FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 – 2009 SCHOOL IMPROVEMENT PLAN

School Name: SOUTH MIAMI K-8 CENTER

District Name: Dade

Principal: Anamarie G. Moreiras

SAC Chair: Vivian Gonzalez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending School Board Approval

Dr.Eric J.Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr.Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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

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

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

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

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

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

SCHOOL PROFILE DEMOGRAPHICS

South Miami K-8 Center is located on 9.22 acres of land at 6800 SW 60 Street in South Miami. The 58

year old school has been retrofitted to provide Internet access to all of the classrooms and has five computers with appropriate furniture in every classroom as well as two computer labs. The 2008 – 2009 school year opened with a brand new 25-classroom building for grades 4-8, as well as an Art and Music suite. The original Visual and Performing Arts Magnet in grades 3-5 includes Art, Music, Dance, and Theatre. The newly created magnet strands for grades 6-8 are Computer Arts Technology (CAT) and Culturally Inspired Education (CIE).

The school serves grades pre-kindergarten through eight. The local community consists of a diverse population of high and low income families. South Miami K-8 Center serves 820 students from communities throughout greater Miami-Dade County, including Varying Exceptionalities (11%), Gifted students (8%), ELL students (11%), and Economically Disadvantaged students (53%). The average student attendance for the 2007-2008 school year was 96.08%. The District student attendance average was 95.38% for the 2007 – 2008 school year. The total number of student retentions for the 2007 – 2008 school year was 11. Three hundred and twenty nine students receive free lunch daily, and 109 students pay a reduced fee. The ethnic makeup of the student population is 67% Hispanic, 16% Black, 13% White, and 4% Other. Additionally, our community business partners and school clubs/organizations provide resources to strengthen and support academic programs and meet individual student needs.

The staff of the school is comprised of 87 full-time staff members. Of this group, 3 are administrators, 59 are classroom teachers, 5 are exceptional student education teachers, 3 are guidance counselors, 1 is a media specialist, 2 are paraprofessionals, 5 are custodians, 1 is the cafeteria manager, and 8 are clerical employees. Additionally, the staff of the school is comprised of 25 part-time staff members. Of this group, 2 are security monitors, 1 is a custodian, 2 are lunchroom monitors, 5 are cafeteria workers, and 15 are after school care personnel. The ethnic makeup of the faculty consists of 40% White, 46% Hispanics, 12% Black, and 2% Other. The faculty is made up of 14% male, 86% female, with 30 of the teachers having a Masters Degree, 3 teachers with a Doctorate Degree, and 6 National Board Certified teachers. All instructional staff and paraprofessionals are highly qualified. At this time, there are no vacancies in the teaching positions at South Miami K – 8 Center. Recruitment is not practiced, as there is a 98% retention rate.

As evidenced through 2008 FCAT Data, a total of 45 students in grades 3 – 7, scored a Level 1 on the Reading subtest, and a total of 40 students in grades 3 – 7, scored a Level 1 on the Mathematics subtest.

As evidenced through 2008 FCAT Data, a total of 53 students in grades 3 – 7, scored a Level 2 on the Reading subtest, and a total of 41 students in grades 3 – 7, scored a Level 2 on the Mathematics subtest.

As evidenced through 2008 FCAT Data, a total of 363 students in grades 3 – 7, scored a Level 3 - 5 on the Reading subtest, and a total of 350 students in grades 3 – 7, scored a Level 3 - 5 on the Mathematics subtest.

The average class size by grade level for general education classes is as follows; Kindergarten – 15 students, 1st Grade – 17 students, 2nd Grade – 15 students, 3rd Grade – 17 students, 4th Grade – 20 students, 5th Grade – 20 students, 6th – 8th Grade – 20 students. The average class size by grade level for Students With Disabilities (SWD) for grades 3 – 8 is 16.

At South Miami K – 8 Center, 11 out of 711 students were retained for the 2007 – 2008 school year. Thus, 98% of the students were promoted to the next grade level and 2% were retained.

The South Miami Senior High School feeder pattern is comprised of one senior high school, two middle schools (South Miami Middle School and West Miami Middle School), one K – 8 Center (South Miami K – 8 Center), and 6 elementary schools (David Fairchild Elementary, Ludlam Elementary, Flagami Elementary, