

SCHOOL IMPROVEMENT PLAN 2007 - 2008

South Miami K-8 Center (5241)

Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Anamarie Moreiras

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

South Miami K-8 Center is a magnet school of excellence for visual and performing arts. The magnet program offers a comprehensive educational curriculum to facilitate artistic training and creative development in state of the art facilities. The elementary program consists of students recruited from target schools, eligible for transportation, in addition to students recruited from the home school. The elementary magnet strands are Visual Arts, Music, Dance, and Theatre. The Grade 6 and 7 magnet programs, currently offered to neighborhood students and 5th grade magnet students who chose to attend the K-8 Center, is made of two strands, Computer Arts Technology (CAT) and Culturally Inspired Education (CIE). The magnet students constitute 47% of the total school population with the remaining 53% coming from the surrounding community.

South Miami K-8 Center serves a diverse community of high and low income families. Presently the ethnic population of 725 students is comprised of 67% Hispanic, 16% Black, 13% White, and 4% Other. In addition, the student body consists of Varying Exceptionalities (9%), Gifted (9%), ESOL (8%), and Economically Disadvantaged (55%). Two hundred and seventy seven students received free lunch daily. One hundred and ten students pay a reduced fee for lunch daily. This comprises 55% of our 703 student population receiving free and/or reduced lunch. Consequently, South Miami K-8 Center is currently a Title I school. Furthermore, 26% of students in grades three through seven scored a level 1 or 2 on the reading subtest of the 2007 FCAT administration. Thirty two percent of students in grades three through seven scored a level 1 or 2 on the mathematics subtest of the 2007 FCAT administration. The average attendance for the 2006-2007 school year was 96.33%.

The new millennium requires knowledge of technology and high academic skills, for they are vital components in becoming successful, productive citizens. South Miami K-8 Center commits to fostering basic skills in computers and achieving high academic standards a reality for all our students. An extended family of teachers, parents, students, community, and business leaders will provide an enriching environment in order to make South Miami K-8 Center a truly superior center for learning. Its small size, individualized arts programs, high student achievement levels, and warm, nurturing environment, make South Miami K-8 Center a very special place.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 7 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 7 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test. Given instruction based on the Sunshine State Standards, level one and two students will meet state academic standards of level three or higher in mathematics.

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

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

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

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

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions 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 through 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 Test.

Given emphasis on the benefits of participating in magnet programs, the number of students enrolled in the 6th - 8th grade magnet programs CAT and CIE will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

South Miami K-8 Center Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.



School Improvement Plan 2007-2008



South Miami K-8 Center holds academic performance in very high esteem. The strategies identified are designed to address the needs of all students in order to meet performance standards. Emphasis is placed on additional assistance and motivation to address students who are not maintaining performance standards. Through professional development, teachers and administrators will ensure that all students are receiving the essential components of instruction based on District mandates. Following an analysis of the Office of Performance Improvement Snapshot (OPIS) Survey, we will build upon the following two areas: through the use of open communication, teachers will be informed of decisions primarily affecting them and will be provided opportunities to help in the decision making process (2A) and the survey indicated that some employees of the organization do not feel that their work location asks them what they think (1G). In the future, committees will be formed to address and communicate staffs' concerns directly to administration. Through our continuous school improvement initiative and the collaboration of parents, staff, and community, we will strive to prepare students to become productive, responsible, and problem solving citizens who are ready to meet the challenges of our technological and global society.



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.

5241 - SOUTH MIAMI K-8 CENTER

VISION

South Miami K-8 Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students is embedded in our mission to develop the whole child in an enriching academic environment, and promote lifelong learners in pursuit of excellence, utilizing the visual and expressive arts and technology.

MISSION

The staff, parents, and community of South Miami K-8 Center believe that ALL students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the achievement of excellence in education, as it relates to citizenship, academics, and the integration of the expressive arts.

CORE VALUES



School Improvement Plan

2007-2008



Excellence - We strive for the highest standards in academic achievement and organizational performance.

Integrity - We build integrity through character education and respect for the feelings and abilities of others, in order to enhance self-esteem and well being for our students, staff, parents, and community.

Equity - We strive to recognize individual differences and guide each student to achieve and develop to their fullest potential as we close the achievement gap among our diverse population.

Citizenship - We celebrate individual talents and abilities, encouraging each individual to respect the uniqueness of every student and adult within the learning community as they prepare to become productive members of society.

