

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Vineland Elementary School (5671)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - MaryAnn MacLaren

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Vineland Elementary School is located on an 8.87 acre parcel in south Miami-Dade County at 8455 Southwest 119th Street. It is located in a middle class residential area. Vineland is part of the Palmetto High School Feeder Pattern. The Palmetto Feeder Pattern consists of nine elementary schools and two middle schools that feed into Palmetto Senior High School. The schools in the Palmetto Feeder Pattern are all high-achieving with almost all schools receiving a grade of "A" from the State. At Vineland, four permanent buildings with a total of 29 classrooms are augmented with 6 portables, a free standing cafeteria, and media center. This 48 year-old school has been retro wired to provide internet service to 100 percent of its classrooms.

The school is comprised of 55 full-time employees and 13 part-time employees. Of these 68 employees, 37% are White Non-hispanic, 18% are Black, 43% are Hispanic, and 2% Other. There are approximately 564 students in pre-kindergarten through fifth grade, representing a diverse population: 43% percent Hispanic, 34% White, 17% Black, and 6% Asian/Indian/Multiracial/Other. Basic educational services based on the Sunshine State Standards and the Competency-based Curriculum that integrate the Comprehensive Research-Based Reading Plan (CRRP) and the Comprehensive Mathematics and Science Plan are provided in traditional and inclusion settings. Special Education (SPED) as well as English Language Learners (ELL) students are served in resource and inclusionary settings. The Gifted Program provides a more rigorous academic program for students needing greater challenge. The Academic Excellence Program is provided in an after-school model to also enhance learning to Vineland students. In addition, the school services students who scored at FCAT Achievement Levels 1 (15%) and 2 (9%), through an in-house, Reading tutoring program.

During the 2007-2008 school year, Vineland Elementary will focus on the NCLB subgroups that did not achieve high standards in the 2007 FCAT. Specifically, Students With Disabilities (SWD) in Reading and Mathematics and Black students in Mathematics. All other subgroups met high standards. Moreover, there will be an increased effort to decrease the retention rate, which is currently 18% for grade three students.

Vineland school staff enjoys a collaborative system of leadership that includes representatives from all stakeholders on its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). Teachers and staff serve in various committees that address the school's academic, social climate, staff development and technology needs.

Vineland Elementary prides itself on its active PTA and community support such as Publix Supermarket, Dairy Queen, AA Uniform and many other Dade Partners. In addition, areas of schoolwide focus in Writing led to an increase in scores. In addition, the student attendance rate increased to 95.97%, an increase from the previous school year. Vineland Elementary meets the State's criteria for class-size reduction of 18 students in Primary (Pre-K-3) and 22 students in the Intermediate (3-5) grades.

Staff members, in conjunction with the Educational Excellence School Advisory Council (EESAC), have identified the following objectives as priorities for the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT SSS Reading.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT SSS Reading.

Given instruction using the Sunshine State Standards, the percentage of students meeting high standards in grades three through five will increase as evidenced by 89% or more of students meeting high standards on the 2008 administration of the FCAT SSS Mathematics, an increase of five percentage points compared to the 2007 administration of the FCAT SSS Mathematics.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT SSS Mathematics.

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

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grade five will increase by 10 percentage points, from 52% to 62%, on the 2008 FCAT SSS Science as compared to the 2007 administration of the FCAT SSS Science.

Given the District and school's emphasis on parental involvement, 8% of Vineland parents will attend The Parent Academy workshops during the 2007-2008 school year.



# School Improvement Plan

## 2007-2008



Given the need to improve student and parent perception of school safety, the percent of students and parents responding "agree" or "strongly agree" to "My child's school is safe and secure," will increase from 87% in 2006-2007 to 90% in 2007-2008.

Given the need for parents to be familiar with the technology offered, at least 20% of Vineland parents will attend one of the training sessions addressing the new Parent Portal and The Parent Grade Viewer as documented by sign-in sheets.

Given instruction using the National Standards for Physical Education students in grades four and five will increase their health-related fitness as evidenced by 77% receiving gold/silver on the annual 2008 FITNESSGRAM.

Given the need to increase cultural and enrichment opportunities there will be an increase in participation in the Strings Program for the 2007-2008 school year as compared to 2006-2007, and it will be evidenced by class rosters for this program.

Vineland Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2005 to the 44th percentile on the next publication of the index.

In order to achieve these objectives, appropriate strategies have been planned with input from all the school's stakeholders. Strategies to be implemented include the use of the Continuous Improvement Model (CIM) to drive instruction, providing common planning time for teachers, implementing a schedule that follows the K-12 Comprehensive Research-Based Reading Plan (CRRP), utilizing technology to increase student achievement in all areas, supporting students with tutorial programs, providing parent workshops for technology and FCAT strategies, and continuing to support the arts by providing a Strings Program to increase cultural and enrichment opportunities for students.

