (50). Grade six also scored well in the area of Data Analysis (67) and lowest in Number Sense and Measurement (56).

The percentage of students achieving high standards in mathematics has remained high. This strength is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on mathematics instruction for at risk students, after school and morning tutorial groups, and even smaller, more individualized instruction for SWD groups. Opportunities for improvement for the 2007-2008 school year include increasing learning gains in mathematics for all students, including our lowest 25 percent.

Implications for instruction have been reviewed with teachers. Instructional timelines, calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

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, students in grades three through six will demonstrate high standards of performance in mathematics as evidenced by a minimum of 83 percent of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide all students daily opportunities to engage in authentic problem solving activities, incorporating the use of cooperative learning, manipulatives, critical thinking and oral / written communication of problem solving procedures in order to prepare students for state testing.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in Mathematics.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize technology programs such as FCAT Explorer, SuccessMaker and Riverdeep with students in grades two through six in order to reinforce and enhance skills in mathematics.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	08/20/07	06/05/08	Education Innovation	0
Departmentalize in grades five through six in order to maximize instructional time and teacher expertise.	Principal, Assistant Principal, Mathematics Teachers in Grades 5-6	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Provide before and after-school tutorial services for students in grades three through six scoring in the lowest 40 percent three times per week using FCAT Explorer and FCAT Math Coach to be monitored through benchmark assessments.	Principal, Assistant Principal, Classroom Teachers	09/17/07	03/07/08	Seamless PreK-12 Curriculum	14000
Provide enrichment activities in the form of small group instruction and advanced academic classes for those students consistently meeting benchmarks to ensure an appropriate level of challenge for all students.	Principal, Assistant Principal, teachers of the gifted, teachers of the Academic Excellence Program	08/20/07	06/05/08	Academic Enrichment Opportunities	1875

Research-Based Programs

- *Harcourt Math Florida Edition (Grades K-5)
- *McDougal Middle School Math (Grade 6)
- *Riverdeep

Professional Development

- *Sharing of Best Practices
- *Item Specifications in Mathematics
- *Comprehensive Mathematics and Science Plan Training
- *Inquiry Based Learning

Evaluation

- Progress monitoring tools include:
- *District Interim Mathematics Assessment
 - *Weekly Performance-Based Benchmark Assessments
 - *Tutorial Benchmark Assessments

Final evaluation of this objective will be the 2008 administration of the FCAT reflecting that a minimum of 83 percent of students have scored at or above achievement Level 3 on the FCAT Mathematics Assessment.

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 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 type="checkbox"/>

Writing Statement

Achievement of high standards in writing will increase annually.

Needs Assessment

Scores on the 2008 FCAT Writing+ Assessment indicate that 95 percent of students in grade four met state standards in writing, achieving a combined prompt mean score of 4.2 and a mean scale score of 331 (Level 3) for both the prompt and multiple choice items combined. Seventy-six percent of the students scored a Level 3 or higher. The writing prompt score reflects a maintenance of last year's scores and three tenths of a point above the district and state averages. The mean scale score was also 27 points above the mean district score and 28 points above the mean state score. Subgroup analysis indicates that 93 percent of Hispanic and Economically Disadvantaged students scored at or above mastery level on FCAT Writing+ Prompt.

Instructional emphasis this year will be placed on the five percent of students who did not score at state mastery level on the prompt and the 24 percent of students that did not achieve a Level 3 or higher on the prompt and multiple choice items combined. Instructional focus for 2007-2008 will be on applying the elements of effective writing, teaching writing as a process, encouraging students to use various organizational plans and steering away from formulaic writing and rote memorization of essay components. Analysis of student writing samples will reveal specific instructional needs in the areas of focus, organization, support, and conventions.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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, students in grade four will demonstrate high standards of performance in writing as evidenced by a minimum of 96 percent of students achieving at or above 3.5 on the prompt portion of the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement effective writing strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, show -not-tell and magic words with students in grades two through six in order to enhance writing skills.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Plan and implement a schedule for writing with students in grades one through six that includes daily instruction, individual conferencing, weekly prompts and ample practice opportunities across the curriculum to ensure adequate preparedness for the FCAT Writing+ assessment.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Incorporate classroom journal writing in Kindergarten through grade six in order to provide opportunities for written reflection on concepts learned across the curriculum.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Develop and utilize writing in the content areas in order to further reinforce and apply skills learned in writing.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in writing.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

*Houghton Mifflin Reading Series- Support of FCAT Reading & Writing

Professional Development

- *Sharing of Best Practices in Writing
- *Effective Writing Strategies Training
- *Writing Across the Curriculum Training
- *Holistic Scoring Training
- *University of Miami Writing Institute

Evaluation

- Progress monitoring tools include:
- *FCAT Writing Pre and Post Tests
 - *Monthly writing prompts

Final evaluation of this objective will be the 2008 administration of the FCAT Writing+ Assessment reflecting a minimum of a one percent increase in students scoring at or above 3.5 in the prompt portion of FCAT Writing+.