School Demographics

South Miami K-8 Center is located on 9.22 acres of land at 6800 SW 60 Street in South Miami. The 57 year old school has been retrofitted to provide Internet access to all of the classrooms and has four to five computers with appropriate furniture in every classroom as well as a computer lab. The 2007 – 2008 school year opened with a brand new 24-classroom building for grades 5-8, as well as an art and music suite. The original Visual and Performing Arts Magnet in grades 3-5 includes Art, Music, Dance, and Theatre. The newly created magnet strands for grades 6-8 are Computer Arts Technology (CAT) and Culturally Inspired Education (CIE).

The school serves grades pre-kindergarten through seven. The local community consists of a diverse population of high and low income families. South Miami K-8 Center serves 722 students from communities throughout greater Miami-Dade County, including Varying Exceptionalities (9%), Gifted students (9%), ESOL students (8%), and Economically Disadvantaged students (55%). The average attendance for the 2006-2007 school year was 96.33%. The ethnic makeup of the student population is 67% Hispanic, 16% Black, 13% White, and 4% Other. Additionally, our community business partners and school clubs/organizations provide resources to strengthen and support academic programs and meet individual student needs. Two hundred and seventy seven students received free lunch daily. One hundred and ten students pay a reduced fee for lunch daily. This comprises 55% of our 703 student population receiving free and/or reduced lunch. Consequently, South Miami K-8 Center is currently a Title I school. Furthermore, 26% of students in grades three through seven scored a level 1 or 2 on the reading subtest of the 2007 FCAT administration. Thirty two percent of students in grades three through seven scored a level 1 or 2 on the mathematics subtest of the 2007 FCAT administration.

The staff of the school is comprised of 69 full-time staff members. Of this group, 3 are administrators, 47 are classroom teachers, 4 are exceptional student education teachers, 3 are guidance counselors, 1 is a reading coach, 1 is a media specialist, 2 are paraprofessionals, 3 are custodians, 1 is the cafeteria manager, and 8 are clerical employees. Additionally, the staff of the school is comprised of 30 part-time staff members. Of this group, 2 are security monitors, 3 are custodians, 3 are classroom assistants, 2 are lunchroom monitors, 5 are cafeteria workers, and 15 are after school care personnel. The ethnic makeup of the faculty consists of 40% White, 46% Hispanics, 12% Black, and 2% Other. The faculty is made up of 14% male, 86% female, with 30 of the teachers having a Masters Degree, 1 teacher with a Doctorate Degree, and 6 National Board Certified teachers. All instructional staff and paraprofessionals are highly qualified.

School Foundation

Leadership:

The Spring 2006 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that our strongest item in the area of Leadership was item 1a, Knowledge of the Organization's Mission and what it is trying to accomplish. The weakest item was 1e, which asks if the Leadership Team encourages Professional Development for Career Advancement. Professional development sessions offering opportunities for securing master plan points will be offered during eight Wednesdays within the school year.

District Strategic Planning Alignment:

The Spring 2006 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that our strongest item in the area of Strategic Planning was item 2c which address if the faculty are told if they are making progress in their group's part of the plan. The weakest item was 2a, which addressed whether the work location asks for ideas from the staff. Needs survey, both verbal and in writing, will be implemented through out the school year via faculty meetings, grade level meetings, morning announcements, and electronic mail.

Stakeholder Engagement:

The Spring 2006 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was 3a, knowledge of important customers. The weakest items were 3d and 3e which address if customers are asked if they are satisfied or dissatisfied with the staff's work and if the staff is allowed to make decisions to solve problems for their customers. Patens and students are encouraged to provide constant feedback to the teachers via student agendas, voice mail boxes and electronic mail. Teachers are requested to respond to customers within a 24 hour period. Customers are directed to meet with staff members first when concerns arise, giving staff the opportunity to be fully involved and build stronger customer relationships.

Faculty & Staff:

The Spring 2006 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that our strongest item in the area of Faculty and Staff/Human Resources was item 5e, addressing a safe workplace. The weakest item was 5b, addressing cooperation and teamwork at the school site. A faculty bulletin, daily morning announcements with inspirations messages, weekly grade level meetings, monthly professional development sessions and faculty meetings compounded with an on-going open door administrative policy provide opportunities for cooperation and teamwork at the school site.

Data/Information/Knowledge Management:

The Spring 2006 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that our strongest item in the area of Data/Information/Knowledge Management was item 4a, addressing the knowledge of measuring the quality of one's work. The weakest item was 4f, addressing receiving important information regarding the school site. A data committee is established, data binders are provided for all staff members, data is analyzed, in detail, during weekly grade level meetings. A faculty bulletin, daily morning announcements with inspirations messages, weekly grade level meetings, monthly professional development sessions and faculty meetings compounded with an on-going open door administrative policy provide opportunities for strong communication amongst all stakeholders.