Information from the Organization Performance Improvement Survey indicates the need for increased focus in the area of Process Management and Strategic Planning. For Process Management, Vineland will continue to fine tune the Continuous Improvement Model (CIM). Teachers will be involved to a greater extent in analyzing data and deciding on how to adjust the SIP throughout the year. For Strategic Planning, teachers will be given opportunities during Teacher Planning Days for vertical planning to empower teachers in planning more targeted and effective instruction and allow for better communication between grade levels.



# 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.

## 5671 - VINELAND ELEMENTARY SCHOOL

### VISION

We envision a child empowered to reach their fullest potential.

### MISSION

The mission of Vineland Elementary is to provide a quality education for lifelong learning.

### CORE VALUES

#### INTEGRITY

We create good citizens by instilling values: sincerity, honesty and candor.

#### EXCELLENCE

We pursue high academic standards for all students.

#### RESPECT

We promote respect of self, others and the environment where every child sees their worth, in relationship to others and the world.

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### ***School Demographics***

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Vineland Elementary School is located on an 8.87 acre parcel in south Miami-Dade County at 8455 Southwest 119th Street. It is located within a middle class residential neighborhood in the Palmetto High School Feeder Pattern. The 48 year-old school consists of four permanent buildings housing 29 classrooms. It is augmented with 6 portables, a free-standing cafeteria, and library media center. One hundred percent of the school's classrooms are retro wired to provide internet access. Vineland was recently converted from a septic tank water system to a sewer system. It was also newly painted during 2006 and other renovations were completed, including resurfacing of the basketball courts and the staff parking lot. For the 2007-2008 school year, the school will undergo construction of a 343 station building for the purpose of converting Vineland Elementary to Vineland K-8 Center.

The school serves 564 (including 18 VPK) students in pre-kindergarten through fifth grade. The ethnic/racial makeup of the student population is 17 percent Black, 43 percent Hispanic, 34 percent White Non-Hispanic, and 7 percent Other. Five-hundred seventeen students are standard curriculum students (92 percent) and 47 are SPED students (eight percent). Additionally, there are 104 students in the gifted program (18%). The student population is comprised of 158 (28 percent) economically disadvantaged children who participate in the free/reduced lunch program, and 55 (10 percent) ESOL students. The student mobility rate is approximately 19 percent. In addition, the school services students who scored at FCAT Achievement Levels 1 (15%) and 2 (9%) during the 2007 administration. Vineland Elementary also utilizes technology using programs such as Reading Plus and Learning Today, to supplement/enhance the Research-Based Reading Program Houghton Mifflin.

Vineland Elementary will focus this year on decreasing the percentage of retained students in grade three, which is currently 18%. Additionally, Vineland will closely monitor the NCLB subgroups that did not meet AYP. Specifically, Students With Disabilities (SWD) and Black.

The school employs a total of 55 full-time staff members: 2 administrators, 27 self-contained classroom teachers, 3 teachers of the gifted, 1 teacher of the self-contained varying exceptionalities, 2 SPED inclusion teachers, 1 teacher of resource varying exceptionalities, 2 physical education teachers, 1 music teacher, 1 art teacher, 1 guidance counselor, 1 media specialist, 3 teachers in the bilingual department, 5 full-time clerical, 1 full-time paraprofessionals, 1 full-time cafeteria manager, 4 full-time custodians and 1 full-time security monitor. In addition, we employ 7 part-time paraprofessionals, 4 part-time cafeteria workers, and 2 part-time custodians. Of the teaching staff, one percent are teachers new to this school, with the average length of teaching in Florida at 15 years. Thirty have advanced degrees, 2 are National Board Certified, and an additional 6 are currently pursuing National Board certification. The ethnic composition of the staff is 37% White, 18% Black, 43% Hispanic, and 2% Asian/Other. The leadership team consists of the principal, assistant principal, counselor, reading leader, and the six grade level chairpersons.

The staff and faculty at Vineland continue to strive for excellence. For the past seven consecutive years Vineland has attained an A grade from the state of Florida. During the 2006-2007 school year, Vineland did not meet AYP in the SWD subgroup in Reading and in the SWD and Black subgroup in Mathematics. A great effort is in place to meet AYP in all areas through the implementation of this School Improvement Plan, during the 2007-2008 school year. Several mini-grants have been awarded to classroom teachers. In addition, the PTA has received the Golden Apple Award for the number of volunteer hours at the school.

Vineland Elementary prides itself on its active PTA and community support such as Publix Supermarket, Dairy Queen, AA Uniform and many other Dade Partners. In addition, areas of schoolwide focus in Writing led to an increase in scores. In addition, the student attendance rate increased to 95.97%, an increase from the previous school year. Vineland Elementary meets the State's criteria for class-size reduction of 18 students in Primary (Pre-K-3) and 22 students in the Intermediate (3-5) grades.

