

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Treasure Island Elementary School (5481)

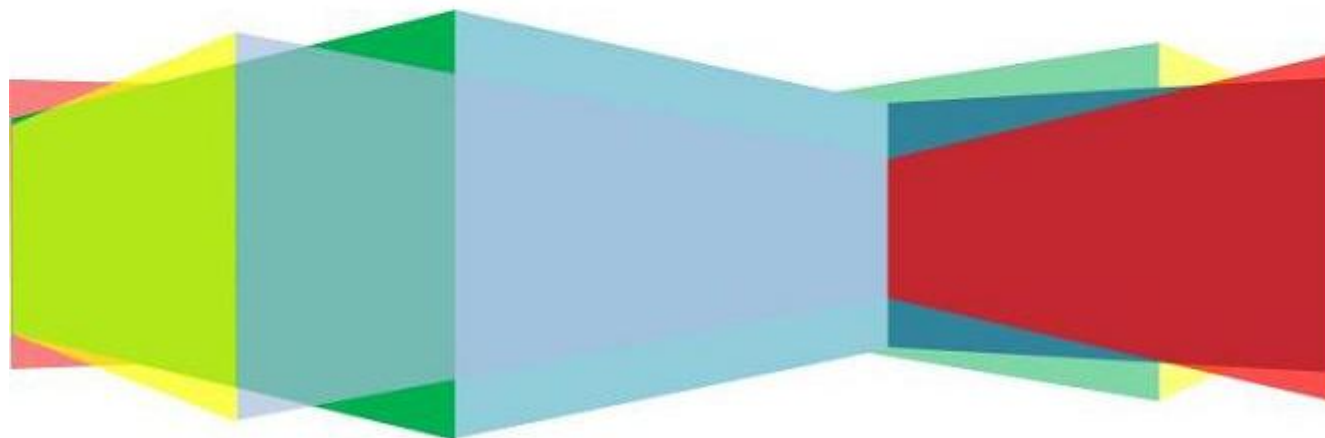
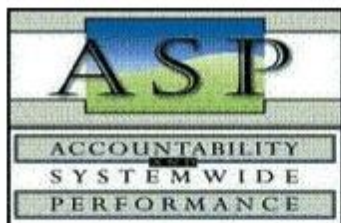
Feeder Pattern - Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Gloria Barnes

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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In the 2006-2007 school year, Treasure Island Elementary School was graded a B as evidenced by the results of the state performance tests. Treasure Island Elementary is 51 years old. This school houses a Pre-Kindergarten through sixth grade. The school is identified for implementation of the federally supported program for economically disadvantaged families.(Title 1) The current enrollment is 766 students. The ethnic distribution of our population is 77% Hispanic, 12% White Non-Hispanic, 7% Black Non-Hispanic, 3% Asian, and 1% Other. Treasure Island is in the Miami Beach Senior High School feeder pattern. Our school has 58 full-time teachers. Treasure Island Elementary offers many programs including: two gifted units, a Head Start program, a Title 1 Voluntary Pre-Kindergarten Program, various ESE units, and Academic Excellence classes. The average class size in Pre-K through 3rd grade is 18 and in 4th-6th the average class size is 25. The school's retention rate is 3%.

Based on the 2007 FCAT data, 26% of the students are not meeting high standards in reading and 36% are not meeting high standards in mathematics.

All No Child Left Behind (NCLB) subgroups met the minimum requirements.

We are faced with some challenges at our school. They include: third grade retention rate, attendance/tardies, and our transient rate. Another concern is that students in the primary grades need more hands on, investigation, and application opportunities in science. Additionally, parental involvement needs to be increased significantly throughout the school year because there is a direct correlation between positive, consistent parental involvement and student achievement.

Our strengths include: the use of differentiated instruction, the implementation of the SuccessMaker program, and utilizing the CIM model to enhance the reading comprehension skills of students in grades K-6. The SuccessMaker program has afforded the teachers the ability to identify specific areas of weakness and create custom courses to address those areas.

Based on SuccessMaker and STAR Reading data, third grade students made at least a year's gain in reading. In mathematics, third grade students made a two percent gain from the 2006 FCAT administration. The increase in achievement can be attributed to the daily use of the SuccessMaker program by students and the teacher's utilization of its reporting features, which allow teachers to focus and customize instruction for each student. In addition, the incorporation of journal writing, writing across the curriculum, and utilizing dynamic instructional strategies enabled students to make significant achievement on the FCAT Writing+ Assessment.

Treasure Island Elementary School has three community partnerships: City of North Bay Village; the Police Athletic League; and the North Bay Village Optimist Club.