Education Design:

The Spring 2006 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that our strongest item in the area of Education Design was 6c, addressing the process for doing work. The weakest item was 6d, regarding staff having control over their work. Staff is provided schedules delineating compliance with district/state mandates, however, staff is encouraged and trained to plan and deliver instruction in a unique and creative manner while provided with resources to fulfill staff vision.

Performance Results:

The Spring 2006 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that our strongest item in the area of Performance/Business Results was 7a, regarding customer satisfaction with work. The weakest item was 7c, regarding knowledge of the financial condition of the school. Budget issues regarding staffing, textbooks, technology and intervention are addressed during faculty meetings, grade level meetings and may be addressed with administration.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

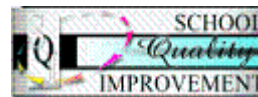
Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Items Not Selected:

Small Learning Communities: The South Miami K - 8 Center Faculty and Staff, although not part of a Small Learning Communities grant, is being provided with various team building activities and exposures to various small learning communities during professional development days and common planning times. Teachers will have the opportunity to schedule centers and small groups within their classrooms to implement differentiated instruction.

Academic and Career Planning: Students will be given the opportunity to analyze their FCAT Scores and content clusters as they relate to the FCAT. These students will then set individual short and long term academic goals. A team of administrators, counselors, and teachers will lead the students in the analysis of the data found.

Selected Items:

Course Choice Based on Student Goals / Interests / Talent: South Miami K - 8 Center students are given the four basic core classes. Students in Grades 6 and 7 are scheduled into an Intensive Reading class based on their FCAT Level and other administered assessments. Students are given the opportunity to audition for the magnet programs of South Miami K - 8 Center, CAT or CIE. Through the articulation process, students are given the option in choosing electives for the upcoming school year. This principle is located in the Electives and Special Areas Strategies section of the School Improvement Plan.

Different Innovative Approaches to Instruction: Teachers are given the opportunity to teach in various ways. Some of the different approaches include small group instruction, inclusion and co-teaching settings. This principle is located in the Reading Strategies section of the School Improvement Plan.

Responsibility of Teaching Reading for Every Teacher: The Reading Coach also provides modeling and coaching to all classroom teachers regardless of subject area. Professional Development opportunities are provided for teachers to acquire a variety of reading strategies which directly correlate with their subject area. This principle is located in the CRRP section and in the Reading Strategies component of the School Improvement Plan.

Quality Professional Development for Teachers and Leaders: South Miami K - 8 Center offers its faculty and staff the option of exploring professional developments that will enhance teaching and learning in the classroom. South Miami K - 8 Center also provides professional development opportunities based on student needs. These needs are compiled from the myriad assessments given to students throughout the school year. This principle is located in each of the goals of the School Improvement Plan. The information is provided in the section labeled Professional Development in each of the Reading, Mathematics, Science and Writing components.

Intensive Intervention in Reading: All students who scored an FCAT Level 1 and 2 in Reading are placed in an Intensive Reading class. This guiding principle is located in the Reading Strategies section of the School Improvement Plan.

Master Schedules Based on Student Needs: Intensive Reading classes are scheduled for students based on their FCAT level. Courses are scheduled for students based on magnet, SPED, and/or ELL requirements. Students are also scheduled into elective classes based on student interest and magnet components. This principle is located in both the Reading and Elective and Special Area goals of the School Improvement Plan. The information is provided in the section labeled Strategies.

Parental Access and Support: Family nights, such as FCAT Family Night, Math Night, Science Night and Reading Night provide families with strategies on how to help children succeed in a middle school setting. This guiding principle is located in the strategies and professional development components of the Parental Involvement goal, as well as Reading, Mathematics and Science goals.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies necessary to meet state standards in reading.

Needs Assessment



School Improvement Plan 2007-2008



An assessment of the 2006-2007 FCAT Reading data indicate that 84% of the students in grades 3-6 are meeting high standards, scoring at Level 3 or above and 16% are not making learning gains. Eighty percent of the third grade students, 80% of the fourth grade students, 89% of the fifth grade students, and 63% of the sixth grade students scored at level 3 or above in reading. All of the subgroups met Adequate Yearly Progress (AYP).