Overall student performance continues to improve yearly. Data analysis reveals a disparity in student performance between Black, Hispanic, and White students, as well as students with disabilities in comparison with general education students. Vineland's focus will continue to be on improving student performance of all students. Moreover, there will be an increased effort to decrease the retention rate, which is currently 18% for grade three students.

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## ***School Foundation***

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### **Leadership:**

The Leadership Team ensures that all stakeholders know the mission and vision of the school through a variety of means, including but not limited to, faculty meetings, grade level meetings, newsletters, and team planning for school improvement. Information is shared with faculty and staff regarding the school's focus. Faculty and staff feel secure and safe in their workplace. Faculty and staff are encouraged to pursue professional development. A yearly plan is developed using the teachers' Individual Professional Development Plans (IPDPs). The Leadership Team will develop additional methods to elicit input from faculty and staff on important issues.

Vineland stakeholders feel satisfied with their performance and that the leadership team uses the school's values to guide priorities, creates a work environment that helps workers do their job, encourages learning that will help in the advancement of careers, and shares information about the organization. Vineland Leadership ranked 4.3 on a scale of one to five on the Organizational Performance Improvement Snapshot (OPIS), five being the highest and one the lowest score.

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

Vineland Elementary School has established a Data Analysis Committee whose function is to examine state, district, and school data to monitor progress and adjust goals and strategies accordingly. The administration has provided professional development on data analysis and specifically FCAT and SAT-10 data from 2007. Faculty members feel that they know the school's plans and how they are affected by them, and they are able to monitor their individual progress and contributions to the overall school's mission and vision. Vineland was ranked 4.1 for Strategic Planning on a scale of one to five on the OPIS.

### **Stakeholder Engagement:**

The School Climate Survey indicates that stakeholders are generally satisfied with their work environment, the quality of the education their children are receiving at the school, and the level of safety and security they feel as students here at Vineland. According to the Organizational Performance Improvement Snapshot, faculty and staff indicate that they are secure about the school's vision and mission. (4.5) They feel that the school sets high standards and ethics. They effectively use data to drive instruction and are satisfied with the relationship that they have with their stakeholders. They know who their most important customers are (4.6).

### **Faculty & Staff:**

Vineland Elementary provides daily common planning time in the master schedule to ensure that teams of teachers are able to communicate and plan effectively for their students. Teachers feel their work is of a high quality and they are able to monitor their success and effectiveness and share their best practices with their colleagues at grade level and department meetings, as well as on professional development days.

Teachers are mentored through the Professional Growth Process (PACES). This is implemented each year with all Annual Contract (AC) teachers. AC teachers are supported by a PACES team to assist them in the Professional Growth Process. In addition, all beginning teachers are assigned to a mentor teacher who provides instructional support and guidance in all areas of curriculum and professional development. Beginning teachers also receive support from their respective grade group counterparts during weekly grade level planning sessions. The school site Reading Leader provides support in reading/language arts, and the new teachers are frequently provided with opportunities to observe other high quality teachers in their classrooms.

Teachers feel they have a safe workplace, they are encouraged to develop their skills so they may advance in their career, and that their organization cares about them. Vineland scored 4.2 on Human Resource Focus on the OPIS.

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

Vineland Elementary has established a Data Analysis Committee to collect and analyze state, district, and school data in order to make adjustments to the instructional program and monitor student achievement. According to the OPIS, teachers feel that they know how to measure the quality of their work, they know how to make adjustments when needed, and they know how to access data to determine how the school as a whole is doing. Vineland was ranked 4.4 in the area of Measurement, Analysis and Knowledge Management on the OPIS.





# School Improvement Plan 2007-2008



## **Education Design:**

Vineland Elementary employs the research-based Continuous Improvement Model (CIM). Objectives and goals are established from the beginning of the school year based on the analysis of a variety of student assessment data and teacher recommendations. In addition, Grade Level Expectations from the Sunshine State Standards are reviewed. Testing data from previous years is analyzed on an individual and grade level basis and areas of strength and weakness are identified. Instruction is designed to address all areas based on our comprehensive data analysis. Monthly and quarterly monitoring determines the extent of modification to goals and objectives throughout the year.

Vineland Elementary provides both before and after school tutoring for targeted students from October to April. In addition, in house intervention for Tier I, II and III students is provided during the school day. The YMCA After School Care Program provides opportunities for assistance in homework. The Academic Excellence Program provides enrichment for qualified students in after school Chess and Drama Programs. The District provides summer school and Extended School Year (ESY) opportunities for targeted students.