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 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 type="checkbox"/>

Science Statement

Achievement of high standards in science will increase annually.

Needs Assessment

Scores on the 2007 FCAT Science Assessment indicate that 76 percent of the students in grade five scored at or above FCAT Achievement Level 3, a 21 percentage point increase over last year's scores.

Detailed cluster analysis indicates that students scored highest in Earth and Space Science and Environmental Science, scoring a 67 percent. Lowest cluster areas were both Physical/Chemical Science and Scientific Thinking with a score of 58 percent. All cluster percentages maintained or improved over last year, with the exception of Physical and Chemical Science that decreased by eight percentage points. The Earth and Space cluster improved by 10 percentage points, Life and Environmental Science improved by six percentage points, and Scientific Thinking maintained its percentage from last year.

Although room for improvement is needed in all areas, additional instruction and application will be scheduled in the areas of Physical and Chemical Science and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will demonstrate high standards of performance in science as evidenced by a minimum of 86 percent of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Continuous Improvement Model (CIM) in order to support and maintain increased student achievement in Science.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Use non-fiction text within the Reading/Language Arts block in all grade levels to reinforce content learned in science.	Principal, Assistant Principal, Classroom Teacher	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Incorporate the use of technology for the purpose of research and investigation in grades two through six in order to enhance scientific learning.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Departmentalize in grades five through six in order to maximize instruction and teacher expertise in Science.	Principal, Assistant Principal, Grade Five and Six Science Teachers	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Implement inquiry-based learning and the scientific process within each Kindergarten through grade six lesson to ensure learners are participating in authentic activities that emphasize scientific thinking.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Utilize manipulatives and hands-on activities in Kindergarten through grade six in order to involve students in active teaching and learning.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Coordinate a science fair involving the entire school to enhance problem-solving, cognitive thinking and the use of the scientific process.	Principal, Assistant Principal, Classroom Teachers	01/07/08	04/30/08	Academic Enrichment Opportunities	0
Provide workshops for parents on science related topics, thereby giving families the tools to assist their children with activities related to the annual Science Fair.	Principal, Assistant Principal, Science Leader	02/06/08	02/06/08	Exchange Meaningful Information	0

Research-Based Programs

- *Harcourt Brace Science- Grades K-5
- *Glencoe Science- Grade 6
- *FOSS Kit-Based Science in all grade levels.

Professional Development

- *Scott Foresman Science Training
- *Sharing of Best Practices in Science
- *Inquiry- Based Learning
- *FOSS Kit-Based Science
- *Science Item Specification Training

Evaluation

- Progress monitoring tools include:
- *School-based science Pre and Post Tests
 - *Weekly performance based benchmark assessments
 - *District Interim Assessments of Science

A final evaluation of this objective will be the 2008 administration of the FCAT Science Assessment reflecting a minimum of 86 percent of students scoring at or above achievement Level 3.

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Involvement in the school parent volunteer program will increase annually.

Needs Assessment

Results of the 2006-2007 parent volunteer sign up forms indicate that 149 parents participated in the school's registered parent volunteer program. With the need for additional room parents, teacher aides, media support assistants, proctors, tutors, computer lab assistants, career day speakers and PTA event coordinators/committee members, focus for the 2007-2008 school year will be to continue to increase recruitment of parents who volunteer their services at the school.