A review of performance by content area show that students in grade 3 need additional instruction in Reference and Research with 50% selecting correct responses. An average 78% responded correctly in Words Phrases in Context, and 71% answered correctly in Main Idea, Plot and Purpose and Comparisons and Cause or Effect.

Data analysis of grade 4 percentages for score points in each cluster show that students performed the best in Words, and Phrases in Context with 80% correct answers and scored the lowest in Main Idea, Plot and Purpose with 72% accurate responses. The average score point percentages in the other content clusters are 76% for Comparisons and Cause or Effect, and 75% for Reference and Research.

Students in grade 5 require focused tutoring in the content cluster Words and Phrases in Context, with 67% answering correctly. Average score point percentages in the other content clusters are 70% for Main Idea, Plot and Purpose, 78% for Comparisons and Cause or Effect, and 75% for Reference and Research.

Assessment of average score point percentages for grade 6 show that instructional emphasis need to focused on all of the benchmarks in the reading and literature strands identified by the four content clusters, especially Reference and Research in which 57% of the students answered correctly.

Sixteen percent of the students in grade 3 require intensive intervention in Words and Phrases in Context, Main Idea, Plot, and Purpose, Comparisons and Cause or Effect, Reference and Research, and fluency to enable them to meet state academic requirements and make adequate annual learning gains.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 7 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Reading Leader, and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct annual Reading Night activities to encourage implementation of Reading strategies at home.	Administration, Reading Leader, and Classroom Teachers	3/1/2008	4/30/2008	District-wide Literacy Plan	0
Implement use of JUST READ, FLORIDA! K-12 Comprehensive Research-Based Reading Plan (CRRP) and Houghton Mifflin Reading Series in grades K-5 and Holt-Rinehart's Elements of Literature series in grades 6 and 7.	Classroom Teachers Exceptional Student Education Teachers English as a Second or Other Language (ESOL) Teacher Reading Leader Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Increase Florida Oral Reading Fluency (F-ORF) scores through appropriate intervention strategies based on the Edusoft reports.	Administration, Reading Leader, and 6th/7th grade Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores through appropriate intervention strategies based on the PMRN reports.	Administration, Reading Leader, Classroom Teachers, and Parents	8/20/2007	6/5/2008	Other/ Not Applicable	0
Remediate Level 1 and Level 2 students and subgroups (Grades 3-5), as well as students identified as being at risk, based on assessment data. Enroll students in grade 6 and 7 scoring Level 1 and Level 2 in an Intensive Reading Class.	Administration, Reading Leader, and Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	6000
Incorporate the use of Early Success, Quick Reads, Soar to Success, and Voyager Passport and use interim and other evaluations provided by each program.	Administration, Reading Leader, and Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	500
Train teachers in strategies to continue to challenge students at Level 3 or above.	Administration and Reading Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Train teachers on interpretation of Edusoft and DIBELS data and implement strategies to meet individual student needs.	Reading Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

South Miami K-8 Center implements the Houghton Mifflin series with support materials. Supplemental materials include Early Success, Soar to Success, and Voyager Passport.

Professional Development

Selected teachers will attend CRISS, training in Differentiated Instruction, and other inservices as indicated on their Professional Development Plans.

South Miami K – 8 Center will be offering professional development opportunities for all faculty members the last Wednesday of each month for a total of 14 master plan points. The professional development will encompass Best Practices in Language Arts and Reading.

Grade Group consultations and modeling with the Reading Leader will be used to organize differentiated instruction according to DIBELS, F-ORF, and Interim Assessment student data.

Evaluation



School Improvement Plan 2007-2008



The objectives will be evaluated using scores of the 2008 FCAT Reading Test. Chapter tests from the Houghton Mifflin Reading series, and the District Interim Assessments will provide formative data which will be used to monitor progress towards the standards.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT data indicate that 74% of the students in grades 3-6 scored at level 3 or above, meeting the criteria for high standards. Conversely, 26% of the students did not make annual learning gains. Eighty percent of the third grade students, 75% of the fourth grade students, 79% of the fifth grade students, and 55% of the sixth grade students scored at level 3 or above in mathematics. All of the subgroups met Adequate Yearly Progress (AYP).

Analysis of the five mathematics content strand addressed by the Sunshine State Standard show that the grade 3 students need additional instruction in Number Sense, Concepts and Operations and Algebraic Thinking in which 67% responded correctly in both content cluster. The average score points for the other areas are 75% for Measurement, 71% for Geometry and Spatial Sense, and 71% for Data Analysis and Probability.