Our teachers and counselor provide a variety of parent workshops throughout the school year to expand parents' knowledge and awareness of grade level/FCAT expectations established for their children. The Parent Resource Center provides a wide variety of information for parents on how to help their children succeed in school, as well as opportunities in the District's Parent Academy for their own self-improvement.

## **Performance Results:**

Additional data that will be collected and analyzed this year (in addition to test data) will include the percent of students who eat breakfast in the cafeteria (24% last year), and the average daily attendance rate (95.97% last year).



# 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 :**





School Improvement Plan  
2007-2008



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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.) :**

## 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**

Vineland Elementary students will improve their reading skills and knowledge needed to master state high standards of level three or above in reading.

### **Needs Assessment**

The results attained from the School Performance Accountability Report indicate that 90% of students in grades 3-5 achieved high standards in reading. Upon comparison with the 2005-2006 results, the scores reflect an increase of three percentage points of students meeting high standards. In addition, 68% of students demonstrated learning gains, an increase of six percentage points from the previous year. At the current level of performance, the school is faced with the challenge of increasing the percentage of students achieving high standards by two percentage points.

Based on the AYP report, 75% of third grade students scored at Level three or above on the FCAT Reading Test, 81% of fourth grade students scored at Level three or above and 73% of fifth grade students scored at level three or above in the FCAT Reading Test. The Students With Disabilities (SWD) subgroup did not meet AYP by ten percentage points. All other subgroups met AYP.

The data collected from all grade levels shows evidence that there is a need for improvement in designated Content Clusters. Each grade level must improve student skills in Words and Phrases and Reference / Research. Concerted instructional effort in these areas should result in an increase in overall student achievement.

### **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 checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT SSS Reading.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT SSS Reading.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a daily uninterrupted 90 minute block of reading instruction for students in K-5 according to the CRRP.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Engage SWD in specialized tutorial programs in grades 3-5.	Principal, ESE Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement staff development inservices to improve and enhance reading instruction in targeted FCAT clusters, including Words and Phrases and Reference / Research. These inservices may include CRISS, Guided Reading and Best Practices.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Conduct DIBELS Assessment for students in K-3 grade and 4th and 5th grade Level 1 and 2 students to identify and develop intervention strategies.	Assistant Principal Classroom Teacher Reading Coach	9/18/2007	6/5/2008	Other/ Not Applicable	0
Incorporate technology to support classroom instruction specifically Reading Plus and Learning Today. There will be an additional component of an Internet-based tutorial program students may access from home.	Assistant Principal Classroom Teacher Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students in Levels 1 and 2 on the FCAT Reading Test, develop intervention strategies, provide and monitor small group tutoring intervention for targeted 3-5 grade students. Utilize Regional Center Data Protocol and the Continuous Improvement Model (CIM) to monitor and adjust strategies as necessary.	Assistant Principal Classroom Teacher, Reading Coach, Tutor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide specific tutoring for ELL students after school four days a week.	Principal, ESOL Teacher	9/24/2007	6/5/2008	Other/ Not Applicable	4000
Provide before/after school tutoring for students at achievement Levels 2 and 3 to maintain or improve learning gains.	Principal Assistant Principal Teachers	9/24/2007	5/30/2008	Other/ Not Applicable	17000

### Research-Based Programs

The Houghton Mifflin Series is the research-based reading program utilized at the school for direct reading instruction. Voyager Passport, Early Success and Soar to Success are research-based programs used as an intervention program/tutorial during the school day.

### Professional Development

Professional development will include training on the resources required for implementation of the School Improvement Plan. Training includes: Houghton Mifflin reading series, Best Practices, CRISS, Guided Reading, technology based programs such as Reading Plus, Interpretation of District Assessment Data and the K-12 Comprehensive Research-Based Reading Plan (CRRP). Inservices will include workshops, model lessons, and mentoring of teachers by the school-site Reading Coach and curriculum support personnel.

### Evaluation

DIBELS assessments are administered in order to monitor student progress. Direct learning activities will occur, and compiled data from District Interim Assessments will be shared with classroom teachers. The results of the 2008 FCAT Reading Test will determine if this objective is met. The percent of students meeting high standards will maintain or improve by at least two percentage points.

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

### **Mathematics Statement**

All Vineland students will acquire the mathematics skills and knowledge needed to master state high standards in mathematics.