Treasure Island Elementary School is the recipient of the Arts For Learning and Idea grants.

Given instruction based on the Sunshine State Standards, 75 percent of the students in grades three through six will score a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 65 percent of the students in grades three through six will score a Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, 99% of the students in fourth grade will reach the state required mastery Level of a 3.5 or above as documented by scores of the 2008 FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, 49 percent of the students in fifth grade will score a Level 3 or higher as documented by scores of the 2008 FCAT Science Assessment.

Given opportunities to attend a variety of activities throughout the school year, parents at Treasure Island Elementary will increase attendance at workshops and seminars from 65 percent at Open House and 15 percent at other parent workshops during the 2006-2007 school year to 70 percent at Open House and 20 percent at other workshops during the 2007-2008 school year.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, general disruptive conduct incidents will decrease 50 percent from 52 incidents during the 2006-2007 school year to 26 incidents during the 2007-2008 school year.

Given the positive results of technology integration, all students will increase their mean time on reading and mathematics SuccessMaker courseware by 10% from 22.9 hours during the 2006-2007 school year to 25.19 hours during the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their fitness levels from 60 percent in 2007 to 62 percent in 2008 on the FITNESSGRAM.

Given emphasis on the benefits of participating in arts enrichment programs, participation in the Arts for Learning and the Strings programs will increase from 6 percent of the student population during the 2006-2007 school year to 10 percent of the student population during the 2007-2008 school year.



# School Improvement Plan 2007-2008



Treasure Island Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2005 to the 60th percentile on the next publication of the Index.

The following are our areas of priority based on the results of the Self-Assessment Survey:

- On a scale of one to five, Treasure Island Elementary faculty and staff members expressed a 3.9 satisfaction rate regarding the opportunity to provide input in planning for the future and sharing ideas.
- On a scale of one to five, Treasure Island Elementary faculty and staff members expressed a 3.5 satisfaction rate regarding knowledge of how their organization is doing financially.

These areas of priority were chosen because they were the two areas of greatest concern at Treasure Island Elementary School.

Our school will conduct regular needs assessments of all faculty and staff to address concerns. The school will include the head custodian, cafeteria manager, one representative from the office, and one representative from the security staff to the Leadership team to participate in strategic planning.

The survey indicates that faculty and staff members are interested in knowing more about the financial status of their organization. Information regarding the budget will be made available to faculty and staff through the Educational Excellence School Advisory Council and faculty meetings.



# 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.

## 5481 - TREASURE ISLAND ELEMENTARY SCHOOL

### VISION

Treasure Island Elementary School enriches the community through the provision of the best possible educational experiences to our students and the surrounding community, imparting the cultural heritage of the nation, extending the services of the school to encompass the needs of the whole individual, and providing a center for community activities.

### MISSION

The primary mission of Treasure Island Elementary School is to provide educational opportunities that produce capable and responsible citizens of tomorrow through the use of research-based curriculum enhanced by technology. The success of our mission depends upon the joint effort of our school, home, and community in providing adequate resources to nurture excellence.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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.

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### ***School Demographics***

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Treasure Island Elementary School was built in 1955 on a 13 acre campus. the facility currently houses 766 students in permanent buildings and eight portable buildings. It is located in North Bay Village, Florida, and serves students in the North Bay Village area and a section of Miami Beach (Normandy Isle). These communities consist of low socio-economic families and a prominent middle class sector as well as newly immigrated Hispanic and Haitian families. The school is identified for implementation of Title I, the federally supported program for economically disadvantaged families. The current enrollment at Treasure Island Elementary Community School is 766 students in pre-kindergarten through sixth grade. The ethnic distribution of our population is 77% Hispanic, 12% White Non-Hispanic, 7% Black Non-Hispanic, 3% Asian, and 1% Other. Our exceptional student population consists of approximately 14% of the enrollment. Our Limited English Proficiency students consist of 39% of the enrollment. Eighty-eight percent of the students are on free or reduced lunch. The NCLB subgroups that were tested include: White, Hispanic, Economically Disadvantaged, and English Language Learners. There are approximately 114 Level 1's and 2's in Reading and 157 Level 1's and 2's in Mathematics.

Treasure Island Elementary School employs 78 full-time staff members (87%). The ethnic distribution of the faculty and staff at Treasure Island Elementary is 28% Black (22), 44% Hispanic (34), and 28% White (22). The school also has 12 part-time staff members (13%). We have four teachers who are National Board Certified. Our leadership team is composed of the principal, assistant principal, one guidance counselor, one reading coach, one math/science coach, grade level chairpersons, and a media specialist.