Data analysis of students in grade 4 show that 63% responded correctly for the content area Measurement, 64% answered correctly for Number Sense, Concepts and Operations, 57% Algebraic Thinking and Data Analysis and Probability, and 71% in the content cluster Geometry. This data indicate that supplemental lessons are necessary in all of the content areas to enhance academic achievement especially Algebraic Thinking, and Data Analysis and Probability.

Assessment of grade 5 student performance in the content area indicate that additional instruction is necessary in all of the content clusters Number Sense, Concepts, and Operations (62%), Measurement (64%), Geometry (69%). However, emphasis should be focused in the area of Algebraic Thinking and Data Analysis in which 55% and 58% of the students respectively responded correctly to augment acquisition of skills and enhance academic achievement in mathematics with corresponding learning gains.

Students in grade 6 require additional instruction in all of the content clusters Number Sense (56%), Measurement (44%), Geometry (44%), Algebraic Thinking (50%), Data Analysis and Probability (56%) to improve knowledge and skills reflected by high academic achievement on the FCAT and learning gains.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 7 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test. Given instruction based on the Sunshine State Standards, level one and two students will meet state academic standards of level three or higher in mathematics.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate a Problem of the Day or a Math review warm up activity as part of the Math curriculum in Grades K-7.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct annual Math Night activities to encourage the implementation of mathematics strategies at home.	Administration and Selected Teachers	4/1/2008	5/30/2008	Other/ Not Applicable	0
Communicate to parents specific Mathematics skills which need reinforcement through agendas, parent conferences, and School Support Team (SST) meetings.	Student Services Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Remediate FCAT Level 1 and Level 2 students and subgroups (Grades 3-7), based on assessment data, in small groups before, during, and after school using materials such as Comprehensive Math Assessment Florida Edition and Spectrum Florida Test Prep FCAT. Enroll all FCAT Level 1 students in grades 6 and 7 in an Intensive Mathematics Class.	Administration and Selected Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	6000
Professional Development will be provided to train teachers in the use and implementation of manipulatives and technology at every grade level to increase Algebraic Thinking.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

South Miami K-8 Center implements the Harcourt Brace Mathematics series and resources for students in grades K - 5. The Glencoe Mathematics series is utilized in grades 6 and 7. Supplemental materials include Riverdeep

Professional Development

Selected teachers will attend inservice in Data Driven Decision Making for Mathematics Learning, Hands-On Equations, and Cooperative Strategies in Mathematics as indicated on their Professional Development Plans.

Evaluation

The objectives will be evaluated using scores of the 2008 FCAT Mathematics Test. Chapter tests from the Harcourt Brace Mathematics series and the District Interim Assessments will provide formative data which will be used to monitor progress towards the standards.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students will meet state mastery standards in writing.

Needs Assessment

An assessment of the data reveals that fourth grade students had a combined mean score of 3.8, an Expository mean score of 3.9 a narrative mean score of 3.6 on the 2007 FCAT Writing Plus. Seventy four percent of the students reached the state required mastery level of 3.5 or above and 63% scores at level 4 or above. Specifically, 81% of the students scored 3.5 or above on the expository prompt and 66% scored 3.5 or above on the narrative prompt. Students writing skills will be monitored and data used to provide data driven instruction.

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 SSS, students in grades 4 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration and Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Enhance vocabulary development in Grade 2 using The Elements of Reading Vocabulary program.	Reading Leader and Second Grade Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize Houghton Mifflin Reading Basal and Holt-Rienhart's Elements of Literature series support materials to strengthen word study, grammar and other writing conventions in grades 3-5 and Holt-Rinehart's Elements of Literature in grades 6 and 7.	Administration and Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Complete student writing activities across the curriculum using the Writing Process.	Classroom Teachers, Special Area Teachers, and Magnet Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Assign students to work with peers to analyze, edit, and revise their writing based on the FCAT rubric components: Focus, Organization, Support, and Conventions.	Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Complete and revise biweekly narrative and expository writing prompts in Grades 2-5 and expository and persuasive writing prompts in Grades 6 - 7 incorporating CRISS/Write Traits strategies.	Administration and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

South Miami K-8 Center implements the Houghton Mifflin Reading Basal and Support Materials, Earobics Program, Harcourt Mathematics, Scott Foresman Science, Houghton Mifflin Social Studies Content Areas Writing Materials and Write Traits Strategies.

Professional Development

Selected teachers will attend CRISS, Write Traits, Houghton Mifflin Reading Basal training, and other writing in-services as indicated on their Professional Development Plans. The Reading Leader will conduct faculty workshops, facilitate model lessons and disseminate information on best practices in Language Arts in writing across the curriculum during weekly grade level meetings while providing instruction in scoring according to the FCAT Rubric.

Evaluation

The objectives will be evaluated using the scores of the 2007 FCAT Writing Test. Student writing portfolios containing scored and revised writing prompts will be assessed quarterly to monitor progress. District Pre and Post Tests will be used as a teaching tool.

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 meet state achievement standards in science.

Needs Assessment

Fifty percent of the students scored at level 3 or above. Evaluation of the eight science strands grouped into four clusters show that for Physical Science, Life and Environmental Science, and Scientific Thinking 58% of students responded correctly and for Earth and Space Science 53% answered correctly. This data indicate that students need additional instruction and the incorporation of hands-on laboratory activities into the science curriculum to facilitate the acquisition of skills and knowledge that will enable the students to attain learning gains.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train teachers on the use of cluster analysis of FCAT Science scores to plan lessons emphasizing the content areas assessed on the FCAT.	Administration and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Invite parents and community volunteers to share information on science related careers	Administration and Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Plan grade appropriate field trips to reinforce Sunshine State Standards Science benchmarks.	Administration and Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct a minimum of one inquiry driven hands-on science experiment in Grades K-7 each week, emphasizing Scientific Process Skills.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Schedule the MAST Academy Outreach Program to present their Hands-On Weather and Marine Science Stations with 4th and 5th grade students, schedule Area Health Education Center (AHEC) to present their Health and Wellness Programs to 2nd and 3rd students.	Administration and 2nd - 5th Grade Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Infuse use of science periodicals such as; National Geographic, Ranger Rick and National Geographic Kids through out the curriculum.	Media Center Specialist	8/20/2007	6/5/2008	Education Innovation	0

Research-Based Programs

South Miami K-8 Center implements the McGraw-Hill Science series and support materials. Supplemental materials include the Carolina Biological Science Kits, FOSS kits, and Riverdeep.

Professional Development

All science teachers will attend professional development activities focusing on the use of the newly-adopted state textbook series, Scott Foresmann, and the incorporation of science process skills in laboratory activities.

Evaluation

This objective will be evaluated using the results on the 2007 FCAT Science test, teacher logs of Hands-On Process Science activities, and Mid-Year assessments using FCAT Science Coach.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

All South Miami K-8 Center stakeholders will contribute and participate in school activities demonstrating and encouraging students to become lifelong learners.

Needs Assessment

An average of 37 parents attended parent workshops conducted in the 2006-2007 school year.

According to the 2006-2007 administration of the School Climate Survey Parent Form, 97% of the parents agreed that the overall climate or atmosphere at South Miami K-8 Center child's school is positive and helps their child learn.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide bilingual meetings, such as The Quarterly Principal's Coffee to inform and educate parents from our community and other countries of the Title I grant, academic expectations, practices, and services of the Miami-Dade County Public Schools System Parent Academy.	Administration, ESOL Chairperson, Community Involvement Specialist	8/20/2007	6/5/2008	Dual Language	0
Conduct an Open House Resource Fair to acquaint parents with the services offered by the school and community.	Administration, Teachers, Community Involvement Specialist, Student Services	8/20/2007	6/5/2008	Parental Choice Options	0
Conduct parent workshops to provide strategies for parents to work with their children at home in Reading, Writing, and Mathematics.	Administration, Media Center Specialist, Reading Leader, Community Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Publish monthly calendar of school activities for parental distribution.	Administration, Student Services, Informed Families	8/20/2007	6/5/2008	Parental Choice Options	0
Maintain and update the Parent Resource Center in the Media Center, the website, newsletter, and school marquee.	Media Specialist, Administrators, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
Designate an employee to assist in recruiting volunteer services, disseminate communication and distribute and collect parent and school surveys.	Administration, Community Involvement Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	
Implement campaign to increase membership in PTSA.	Administration	8/20/2007	6/5/2008	Parental Choice Options	
Utilize Connect Ed services to notify parents of important events and activities.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

South Miami K-8 Center will inform and instruct parents on the newest version of the Parent Portal, as well as Just Read! Florida Program for Families, National PTA – Every Child-One Voice, and Florida PTA – Every Child-One Voice, and the Riverdeep and FCAT Explorer computer programs.

Professional Development

Parent Academy Workshops, ESOL Parent Outreach Workshops, and PTSA Workshops will be made available to those who wish to attend. Parents may participate in the Parent Involvement Conference and the Community Agency Fair.