### **Needs Assessment**

According to the 2007 FCAT SSS Mathematics AYP report, 75% of students in grades three through five have met state high standards in mathematics. In addition, only 61% of students made learning gains, a decrease of eleven percentage points. The following content areas indicate a need for a stronger focus: in grade three, Algebraic Thinking; in grade four, Algebraic Thinking and Data Analysis; in grade five, Algebraic Thinking.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students meeting high standards in grades three through five will increase as evidenced by 89% or more of students meeting high standards on the 2008 administration of the FCAT SSS Mathematics, an increase of five percentage points compared to the 2007 administration of the FCAT SSS Mathematics.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT SSS Mathematics.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize grade level scope and sequence based on Sunshine State Standards to ensure that skills being tested are taught.	Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize grade level common planning time to network, review student performance, and address individual needs.	Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Departmentalize in grade 5 to maximize learning and prepare students for middle school.	Principal Assistant Principal Classroom Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize a pacing schedule (scope and sequence) to ensure all Sunshine State Standards are taught before the FCAT. Progress will be monitored.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide after school tutoring for ELL students three days a week.	Principal/ESOL Teacher	9/24/2007	5/30/2008	Other/ Not Applicable	2000
Identify students in need of acceleration and provide them with enrichment activities.	Classroom Teachers, Assistant Principal, AEP Chess Program Teachers	9/24/2007	5/30/2008	Other/ Not Applicable	0
Incorporate Students With Disabilities (SWD) in an inclusion model in grades 3-5. In addition, SWD students are provided intervention and access to Learning Today.	Principal, SPED Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide staff development inservice to improve and enhance mathematics instruction. Areas of focus will include content clusters of Algebraic Thinking and Data Analysis as identified areas of weakness on the 2007 FCAT.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	3000

### Research-Based Programs

Scott Foresman Mathematics Program (Florida Edition), Riverdeep

### Professional Development

Inservices will include training on the resources required for implementation of the SIP. Best Practices training will be implemented at staff professional development meetings; training will incorporate data analysis and algebraic thinking concepts. Delivery of inservices will include model lessons and mentoring of teachers by grade group chairpersons.

### Evaluation

This objective will be evaluated through the administration of the 2008 FCAT Mathematics Test. The percent of students meeting high standards the FCAT Mathematics Test will increase by at least five percentage point in grades three through five. The percentage of students making learning gains will increase by 5%. In addition, unit testing using textbook tests will be given to monitor progress and redirect learning activities on an on-going basis. District Interim Assessments will also be used to collect data and guide instruction.

## 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 acquire writing skills to be able to meet state high standards of level 3.5 or above.

### **Needs Assessment**

The school pre-test needs assessment reveals that students require further development in the writing benchmarks. Ninety-two percent of students scored at state high standard of 3.5 or above. On-going data driven decision making among grade group members, regarding progress on a monthly assessment, will drive instruction. Vineland's combined writing score was a 4.0 on the 2007 FCAT Writing Plus. Test scores indicate a discrepancy between narrative and expository writing as well as a weakness in the area of conventions.

### **NCLB Subgroup Target**

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



### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate classroom journal writing to provide additional writing opportunities across the curriculum.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Plan, implement, and monitor a schedule for writing that indicates daily instruction and weekly practice opportunities across the curriculum utilizing the CIM.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide a series of Parent Writing Workshops.	Classroom Teachers, Reading Leader	8/20/2007	6/5/2008	Other/ Not Applicable	100
Improve the quality of writing through the use of strategies such as vivid verbs, sentence variety, writing pictures and magic words.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional growth opportunities through modeling based on teachers' needs, i.e. pre-writing skills, vocabulary development, editing and using rubrics to score student writings.	Assistant Principal, Reading Leader	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Utilize and implement writing prompts for grades K-5 to ensure that students learn effective narrative and expository writing techniques, use the Regional Center Data Debriefing Protocols to conduct data analysis and monitor the scores during grade level meetings, utilizing the CIM.	Assistant Principal/Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Houghton-Mifflin Reading Series  
Time for Kids and National Geographic

### Professional Development

Professional development training for teachers will include: CRISS techniques to improve the delivery of instruction, how to maximize the opportunities for learning, the art of teaching writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development and editing.

### Evaluation

Writing pre and post tests, along with monthly writing prompts will be used to monitor the writing objective. Students will demonstrate skills by the maintenance of or an increase in the percentage of students scoring 3.5 or above on the FCAT Writing Plus. Ninety percent or more of students will achieve a 3.5 or above on the 2008 FCAT Writing Plus.

### 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**

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

**Science Statement**

Vineland students will acquire skills and knowledge in order to meet state high standards in science.