Measurable Objective

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers by 10 percent, from 149 to 163, as documented on the district's record of registered parent volunteers for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan and deliver monthly workshops to empower parents with the skills needed to assist teachers and students in the classroom.	Principal, Assistant Principal, Counselor, Reading Leader, Community Involvement Specialist	08/20/07	6/05/08	Exchange Meaningful Information	0
Provide and maintain a parent resource center in order for parents to have access to materials and resources to assist with math and literacy skills.	Principal, Assistant Principal, Counselor, Reading Leader, Community Involvement Specialist	08/20/07	6/05/08	Exchange Meaningful Information	0
Implement "Parent Drop-in Day" the week before school starts in order to familiarize parents with the school and classroom teacher.	Principal, Assistant Principal, Classroom Teacher	08/14/07	08/14/07	Exchange Meaningful Information	0
Encourage parent participation in the PTA by holding a membership drive, as well as increasing the PTA's overall visibility throughout the school.	Principal, Assistant Principal, PTA Board Members	08/20/07	06/05/07	Safe and High-quality Facilities	0
Implement a parent resource fair an hour before open house to allow additional time for parents to receive information on the various programs the school has to offer, as well as literature on the parent volunteer program.	Principal, Assistant Principal, Counselor, Community Involvement Specialist	09/05/07	09/05/07	Exchange Meaningful Information	0
Plan and facilitate a New Parent/Title I Orientation seminar in order to welcome new parents and provide information on school programs.	Principal, Assistant Principal, Community Involvement Specialist, Counselor, Reading Leader	08/23/07	08/23/07	Exchange Meaningful Information	0

Research-Based Programs

National Standards for Parents/Family Involvement Programs

Professional Development

- *School-Based FCAT parent workshops
- *School Advisory Council meetings
- *Parent Academy Workshops.

Evaluation

The progress monitoring tool that will be used for this objective will be the parent volunteer lists available from the Office of Community Services School Volunteer Program that will be pulled up on a monthly basis.

A final evaluation of this objective will be the district's total record of registered parent volunteers reflecting a minimum of a 10 percent point increase in the number of registered parent volunteers.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

During the 2006-2007 school year, 13 students were placed on outdoor suspension. The most common cause warranting the suspensions were physical altercations among classmates. These results indicate a need for a minimum of a 10 percent decrease in the number of outdoor suspensions for the 2007-2008 school year.

Measurable Objective

Given an emphasis on the Code of Student Conduct as it relates to discipline and safety, student behavior will improve as evidenced by a 10 percentage point decrease in the number of student suspensions, as documented by the number of Student Case Management forms entered for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure each teacher develops and implements a classroom discipline plan.	Principal, Assistant Principal, Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Review the Code of Student Conduct with students and parents in order to facilitate awareness of school rules and consequences.	Principal, Assistant Principal, Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Implement the peer mediation process in each homeroom class in order to empower students with the strategies to effectively solve conflicts through discussion, negotiation and compromise.	Principal, Assistant Principal, Counselor, Classroom Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Provide workshops for all students on topics such as bullying, conflict resolution and respect.	Principal, Assistant Principal, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Supply classroom videos to reinforce lessons delivered on character education.	Principal, Assistant Principal, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Recognize students who consistently serve as character education role models through the use of the "Do the Right Thing" program.	Principal, Assistant Principal, Counselor, Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Schedule intermediate grade-level assemblies, given by the school resource officer, in order to provide information on topics such as peer pressure, bullying, drugs and violence prevention.	Principal, Assistant Principal, School Resource Officer, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Counselor will attend:

- *Conflict Prevention Workshop
- *Peer Mediation Workshop
- *Bullying Prevention Workshop
- *Cultural Sensitivity Workshop
- *Character Education Workshop

*Administrators will review the Code of Student Conduct with Teachers

*Counselor will meet with teachers during faculty and grade level meetings to share strategies that promote respect and overall school safety.

Evaluation

The progress monitoring tool to be used for this objective will be the district suspension reports that will be monitored quarterly.

Final evaluation of this objective will be the end-of-year school suspension report reflecting a minimum of a 10 percentage point decrease in the amount of students placed on outdoor suspension.

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 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 type="checkbox"/>

Technology Statement

The school will promote the use of technology for instruction and instructional planning.

Needs Assessment

Reading Plus reports printed in May of 2007 indicate that students in grades three through six increased their reading comprehension to the "at or above level" by 70 percentage points. Students also increased their reading fluency by 68 percentage points.

Baseline Reading Plus Reading Rate reports for this school year indicate that 21 percent of students are reading at or above target fluency rates. Reading Level reports also indicated that only six percent of students are reading at or above their grade level. Targets for this school year will be for 75 percent of the students in grades two through six to score in the "At or Above" reading comprehension level and the "Above Norm" range in reading fluency as documented by Reading Plus Site Rate and Level Reports for May 2008

Measurable Objective

Given increased emphasis on the use of technology in education, 75 percent of students in grades two through six will score in the "At or Above" reading comprehension level and the "Above Norm" range in reading fluency as documented by Reading Plus Site Rate and Level Reports for May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require students in grades two through six to keep track of their Reading Plus rate/level and to set achievable goals through the use of the Reading Plus Student Progress Record Sheet.	Principal, Assistant Principal, Teachers in Grades Three through Six	08/20/07	06/05/08	Education Innovation	0
Build into the master schedule a minimum of two hours per week, above and beyond the two hour Reading/Language Arts block, devoted to the use of Reading Plus for all students in grades two through six.	Principal, Assistant Principal, Teachers in Grades Three through Six	08/20/07	06/05/08	Education Innovation	0
Provide ongoing support and training for teachers in grades two through six on effective utilization and monitoring of the Reading Plus program.	Principal, Assistant Principal, Reading Plus Trainers and Consultants	08/15/07	06/05/08	Education Innovation	0
Enlist the support of parents by providing a Reading Plus parent workshop in order to facilitate the continued use of Reading Plus at home.	Principal, Assistant Principal, Media Specialist	08/23/07	12/07/08	Education Innovation	0
Celebrate Reading Plus student achievement by announcing level certificate winners on close circuit television.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Education Innovation	0

Research-Based Programs

Reading Plus Technology Program

Professional Development

Reading Plus initial and/or follow up training for teachers in Grades through two through six.

Evaluation

The progress monitoring tool to be used for this objective will be the Reading Plus Rate and Level reports that will be printed monthly.

Final evaluation of this objective will be the Rate and Level report printed in May, 2008 indicating that a minimum of 75 percent of students in grades two through six scored in the "At or Above" reading comprehension level and the "Above Norm" range in reading fluency.

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

Health & Physical Fitness Statement

High standards in physical fitness will increase annually.

Needs Assessment

Scores on the Spring 2007 FITNESSGRAM indicate that 69 percent of students in grades four through six achieved at or above mastery level by being Silver and Gold FITNESSGRAM award recipients. Ninety-nine percent of the 213 students were tested. Of those students, 42 percent were Gold Award recipients and 27 percent were Silver Award recipients for a total of 145 awards.

Scores on the Fall 2007 FITNESSGRAM pretest indicates that 45 percent of the students have scored high enough to be Silver or Gold award recipients. Focus for 2007-2008 will be on providing ample student training opportunities in order for a minimum of 70 percent of students in grades four through six to pass the FITNESSGRAM posttest.

Measurable Objective

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four through six will demonstrate high standards of performance in physical fitness as evidenced by a minimum of a 25 percentage point increase from the FITNESSGRAM pretest (45 percent) to the posttest (70 percent).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Expose students to a variety of sports-related activities in order to discover each student's strength, increase self-esteem and ultimately encourage lifetime fitness for daily living and overall wellness.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Participate in the Jump-Rope for Heart program in order to promote the value of physical activity, while showing students the importance of contributing to the welfare of the community.	Principal, Assistant Principal, Physical Education Teachers	03/01/08	04/30/08	Healthcare & Healthy Choices	0
Plan and implement physical education activities directly aligned to assessment component items in order to better prepare students for the FITNESSGRAM.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Include goal-setting as an integral component of physical education in order for students to take a more proactive role in the curriculum.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Recognize FITNESSGRAM award winners at honor roll assemblies and promotional exercises.	Physical Education Teachers Principal Counselor	10/23/07	05/30/08	Student Wellness	400

Research-Based Programs

Not Applicable

Professional Development

- *National Content Standards delineated in the National Standards for Physical Education Training
- *Procedures and Implementation of the FITNESSGRAM Training

Evaluation

- Progress monitoring tools include:
- *FITNESSGRAM pre and progress test results
 - *Weekly benchmark assessments

Final evaluation:
2008 FITNESSGRAM posttest

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Referrals for the gifted program will increase annually.

Needs Assessment

Records from 2006-2007 indicate that there was a total of 49 gifted referrals. Forty of the referrals were for students in primary grades Kindergarten through grade two and nine of the referrals were for intermediate students in grades three through five.