Treasure Island's attendance rate increased from 94.69% in 2005-2006 to 95.44% in 2006-2007.

Treasure Island is a part of the Miami Beach Senior High School feeder pattern. Upon completion of the sixth grade, the students transition to Nautilus Middle school for seventh and eighth grade which received a letter grade of "B" for the 2006-2007 school year.

The average class size by grade level for general education is as follows: Kindergarten-19 students; First grade-22 students; Second grade-18 students, Third grade-20 students; Fourth grade-23 students; Fifth grade-27 students; and Sixth grade-26 students.

Treasure Island Elementary School provides basic education through the standard curriculum to students in grades Kindergarten through six. The school also houses a Head Start, a Gifted Program, and an Academic Excellence Program (AEP). Additionally, the school has ESE units dedicated to offering services to mentally, physically, and emotionally challenged students. Instruction is provided in traditional classroom settings and is enhanced through computer assisted learning in grades pre-kindergarten through sixth. The curriculum embraces multifaceted educational initiatives that include the Comprehensive Research Based Reading Plan, Accelerated Reader, SuccessMaker, Reading Plus, five Inclusion classrooms, and an Academic Excellence Program.

At Treasure Island Elementary School we are faced with some challenges. They include: third grade retention rate, attendance/tardies, and our transient rate.

The objective and activities will compliment our mission to develop the whole child in an enriching academic environment and to develop life-long learners in the pursuit of excellence.

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## ***School Foundation***

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### **Leadership:**

A 4.6 ranking was given by the faculty and staff when asked how the supervisor sets direction for the school.

On a scale of one to five, Treasure Island Elementary School faculty and staff members expressed a 4.7 satisfaction rate regarding the sharing of the mission by the school's administration.

The survey indicates that a 4.5 ranking was expressed by the faculty and staff when asked if their working environment created by the administration helps them to do their job.

A 3.9 ranking was given when asked how well the leadership solicits input from the faculty and staff. A 4.3 ranking was given when asked how well the organization's supervisor shares information.

### **District Strategic Planning Alignment:**

The assessment results, which range from 3.9 to 4.3, indicate that our staff is frequently aware of: 1) our school's plans, 2) how well those plans impact their job assignment, and 3) the degree of progress that they are making toward realizing the stated goals of the plans.

### **Stakeholder Engagement:**

The assessment results ranged from 4.0 to 4.6, which indicate that the majority of the staff is highly cognizant of the needs of the school's stakeholders. Further, the results indicate that staff members are actively involved in various decision making processes that resolve problems regarding those stakeholders.

### **Faculty & Staff:**

The assessment results, which range from 4.2 to 4.3, indicate that the majority of respondents agree that their workplace is safe, the supervisor cares about them and recognizes their work, and that the staff works together as a team. The staff also agrees that they have opportunities to make changes that will improve their work. In addition, the staff agrees that they are frequently encouraged to participate in professional development activities that enhance their job skills for career advancement.

### **Data/Information/Knowledge Management:**

The assessment results, which range from 4.2 to 4.3, indicate that the majority of respondents agree that their workplace is safe, the supervisor cares about them and recognizes their work, and that the staff works together as a team. The staff also agrees that they have opportunities to make changes that will improve their work. In addition, the staff agrees that they are frequently encouraged to participate in professional development activities that enhance their job skills for career advancement.

### **Education Design:**

The school offers additional programs that extend students learning opportunities. A before and after school program will remediate targeted students through the use of SuccessMaker and direct instruction. These programs will provide additional remediation for students in the Exceptional Student Education Program as well as targeted students who are in the lowest twenty-five percent in reading and mathematics. After school tutoring is provided by certified teachers with pre-selected materials targeting FCAT and Sunshine State Standards.

Technology continues to play an integral part in our instruction for the lowest performing students. Our SuccessMaker, STAR and Accelerated Reader programs provide an avenue to individually monitor these students and offer daily assistance on their individual grade level. Treasure Island Elementary School continue to utilize the Edusoft materials to assist with the monitoring of the Interim Assessments.

### **Performance Results:**



# School Improvement Plan 2007-2008



According to the survey, the faculty and staff ranked the Leadership and the Measurement, Analysis, and Knowledge Management categories with the highest overall score of a 4.4. The Strategic Planning and Process Management categories received the lowest scores from the faculty and staff.





# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

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***Schools Offering Primarily Grades 6 through 12***

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

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

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Reading Statement**

All students at Treasure Island Elementary will be able to read on or above grade level.