**Needs Assessment**

The results of the 2007 FCAT Science Test show that 52% of fifth grade students met high standards. Scores indicate a relative weakness in the area of Earth and Space Science, and Scientific Thinking.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grade five will increase by 10 percentage points, from 52% to 62%, on the 2008 FCAT SSS Science as compared to the 2007 administration of the FCAT SSS Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reinforce grade-appropriate science content through the use of non-fiction texts.	Principal Media Specialist Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the District scope and sequence to ensure that skills being assessed during interim assessments are taught.	Classroom Teachers Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize CRISS strategies for content reading using power notes, highlighting, and organization strategies.	Classroom Teachers Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize hands on scientific exploration at all grade levels through the new Scott Forrestman Science series.	Classroom Teachers Science Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use technology to enhance science skills and knowledge at all grade levels.	Assistant Principal Classroom Teachers Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Disaggregate and analyze data from the 2007 FCAT SSS Science to identify strengths and weaknesses in science strands, use the Regional Center Data Debriefing Protocols to conduct data analysis, and utilize the CIM.	Principal Classroom Teachers Grade Level Chairpersons Science Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use supplemental material such as Science Coach, to address each strand and enrich instruction.	Classroom Teacher, Assistant Principal, Grade Level Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	2000
Provide after school tutoring for ELL students four days a week.	ESOL Teacher	9/24/2007	5/30/2008	Other/ Not Applicable	2000
Provide professional development opportunities to science teachers to enhance science instruction.	Principal, Assistant Principal	8/17/2007	6/5/2008	Other/ Not Applicable	3000
Participate in Scientific fieldtrips such as Sea Camp, Elliott Key, Museum of Science and Everglades in selected grade levels to support instruction and apply knowledge learned in the areas of Earth /Space Science and Scientific Thinking.	Classroom Teachers, Grade Level Chairpersons	8/20/2007	5/30/2008	Other/ Not Applicable	0

### Research-Based Programs

Scott Forrestman, 2007 Florida Edition

### Professional Development

Professional Development training will include: focus on the eight strands of science, use of hands on activities through the new Scott Forrestman series, and experimental demonstration. Focus will be given to Earth and Space Science, as well as Scientific Thinking.

### Evaluation

This objective will be evaluated using the results of the 2008 FCAT Science Test. Progress will be determined by an increase of 10 percentage points from 52% to 62%. Quarterly tests developed by teachers, as well as text tests, will be used to monitor progress.

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

Support the District's initiative of increasing parental involvement through the The Parent Academy.

### **Needs Assessment**

Studies have shown that students whose parents are actively engaged in their education get better grades, have better school attendance and a greater willingness to learn. During the 2006-2007 school year, only 3% of Vineland parents attended The Parent Academy workshops. A need for greater parental involvement through The Parent Academy has been determined.

### Measurable Objective

Given the District and school's emphasis on parental involvement, 8% of Vineland parents will attend The Parent Academy workshops during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize an intermediate schoolwide agenda book in grades 3-5 for further home/school communication, documenting dates of upcoming workshops for parents.	PrincipalTeacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Comply with procedures for creating and developing The Parent Academy workshops at the school.	Counselor, Data Input clerk, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide classes for parents on a variety of subjects. Introduce parents to the Parent Portal and provide information on Parent Academy.	Principal, Assistant Principal, Counselor, ESE Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	300
Recruit participants through the dissemination of information regarding future workshops for parents and the community through the monthly school newsletter "The Grapevine".	Principal, Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Provide a Parent Resource Center for parent use in the Media Center with internet access to provide access for parents to register for The Parent Academy.	Principal, Assistant PrincipalMedia Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	500
Provide opportunities for parents to participate in decision-making groups (i.e. PTA, EESAC) to further network and implement learned activities.	Principal,Assistant Principal, Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

The National PTA Standards for Parent/Family Involvement Programs

### Professional Development

Provide volunteer orientation meeting , KAPOW professional development for teachers in grade two and their community partners, parenting classes on a variety of topics including FCAT, homework, and technology. Specifically target parents of SPED students by offering workshops that would be of particular interest to them. Parental Involvement Best Practices for teachers will be addressed at faculty meetings.

### Evaluation

This objective will be evaluated using the sign-in rosters used during The Parent Academy workshops. The total number of parents attending the workshop should be equal to or greater than 8%.

## 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**

Vineland Elementary will provide a safe and nurturing learning environment.

### **Needs Assessment**

Results of the 2007 School Climate Survey indicated that 87% of all parents responding agree or strongly agree that they feel safe and secure at Vineland. In the student response, 87% of students responded that they felt safe at school. There is a need to inform parents of school policy and measures that are taken at school to ensure safety.

### Measurable Objective

Given the need to improve student and parent perception of school safety, the percent of students and parents responding "agree" or "strongly agree" to "My child's school is safe and secure," will increase from 87% in 2006-2007 to 90% in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute and review Code of Student Conduct to all students and in their home language.	Assistant Principal, Counselor, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide classroom lessons on the Code of Student Conduct.	Assistant Principal, Counselor	10/1/2007	2/29/2008	Other/ Not Applicable	0
Conduct monthly Safety Committee meetings.	Principal	10/1/2007	5/30/2008	Other/ Not Applicable	0
Enforce the school uniform policy.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage students to use proper behavior through Caring Kids, The Wisdom Project, Student of the Month Program, Character Education Lessons and The Grapevine articles.	Counselor, Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	500
Establish a central location for pick up of students in the morning.	Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enforce strict monitoring of all visitors and volunteers protocol.	Principal, Assistant Principal, Office Staff, Security monitor, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Ensure safety patrol enforces pedestrian traffic and monitors arrival and departure of students.	Principal, Safety patrol sponsor, Safety patrols	8/20/2007	6/5/2008	Other/ Not Applicable	50
Complete all evacuation and safety drills.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide staff with professional development on Faux Paw Internet Safety.	Internet Keepsake Coalition	11/5/2007	3/28/2008	Other/ Not Applicable	0
Implement schedule for faculty and staff to assist in monitoring safe dismissal.	Assistant Principal, Counselor, Teachers, Security monitor	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Character Education, The Wisdom Project