Measurable Objective

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent, from 49 in the 2006-2007 school year to a minimum of 54 referrals 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an after-school Academic Excellence Program (AEP) with students in grades five and six focusing on enhancing and enabling critical thinking skills.	Principal, Assistant Principal, AEP Teacher	09/24/07	06/05/08	Advanced Academics	200
Participate in the "One Page at A Time" program, in conjunction with the Wolfsonian Museum, in order to expose students to the experience of book publishing from its initial concept to final publication.	Principal, Assistant Principal, Art Teacher, Grade Five Gifted Teacher	10/01/07	04/30/08	Advanced Academics	100
Expose students to the fine arts by offering string, chorus, drum ensembles and drama/theater productions for selected students.	Principal, Assistant Principal, Music Teacher, Art Teacher, Grade 6 Teachers	08/20/07	06/05/08	Advanced Academics	600
Include higher order thinking strategies, authentic problem solving activities and appropriate questioning strategies within all lessons in Kindergarten through grade six to develop the thinking skills necessary to excel in advanced academic classes.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Advanced Academics	0
Administer the Naglieri Nonverbal Assessment Test (NNAT) to all students in grade one in order to identify potential gifted students from underrepresented populations.	Principal, Assistant Principal, Counselor, Grade One Teachers	04/01/08	04/30/08	Advanced Academics	0

Research-Based Programs

Not Applicable

Professional Development

- *NNAT Training
- *Annual AEP training- Teacher of AEP
- *Sharing Best Practices in Critical Thinking Training- Teachers K-6
- *Faculty training on the characteristics of gifted students and qualifications needed for gifted placement in order to ensure that all possible gifted candidates are properly identified and referred.

Evaluation

The progress monitoring tool to be used for this objective will be a review of the total count of gifted referrals as of January, 2007.

Final evaluation of this objective will be the end-of-year school records reflecting a minimum of a 10 percent increase in the amount of gifted referrals over the 2006-2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Statewide ranking on the Return on Investment (ROI) Index value of cost effectiveness will increase annually.

Needs Assessment

The most recent data supplied from the FLDOE indicates that South Pointe Elementary ranked at the 62nd percentile on the State of Florida ROI Index, an increase of eight percentage points over the 2003-2004 index. Opportunity for improvement for this school year is to improve South Pointe's ROI Index ranking by a minimum of one percentage point.

Measurable Objective

Given increased emphasis on cost effectiveness in schools, South Pointe Elementary will improve its ranking on the State of Florida Return of Investment (ROI) Index publication by a minimum of one percentage point (from the 69th to the 70th percentile) by the next ROI Index publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources and/or take advantage of a broader resource base (e.g.- private foundations or volunteer networks).	Principal, Assistant Principal, EESAC Members	08/20/07	06/05/08	Business Process Redesign	0
Consider shared use of facilities and/or partnering with community businesses or agencies.	Principal, Assistant Principal, EESAC Members	08/20/07	06/05/08	Business Process Redesign	0
Lease the school parking lot to neighboring restaurants in order to bring in added school funds to be used for special programs and student incentives.	Principal, Assistant Principal	08/20/07	06/05/08	Business Process Redesign	0
Collaborate with region and district on resource allocation	Principal, Assistant Principal, EESAC Members	08/20/07	06/05/08	Business Process Redesign	0
Become more informed on the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC Members	08/20/07	06/30/08	Business Process Redesign	0
Increase the number of Dade Partners in order to maximize school-based financial resources.	Principal, Assistant Principal, Dade Partner Liason	08/20/07	06/05/08	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

The school leadership team will participate in district and region workshops dedicated to increasing cost-effective business practices at the school level.

Evaluation

Evaluation of this objective will be the results on the next State of Florida Return on Investment (ROI) Index publication reflecting a minimum of a 10 percentage point increase over the 2003-2004 ROI percentile ranking.

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 has been instrumental with its assistance in providing recommendations on how EESAC monies should be spent to support the goals and objectives of the SIP.

Training:

The EESAC analyzes and discusses the professional development needs of faculty, staff and parents.

Instructional Materials:

EESAC members review and put forth for consideration instructional materials to be used in the core subject areas.

Technology:

EESAC members provided recommendations on the school's technology needs. They suggest effective ways to spend money on purchasing technology.

Staffing:

EESAC members recommend the use of paraprofessionals to assist students and teachers in the classroom.

Student Support Services:

The EESAC recommends the continuation of school-wide programs such as Character Education, Red Ribbon Week, Career Awareness, Do the Right Thing, as well as Turn Around Student Awards that support positive personal growth for children.

Other Matters of Resource Allocation:

The EESAC helps coordinate the leasing of South Pointe's parking lot which provides added funds to support school and classroom initiatives.

Benchmarking:

The EESAC has reviewed and provided input on the instructional goals, strategies and objectives outlined in the SIP.

School Safety & Discipline:

The EESAC makes recommendations to enhance school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	32500
Mathematics	15875
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	400
Electives & Special Areas	900
Return On Investment	0
Total	49675



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