**Needs Assessment**



# School Improvement Plan 2007-2008



Results of the 2007 FCAT Reading Assessment indicate that 74 percent of students have met the state required mastery level, 67 percent have made annual learning gains, and 61 percent of the students scoring in the lowest quartile made annual learning gains. The following are the results broken down by grade level: 3rd grade: 7 percent decrease, 4th grade: 12 percent decrease, 5th grade: 4 percent increase, and 6th grade: 1 percent decrease. An analysis of the 2007 FCAT Reading Assessment indicate that students had the most difficulty on the Main Idea/Purpose cluster. According to the 2007 Adequate Yearly Progress (AYP) Report, all subgroups were met in reading.

The first Reading Interim Assessment showed students in grade 3 had an average score of 57 percent, students in grade 4 had an average score of 54 percent, students in grades 5 had an average score of 51 percent, and students in grades 6 had an average score of 62 percent.

The second Reading Interim Assessment showed students in grade 3 had an average score of 59 percent, students in grade 4 had an average score of 64 percent, students in grade 5 had an average score of 69 percent, and students in grade 6 had an average score of 62 percent.

Accelerated Reader Schoolwide Summary Reports indicate that students in grade 1 passed 83% of 1,149 quizzes; students in grade 2 passed 80% of 3,394 quizzes; students in grade 3 passed 84% of 4,042 quizzes; students in grade 4 passed 79% of 2,236 quizzes; students in grade 5 passed 87% of 5,065; and students in the 1st-4th grade Gifted Unit passed 91% of 2,632 quizzes.

STAR Reading data reveal that first grade students scored in the 16th percentile on the pretest and scored in the 43rd percentile on the posttest; second grade students scored in the 51st percentile on the pretest and scored in the 48th percentile on the posttest; third grade students scored in the 29th percentile on the pretest and scored in the 40th percentile on the posttest; fourth grade students scored in the 35th percentile on the pretest and scored in the 37th percentile on the posttest; fifth grade students scored in the 27th percentile on the pretest and scored in the 26th percentile on the posttest; and sixth grade students scored in the 37th percentile on the pretest and scored in the 36th percentile on the posttest.

***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, 75 percent of the students in grades three through six will score a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Comprehensive Research Based Reading Program for grades K-6.	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Disaggregate 2007 FCAT data to identify strengths and weaknesses, in order to provide remediation.	Reading Coach, Principal, Assistant Principal, Literacy Team	8/20/2007	10/31/2007	District-wide Literacy Plan	0
Utilize the Edusoft program to modify instruction and monitor achievement.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	10/1/2007	6/5/2008	District-wide Literacy Plan	0
Implement CIM Model using the eight step process.	Reading Coach, Assistant Principal, Principal, Classroom Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide a daily uninterrupted 90 minute block of reading instruction.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Integrate technology with the daily reading program by participation in Accelerated Reader, SuccessMaker, and Star Testing to improve students' reading comprehension.	Reading Coach, Media Specialist, Classroom Teachers, Principal, Assistant Principal	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement before/after school tutoring programs for the lowest 25% two - three days a week focusing on Main Idea.	Reading Coach, Principal, Assistant Principal	10/23/2007	2/15/2008	District-wide Literacy Plan	12000
Implement in-school reading tutoring for FCAT Level 2 students and retainees.	Reading Resource teacher, Reading Coach, Principal, Assistant Principal	9/3/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

Houghton-Mifflin Reading Series  
 SuccessMaker Program  
 Voyager Program  
 Reading Plus Program

### Professional Development

SuccessMaker  
 Accelerated Reader Program  
 DIBELS  
 Reading Plus  
 Edusoft

### Evaluation

District Interim Assessments  
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  
 FORF Measures  
 Diagnostic Assessments of Reading (DAR)  
 2008 FCAT Reading Assessment

### 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 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"/>

### **Mathematics Statement**

All students at Treasure Island Elementary will demonstrate increased performance in mathematics.

### **Needs Assessment**

Results of the 2007 FCAT Mathematics Assessment indicate that 61 percent of the students in grades three through six have demonstrated acceptable levels of learning gains in mathematics, 64 percent of the students in grades three through six met high standards in mathematics, and 68% of the students scoring in lowest quartile made annual learning gains. The following are the results broken down by grade level: 3rd grade: 2 percent increase, 4th grade: 7 percent increase, 5th grade: 7 percent increase, and 6th grade: 17 percent decrease. An analysis of the 2007 FCAT Mathematics Assessment indicates that students had the most difficulty on the Number Sense, Algebraic Thinking, and Data Analysis content strands.