### Professional Development

Parent informational sessions will be conducted at PTA meetings on safety issues. The school's safety committee will meet monthly and address concerns to faculty through faculty meetings. The information will be transcended to parents through The Grapevine, the school's newsletter.

### Evaluation

This objective will be measured using the 2008 School Climate Survey. Parental and student perception of safety will increase to 90% feeling safe and secure at Vineland.



## 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 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"/>

### **Technology Statement**

Access to existing technology programs will be increased among parents of Vineland students.

### **Needs Assessment**

The Parent Portal and The Parent Grade Viewer of the electronic gradebook are both new resources available to parents. There is a need to inform parents on its availability and train them on how to access information to better partner with the school in their child's education.

### Measurable Objective

Given the need for parents to be familiar with the technology offered, at least 20% of Vineland parents will attend one of the training sessions addressing the new Parent Portal and The Parent Grade Viewer as documented by sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer a workshop for parents instructing them on The Parent Portal and The Parent Grade Viewer.	Assistant Principal, Classroom Teacher	11/5/2007	2/29/2008	Other/ Not Applicable	0
Provide a parent resource center in the Media Center with computer/internet access.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	500
Publicize e-mail addresses of staff members through the school website.	Assistant Principal, Media Specialist	9/10/2007	5/30/2008	Other/ Not Applicable	0
Publicize instructions for parents to access student and parent Portal links such as FCAT Explorer.	Principal, Media Specialist	9/17/2007	6/5/2008	Other/ Not Applicable	0
Offer bilingual workshops on technology for parents (English/Spanish).	Assistant Principal, Teachers	12/3/2007	6/5/2008	Other/ Not Applicable	0
Provide parent workshops during after school hours in the school on The Parent Portal and The Parent Grade Viewer.	Principal, Assistant Principal, Microsystems Technician, Classroom Teacher	9/5/2007	6/05/2008	Other/ Not Applicable	300

### Research-Based Programs

Riverdeep, FCAT Explorer, SPI, Edusoft, Reading Plus, Learning Today

### Professional Development

Professional development will focus on parent education through The Parent Academy.

### Evaluation

This objective will be evaluated based on the attendance sign-in sheets.



# School Improvement Plan 2007-2008



## Health & Physical Fitness Goal

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

#### **Florida Education Priorities**

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

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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**

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity of all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

An essential tool for developing, implementing and evaluating K-12 physical education programs, the National Standards for Physical Education clearly identify what students should know and be able to do as a result of quality, daily physical education programs. The six national content standards are as follows:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical/health related fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

### **Needs Assessment**

Student health-related fitness is assessed through the implementation of the FITNESSGRAM. The Miami-Dade County Public Schools 2006-2007 Physical Fitness testing report form indicates that 75% of Vineland students in grades 4 and 5 were award winners on the annual FITNESSGRAM. There is a need to increase this percent in an effort to encourage daily health and fitness.

### Measurable Objective

Given instruction using the National Standards for Physical Education students in grades four and five will increase their health-related fitness as evidenced by 77% receiving gold/silver on the annual 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a pre-test to determine baseline measures in order to properly assess both student achievement and programmatic success in meeting the goals and objectives of physical education. The end of year FITNESSGRAM will serve as the post-test.	Assistant Principal, Physical Education Teachers	10/1/2007	5/30/2008	Other/ Not Applicable	100
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training	PrincipalAssistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop an action plan for the school to ensure input from all stakeholders.	Assistant Principal,Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide students with a minimum of 150 minutes weekly of physical education instruction, as well as 40-45 minutes weekly of recess.	Assistant Principal, Physical Education Teachers, Homeroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

American Heart Association Data  
FITNESSGRAM  
National Standards for Physical Education

### Professional Development

The physical education teachers will participate in district inservices.

### Evaluation

The FITNESSGRAM results from the 2006-2007 school year will be compared to the results of the 2007-2008 school year.

## 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"/>

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

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

All Vineland Elementary School students will be provided opportunities to experience a variety of cultural and enrichment programs.