Provide Parent Portal Training opportunities at each of the Parent Academy Workshops.

Evaluation

This objective will be evaluated by the number of workshops as documented by the number of parents attending.

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

Discipline & Safety Statement

South Miami K-8 Center students will participate in the various educational safety presentations offered through the Miami-Dade Schools System Speakers Bureau, Miami-Dade Police Department, the South Miami Police Department, and Informed Families.

Needs Assessment

According to the 2005-2006 administration of the School Climate Survey, 80% of the parent responses and 86% of the student responses indicated that they felt safe at school.

South Miami K-8 Center offered four health and safety programs during the 2005-2006 school year. Students need to be provided with the knowledge of traffic safety, health safety/protection, and anti-drug and alcohol abuse prevention programs to access a safe learning environment.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in the Community Action Program (CAP) through Informed Families for Red Ribbon Week, Too Smart to Start Program, and community outreach.	Administration, Classroom Teachers, Counselors	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide safety awareness presentations to appropriate grades during the 2007-2008 school year.	Administration, Classroom Teachers	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Present to 6th – 7th grade students the TRUST Curriculum with the TRUST Counselor in small group sessions.	Administration, 6th - 7th Classroom Teachers, Counselors	8/20/2007	6/5/2008	Student Wellness	0
Establish a Discipline and Safety Committee to implement safety-to-life procedures at the school site.	Administration, Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Solicit parent participation in the District Advisory Counsel and Regional Center Parent Advisory Counsel.	Administration, Community Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	

Research-Based Programs

South Miami K-8 Center will use the TRUST Curriculum, AIDS! Get the Facts curriculum, D.A.R.E. curriculum and Miami-Dade County Public Schools Human Growth and Development curriculum.

Professional Development

Selected teachers will attend inservices in AIDS training, Crisis Management Training, Hepatitis B training, Safe Crisis Management training, and School Security training as indicated in their Professional Development Plans (PDP).

Evaluation

This objective will be evaluated by the number of safety programs presented at South Miami K-8 Center during the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

South Miami K-8 Center students will participate in the various educational safety presentations offered through the Miami-Dade Schools System Speakers Bureau, Miami-Dade Police Department, the South Miami Police Department, and Informed Families.

Needs Assessment

According to the 2005-2006 administration of the School Climate Survey, 80% of the parent responses and 86% of the student responses indicated that they felt safe at school.

South Miami K-8 Center offered four health and safety programs during the 2005-2006 school year. Students need to be provided with the knowledge of traffic safety, health safety/protection, and anti-drug and alcohol abuse prevention programs to access a safe learning environment.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide daily school-wide "Tech Tips" for students via morning announcements.	Administration	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Provide funds to update media center materials to meet instructional standards.	Administration	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Monitor usage reports to indicate the percentage of students using technology as an instructional tool.	Administration, Department Chairs	8/20/2007	6/5/2008	Other/ Not Applicable	0
Instruct students, parents, and faculty members on how to access on line textbooks and district portals.	Media Specialist Classroom Teachers	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Train students and teachers in the use of Smartboards for presentations and research activities across the curriculum as an instructional tool.	Media Specialist Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

South Miami K-8 Center will use the TRUST Curriculum, AIDS! Get the Facts curriculum, D.A.R.E. curriculum and Miami-Dade County Public Schools Human Growth and Development curriculum.

Professional Development

Selected teachers will attend inservices in AIDS training, Crisis Management Training, Hepatitis B training, Safe Crisis Management training, and School Security training as indicated in their Professional Development Plans (PDP).

Evaluation

This objective will be evaluated by the number of safety programs presented at South Miami K-8 Center during the 2007-2008 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Health & Physical Fitness Statement

All South Miami K-8 Center students will increase their performance in physical fitness.

Needs Assessment

According to 06-07 FITNESSGRAM reports, Flexibility was not measured. An analysis of sports programs reveals that flexibility is a key component in preventing sports injuries and is a critical element in attaining physical fitness goals.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through 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 Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Compare pre and post test data to provide valid measures of student physical fitness improvement from the FITNESSGRAM.	Administration, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Send home the FITNESSGRAM reports.	Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use FITNESSGRAM software to provide a prescriptive report printed out for each student.	Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to Fitness related activities.	Physical Education Teachers Administrators Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor the Physical Education program to ensure that teachers select activities specifically related to the FITNESSGRAM assessment component items.	Physical Education Teachers Administrators	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Increase muscular strength and conditioning utilizing fitness equipment and circuit training.	Administration, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	

Research-Based Programs

South Miami K-8 Center will implement the FITNESSGRAM.