The first Mathematics Interim Assessment showed students in grade 3 had an average score of 54 percent, students in grade 4 had an average score of 57 percent, students in grade 5 had an average score of 61 percent, and students in grade 6 had an average score of 47 percent.

The second Mathematics Interim Assessment showed students in grade 3 had an average score of 59 percent, students in grade 4 had an average score of 48 percent, students in grade 5 had an average score of 58 percent, and students in grade 6 had an average score of 43 percent.

Students in grades K-5 have made an average gain of 0.52 in mathematics on the SuccessMaker program.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



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, 65 percent of the students in grades three through six will score a Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze 2007 FCAT data to identify strengths and weaknesses for instructional purposes.	Classroom Teachers, Principal, Assistant Principal	8/20/2007	10/31/2007	Continuous Improvement Model	0
Utilize the Edusoft program to modify instruction and monitor achievement.	Principal, Assistant Principal, Classroom Teachers	10/23/2007	6/5/2008	Continuous Improvement Model	0
Use manipulatives to enhance instruction on the identified content strands.	Classroom Teachers, Math/Science/Technology Coach, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize technology-based programs for students including: FCAT Explorer, Riverdeep, and SuccessMaker.	Principal, Assistant Principal, Classroom Teachers, Math/Science/Technology Coach	8/20/2007	6/5/2008	Continuous Improvement Model	8000
Implement the CIM Model utilizing the eight step process.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze SuccessMaker data to identify areas of weakness and prescribe remedial activities.	Principal, Assistant Principal, Classroom Teachers	8/27/2007	6/5/2008	Continuous Improvement Model	0
Provide an uninterrupted one hour block in mathematics and implement District Math Pacing Guide.	Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement before/after school tutoring classes for the lowest 25% in math, two-three days a week as monitored by site authored assessments.	Principal, Assistant Principal, Classroom Teachers	10/23/2007	02/14/2008	Continuous Improvement Model	12000

### Research-Based Programs

Scott Foresman Mathematics Series  
SuccessMaker

### Professional Development

SuccessMaker  
Riverdeep  
Math Item Specifications workshops  
Scott Foresman textbook

### Evaluation

District Interim assessments  
SuccessMaker data  
Results of the 2008 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**

At Treasure Island Elementary School all students will be able to communicate effectively through writing.

### **Needs Assessment**

Results of the 2007 FCAT Writing+ Assessment indicate that 98 percent of the students in grade four are meeting state standards in writing. Ninety-one percent of the students who received the expository prompt earned a 3.5 or higher on the 2007 FCAT Writing+ Assessment. Ninety-eight percent of the students who received the narrative prompt earned a 3.5 or higher on the 2007 FCAT Writing+ Assessment. The average writing score of the students who were given the expository prompt was a 4.3. The average writing score of the students who were given the narrative prompt was 4.3.

The average score on the District Writing Pretest administered in September 2006 was a 1.0 as compared to the administration in May, which was a 4.0.

### **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, 99% of the students in fourth grade will reach the state required mastery Level of a 3.5 or above as documented by scores of the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate classroom journal writing.	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Incorporate writing across the curriculum.	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement Write Time for Kids Curriculum.	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Analyze results of Writing Pre/Post Tests to identify weaknesses and prescribe remedial activities.	Reading Coach, Principal, Assistant Principal, Classroom Teachers	8/27/2007	6/5/2008	District-wide Literacy Plan	0
Improve writing quality through the use of idioms, magnified moments, and vivid verbs.	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the CIM model.	Reading Coach, Classroom Teachers, Assistant Principal, Principal	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize a writing pacing guide in grades K-3.	Grade Level Chairpersons, Reading Coach, Reading Resource Teacher, Principal, Assistant Principal	9/3/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

Houghton Mifflin Reading Series

### Professional Development

Techniques to improve the delivery of instruction  
Vocabulary development  
Scoring of expository and narrative prompts

### Evaluation

2008 FCAT Writing Assessment  
Monthly writing samples  
Pre/post writing assessments

### Science Goal

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

**Florida Education Priorities**

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

**Science Statement**

At Treasure Island Elementary School all students will be able to apply the scientific method.

**Needs Assessment**

Scores of the 2007 FCAT Science Assessment indicate that the students in the fifth grade achieved a mean scale score of 286 points in comparison to the Districts' scale score of 295 points and the State scale score of 306. Twenty-four percent of the fifth graders received a Level 3 or higher on the 2007 FCAT Science Assessment. An analysis of the 2007 FCAT Science Assessment indicates that all content clusters gave the students difficulty.