### **Needs Assessment**

Review of the 2006-2007 school program offerings revealed a need for increased cultural and enrichment opportunities for students. Most of the additional offerings provided for students were for reading and science, thus academic in nature.

### Measurable Objective

Given the need to increase cultural and enrichment opportunities there will be an increase in participation in the Strings Program for the 2007-2008 school year as compared to 2006-2007, and it will be evidenced by class rosters for this program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide information on cultural community happenings that are age-appropriate through a variety of sources such as "The Grapevine" newsletter and morning announcements.	Art and Music Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide field trips to view professional and semi-professional cultural performances.	Principal, Music and Art Teachers, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue Strings Program beginning in grades 3, 4 and 5.	Principal, Music Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	2500
Provide cultural assemblies for all students.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	2000
Provide after school Academic Excellence Chess and Drama/Public Speaking programs.	Principal, AEP Chess Teachers	9/10/2007	6/5/2008	Other/ Not Applicable	2400

### Research-Based Programs

Conversational Solfege

### Professional Development

Special Area teachers will participate in workshops, meetings and conferences in their subject area. Special Area teachers will also review current practices with regard to art, music and physical education as reported in national periodicals and via professional organization websites.

### Evaluation

This goal will be evaluated by the class rosters for the strings program for 2007-2008.



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

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

**Return On Investment Statement**

Vineland Elementary School will rank at or above the 50th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2004-2005, Vineland Elementary School ranked at the 43rd percentile on the State of Florida ROI index.

### Measurable Objective

Vineland Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2005 to the 44th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	9/10/2007	5/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Principal	9/10/2007	6/05/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	9/10/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal	9/10/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

State of Florida ROI Index Publication

### Professional Development

The principal will participate in District and Regional Center V inservices that focus on fiscal responsibility.

### Evaluation

On the next State of Florida ROI index publication, Vineland Elementary School will show progress towards reaching the 50th 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 monies allocated by the state have been approved by EESAC for support staff, materials, and equipment that will enhance students' academic performance and augment the specific individual needs of our students.

**Training:**

EESAC promotes parent/teacher workshops, which are conducted at our school site. They allocated funding for one teacher to attend a math workshop entitled "Hands On Equations." The committee is also in consensus with the school's recommendation to continue staff development in reading, writing, mathematics, science and technology.

**Instructional Materials:**

In addition to classroom materials, EESAC has the opportunity to preview textbooks, workbooks, computer software, and supplies that are under consideration to further assist students who are working at lower academic levels and to support the tutorial programs in reading, writing, mathematics, and science. The EESAC strongly supports the fine arts and has allocated funds for the purchase of string instruments for the school's string music program.

**Technology:**

EESAC is made aware of the technology that exist within our school setting. Vineland houses an average of five computers with Internet access and a printer in each classroom. The Media Center houses fifteen computers with Internet access and six printers, an interactive board, and various peripheral hardware to enhance the learning environment. The computer lab houses twenty-nine computers and is used twice weekly by teachers for Reading Plus. There are a variety of programs available in each classroom through the school site server. The school utilizes two local servers to manage a local network consisting of 6 wireless portables and over 280 clients. The Music Lab has the iMac X serve via airport wireless connections to seven iMac and five eMac computers with a multimedia PowerBook teacher workstation. The Art Lab houses three G5's and four iMac computers each with a student tablet pad. There is also an ESE Learning Lab consisting of nine workstations and two printers utilized for one-on-one targeted learning. Through the District Refresh Grant, Vineland received 60 new Dell computers for student use and will receive 46 laptop computers for teacher use.

**Staffing:**

EESAC supports the hiring of paraprofessionals, hourly-certified teachers, and retired teachers to enhance student learning.

**Student Support Services:**

EESAC recommends the continuation of the School Support Teams (SST) process and the counseling programs provided at our school. The school site counselor, the psychologist, speech therapist, occupational therapist, physical therapist and social worker work together to meet the needs of all students.

**Other Matters of Resource Allocation:**



# School Improvement Plan 2007-2008



The EESAC recommends that all matters of resource allocation be determined based on availability of funds and input from the faculty.

## **Benchmarking:**

EESAC recommends the continuous monitoring of benchmarks and the adjustments to strategies as needed throughout the year.

## **School Safety & Discipline:**

EESAC recommends that school safety continue to be a priority need at the school site. EESAC recommends that parents are kept informed of school policies regarding discipline and safety issues such as visitor protocol, traffic, and accident reports. They support safety measures such as I.D. badges for staff and mandatory sign-in procedures for all visitors to the campus.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	24000
Mathematics	5000
Writing	3100
Science	7000
Parental Involvement	1800
Discipline & Safety	550
Technology	800
Health & Physical Fitness	100
Electives & Special Areas	6900
Return On Investment	0
<b>Total</b>	<b>49250</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*