Professional Development

Physical Education teachers will attend Professional Development provided by the Life Skills Department as indicated on their Professional Development Plans.

Evaluation

South Miami K-8 Center's goal is for 50% or more of the students in Grades 4 and 5 to improve their flexibility as evidenced on the pre and post test reports.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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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

Increase the number of current 5th grade students participating in the 6th – 8th grade magnet programs CAT and CIE.

Needs Assessment

According to district initiative, there is a need to increase diverse student participation in the expressive arts programs. Research has shown that there is a direct correlation between improved student achievement and increased participation in the expressive arts.

Measurable Objective

Given emphasis on the benefits of participating in magnet programs, the number of students enrolled in the 6th - 8th grade magnet programs CAT and CIE will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for 6th and 7th grade magnet students to compete in school, district, and community art exhibits.	Administration, Magnet Teachers and Secondary Special Area Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for the 6th and 7th grade Magnet students to showcase their curriculum during school activities such as: the Magnet Open House, PTA Meetings, Awards Ceremonies, and Morning Announcements.	Administration, Magnet Teachers and Secondary Special Area Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Develop interdisciplinary strategies to infuse the CAT and CIE 6th and 7th grade Magnet programs with the standard curriculum objectives.	Administration, Magnet Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide articulation for the students in grades 5 - 7 in moving to the next grade level in choosing elective classes.	Administration, Magnet Teachers and Secondary Special Area Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

South Miami K-8 Center implements the following research based programs in our expressive arts curricula: Sunshine State Standards, Competency Based Curriculum, and Understanding Art series.

Professional Development

The CAT and CIE Magnet teachers at South Miami K-8 Center will participate in various Life Skills presentations and workshops provided by the District.

Evaluation

Enrollment for the CAT and CIE Magnet programs in the 2007-2008 school year will increase 10% as compared to enrollment in the 2006-2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Return On Investment Statement

South Miami K-8 Center will rank in the middle third of all K-8 Centers in the state in the Return of Investment (ROI) measure.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004-2005 South Miami K-8 Center ranked at the 46th percentile on the State of Florida ROI index. The highest percent of ROI Value was 56%.

Measurable Objective

South Miami K-8 Center Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0
Consider shared use of facilities partnering with community agencies.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations or volunteer networks.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0
Examine the ROI results of other schools in the state to determine where South Miami K-8 Center is in relation to other schools.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0

Research-Based Programs

The State of Florida ROI index publication.

Professional Development

Administration will attend workshops and information sessions on ROI.

Evaluation

On the next State of Florida ROI index publication, South Miami K-8 Center will show progress toward reaching the percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The EESAC recommended funds be spent as needed on the following priorities: Library matching funds, support for the five magnet strands, tutorial services, and technology.

Training:

The EESAC recommended training in the following areas for selected staff members: CRISS, Inclusion, science process skills, and math manipulatives.

Instructional Materials:

The EESAC recommended the following instructional materials be utilized in teaching the Sunshine State Standards: Reading: Houghton Mifflin Series; Mathematics: Harcourt Brace Textbooks; Science: McGraw Hill Textbooks and Carolina Biological Experiment Kits; Social Studies: Harcourt Brace Textbooks.

Technology:

The EESAC recommended to maintain the computer lab and five internet connections in each classroom and to use EasyTech, Riverdeep, and FCAT Explorer in the appropriate grades in order to become a leader in infusing technology into the curriculum.

Staffing:

The EESAC recommended hiring as many part time classroom assistants as possible to provide support for the teachers and additional tutoring for students.

Student Support Services:

The EESAC recommended to maintain counseling services and encourage as many parents as possible to be approved volunteers to better support student achievement.

Other Matters of Resource Allocation:

The EESAC recommended to pursue participation in grant writing and increasing the number of Dade Partners.

Benchmarking:

The EESAC recommended to compare and contrast South Miami K-8 Center with other schools and business organizations to identify successful areas as well as areas that indicate room for improvement.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommended that all adults in the hallways or classrooms have an ID, pass, or badge identifying them as visitors, volunteers, school officials, approved vendors or contractors.

The EESAC recommended a zero tolerance policy for bullying in any form toward other students. The parents, teachers, counselor, and administrators will all be involved in resolving inappropriate behaviors and attitudes.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	6500
Mathematics	6000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	12500



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