### Measurable Objective

Given instruction based on the Sunshine State Standards, 49 percent of the students in fifth grade will score a Level 3 or higher as documented by scores of the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate the science content within the language arts and math curriculum.	Classroom Teachers, Assistant Principal, Principal, Math/Science/Technology Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the CIM Model to drive instruction.	Principal, Assistant Principal, Classroom Teachers, Math/Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement Academic Excellence Program Hands-on science component with identified students as measured by rosters.	Classroom Teacher, Principal, Math/Science/Technology Coach	9/12/2007	5/9/2008	Advanced Academics	1739
Implement tutoring program for lowest 25 percent three days a week to focus on all clusters measured by school site assessments.	Principal, Assistant Principal, Tutors, Math/Science/Technology Coach	10/23/2007	2/12/2008	Continuous Improvement Model	6000
Utilize FOSS kits and science related materials.	Classroom Teachers, Principal, Assistant Principal, Math/Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Edusoft program to modify instruction and monitor achievement.	Classroom Teachers, Assistant Principal, Principal, Math/Science/Technology Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Internet-based resources and the library media center's print and non-print collection to increase science knowledge.	Media Specialist, Classroom Teachers, Math/Science/Technology Coach, Assistant Principal, Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide assistance with weekly lab lessons in grades K-6.	Math/Science/Technology Coach, Principal, Assistant Principal, Classroom Teachers	8/23/2007	6/5/2008	Continuous Improvement Model	0
Utilize technology-based programs for students including FCAT Explorer and SuccessMaker.	Math/Science Coach, Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0

### Research-Based Programs

SuccessMaker: Science Discovery  
Scott Foresman Science Series

### Professional Development



# School Improvement Plan 2007-2008



Focus on the four clusters of science  
Use of hands-on activities  
Strategies to maximize learning opportunities  
Share best practices  
Item Specifications Science Workshop

## **Evaluation**

District Interim Assessments  
SIZ science pretest  
Benchmark assessments  
End of unit tests  
Teacher generated tests  
Scores of the 2008 FCAT Science Assessment

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

### **Parental Involvement Statement**

Treasure Island Elementary School will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

### **Needs Assessment**

The attendance logs at Treasure Island Elementary School indicate that 65 percent of the parents attended Open House and 15 percent of the parents attended various other parent workshops. The school needs to increase parental involvement, as there is a direct correlation between positive, consistent parental involvement and student achievement.

### Measurable Objective

Given opportunities to attend a variety of activities throughout the school year, parents at Treasure Island Elementary will increase attendance at workshops and seminars from 65 percent at Open House and 15 percent at other parent workshops during the 2006-2007 school year to 70 percent at Open House and 20 percent at other workshops during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan and facilitate a schoolwide Open House event.	Principal, Assistant Principal, Media Specialist, Classroom Teachers, CIS Specialist	9/5/2007	9/5/2007	Improve Public Perception	0
Implement Family Literacy Nights/FCAT Family Nights.	CIS Specialist, PTA President, Principal, Assistant Principal	9/3/2007	6/5/2008	District-wide Literacy Plan	0
Encourage parent participation at Parent Teacher Association (PTA) meetings and Educational Excellence School Advisory Council (EESAC) meetings.	PTA President, Principal, Assistant Principal, CIS Specialist, EESAC Chairperson	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Distribute a monthly calendar for parents to encourage parental involvement.	Principal, Assistant Principal, CIS Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Maintain a parent resource center with instructional materials for check-out and use at home.	CIS Specialist, Reading Coach, Principal, Assistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement Meet and Greet Nights for Parents as needed throughout the year.	Principal, Assistant Principal	8/20/2007	6/5/2008	Improve Public Perception	0
Implement a Parent of the Month program.	EESAC Chairperson, Parent Relations Committee, Principal, Assistant Principal	9/4/2007	6/5/2008	Improve Public Perception	0

### Research-Based Programs

National PTA Standards for Parents and Families Involvement Program

### Professional Development

On-going training for community involvement specialist

### Evaluation

Sign-in sheets  
 Logs  
 Results of the School Climate Survey  
 Parent of the Month nominations log

## 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 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"/>

### **Discipline & Safety Statement**

Treasure Island Elementary School will provide a safe and disciplined environment for all students.

### **Needs Assessment**

According to the Student Case Management System, 52 referrals involving general disruptive conduct were reported during the 2006-2007 school year. Treasure Island Elementary School needs to reduce the disruptive conduct in order to provide a safer and more productive learning environment.



### Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, general disruptive conduct incidents will decrease 50 percent from 52 incidents during the 2006-2007 school year to 26 incidents during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a schoolwide discipline plan.	Classroom Teachers, Principal, Assistant Principal, Counselor	8/20/2007	6/5/2008	Truancy Prevention	0
Analyze referrals to identify trends and develop specific preventive measures.	Administration, Counselor, Faculty/Staff	10/1/2007	6/5/2008	Truancy Prevention	0
Have parent conferences to increase parental involvement and to enhance parenting skills.	Administration, Faculty/Staff	8/20/2007	6/5/2008	Truancy Prevention	0
Implement Student of the Month rewards to enhance students academically and students' attendance.	Assistant Principal, Counselor, Classroom Teachers	8/20/2007	6/5/2008	Truancy Prevention	0
Provide individual counseling to help with conflict resolution.	Counselor, Principal	8/20/2007	6/5/2008	Truancy Prevention	0
Implement developmental group counseling for peer mediation.	Counselor, Principal	8/20/2007	6/5/2008	Truancy Prevention	0
Hold student conferences to reinforce appropriate behavior.	Administration, Faculty/Staff	8/20/2007	6/5/2008	Truancy Prevention	0
Utilize conflict resolution strategies to reduce conflicts among students.	Counselor, Classroom Teachers, Administration	8/20/2007	6/5/2008	Truancy Prevention	0

### Research-Based Programs

Not Applicable

### Professional Development

The School Counselor will attend various workshops regarding intervention strategies.

### Evaluation

Student Case Management Report

## Technology Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Technology Statement**

Treasure Island Elementary will integrate technology in reading and mathematics to enhance academic achievement.

### **Needs Assessment**

An analysis of the SuccessMaker Usage Summary Report for the 2006-2007 school year indicates that students' mean time on reading courseware was 11.7 hours and 11.2 in mathematics courseware. Further analysis of the Usage Summary indicates the need for students to increase their mean hours in both reading and math. Time on courseware directly affects FCAT performance.

### Measurable Objective

Given the positive results of technology integration, all students will increase their mean time on reading and mathematics SuccessMaker courseware by 10% from 22.9 hours during the 2006-2007 school year to 25.19 hours during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development to all instructional staff members in the SuccessMaker management system.	Science/Math/Technology Coach, Reading Coach, Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Instruct students in the usage of SuccessMaker to increase achievement in reading and mathematics.	Classroom Teachers, Reading Coach, Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct data analysis of SuccessMaker reports to determine custom courses that remediate and enrich students' individual skills.	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize incentives to increase the quality and quantity of students' usage and achievement in SuccessMaker.	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Monitor courseware usage to determine appropriate interventions for students requiring additional time on task.	Classroom Teacher, Reading Coach, Math/Science/Technology Coach, Principal	8/20/2007	6/5/2008	Business Process Redesign	

### Research-Based Programs

SuccessMaker

### Professional Development

SuccessMaker training

### Evaluation

The summative evaluation of this objective will be based on the Year-End Usage Summary Report. The Mid-Year Usage Summary will determine progress towards meeting the objective. Weekly Usage Reports

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<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*

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

### **Health & Physical Fitness Statement**

Treasure Island Elementary School will promote the overall health and fitness of students.

### ***Needs Assessment***

Based on the 2007 FITNESSGRAM, of the 322 students tested, 107 students received a Gold Award, 87 students received a Silver Award, and 60 percent were award winners. More students need to demonstrate physical fitness, as research has proven that the physical well-being of students has a direct impact on their ability to achieve academically.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their fitness levels from 60 percent in 2007 to 62 percent in 2008 on the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assist students in setting realistic fitness goals based on results on the FITNESSGRAM.	Physical Education Coaches, Principal, Assistant Principal	8/20/2007	6/5/2008	Student Wellness	0
Administer the FITNESSGRAM Post-test to all students in grades 4, 5, and 6.	Physical Education Coaches	8/20/2007	3/27/2008	Student Wellness	0
Implement the Sunshine State Standards for Physical Fitness and Health.	Physical Education Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Student Wellness	0
Administer the FITNESSGRAM Pretest to students in grades 4, 5, and 6.	Physical Education Coaches, Assistant Principal, Principal	8/20/2007	10/30/2007	Student Wellness	0
Provide students with exercise routines/techniques that would improve their overall fitness.	Physical Education Coaches, Assistant Principal	8/20/2007	6/5/2008	Student Wellness	

### Research-Based Programs

Not Applicable

### Professional Development

Miami-Dade County physical education workshops

### Evaluation

Scores on the 2008 FITNESSGRAM Pretest  
Scores on the 2008 FITNESSGRAM Post-test

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

Treasure Island Elementary students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

At Treasure Island Elementary School, 23 students participated in an arts for learning enrichment program during the 2006-2007 school year and 24 students participated in the strings program in 2006-2007. The school needs to increase the number of students who partake in arts programs because research has found that students who are highly involved in the arts are more likely to be high achievers, are less likely to drop out of school, and are more engaged with learning during the school day.

### Measurable Objective

Given emphasis on the benefits of participating in arts enrichment programs, participation in the Arts for Learning and the Strings programs will increase from 6 percent of the student population during the 2006-2007 school year to 10 percent of the student population during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase participation in an Artist in Residence program.	Bilingual Department, Gifted Teachers, Media Specialist, Music Teacher, Art Teacher, Principal, Assitant Principal	10/15/2007	6/5/2008	Academic Enrichment Opportunities	0
Present various Strings concerts throughout the year.	Music Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Participate in creating a set design for a culminating event.	Bilingual Department, Gifted Teacher, Media Specialist, Art Teacher, Assistant Principal, Principal	4/7/2008	6/5/2008	Academic Enrichment Opportunities	3000
Increase reading for enrichment through the arts.	Gifted Teacher, Bilingual Department, Media Specialist, Music Teacher, Principal	10/01/2007	6/5/2008	Academic Enrichment Opportunities	0
Create and implement an original culminating program documented by sign-in sheets.	Music Teacher, Gifted Teacher, Bilingual Department, Media Specialist	4/17/2008	6/5/2008	Academic Enrichment Opportunities	0
Increase participation in Strings practice three days a week monitored by attendance rosters.	Music Teacher	8/21/2007	6/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Not Applicable

### Professional Development

Two full days of training to develop thematic units in core curriculum supported by the arts

### Evaluation

Number of students who participate in the arts programs  
Activity logs  
Sign-in sheets

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Return On Investment Statement**

At Treasure Island Elementary our ranking on the ROI Index will increase to the 60th percentile.

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education indicate that in 2005, Treasure Island Elementary ranked at the 59th percentile on the State of Florida ROI Index.



### Measurable Objective

Treasure Island Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2005 to the 60th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Reconfigure existing resources to take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC, Leadership Team	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Share use of facilities and partner with community agencies.	Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, Faculty and Staff	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Provide the instructional staff with resources to support grant-seeking opportunities that will enhance reading, writing, mathematics, and science instruction; technology integration; and parental involvement.	Principal, EESAC Chairperson, Leadership Team	8/20/2007	6/5/2008	Education Innovation	

### Research-Based Programs

Not Applicable

### Professional Development

Region II Budget Preparation Training  
 Inservice for stakeholders in evaluating efficiency and effectiveness of programs

### Evaluation

On the next State of Florida ROI index publication  
 Treasure Island Elementary School will show progress toward reaching the 60th percentile.

**EESAC Compliance**

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

**Budget:**

The EESAC recommended that any available funds be used for incentives to improve student attendance.

**Training:**

The EESAC recommended that additional training be provided for faculty and staff in the area of integrating technology in the classroom environment.

**Instructional Materials:**

The EESAC recommended the continued utilization of already existing research-based commercial programs and supplemental materials to enhance classroom instruction.

**Technology:**

The EESAC recommended that all classrooms be equipped with computer workstations and printers; that wireless technology be utilized where needed; and that the latest technology be secured to enhance teaching and learning (e.g., smartboards, updated closed circuit television equipment).

**Staffing:**

The EESAC recommended had no recommendations for staffing.

**Student Support Services:**

The EESAC recommended that FCAT Enhancement funds be utilized to institute a formal tutorial program for those students who need remediation and enrichment in reading, writing, mathematics, and science.

**Other Matters of Resource Allocation:**

The EESAC recommended that community donations continue to be utilized at the discretion of the Leadership Team and EESAC. When other resources become available, the Leadership Team and the EESAC will meet to discuss possible recommendations.

**Benchmarking:**

The EESAC recommended that the council continue to meet regularly to monitor progress of the School Improvement Plan.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The EESAC recommended that the safety measures and procedures already in existence continue to be implemented and evaluated periodically schoolwide. The EESAC also recommended that additional measures be taken to improve cafeteria discipline and monitoring.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	12000
Mathematics	20000
Writing	0
Science	7739
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3000
Return On Investment	0
<b>Total</b>	<b>42739</b>



# 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*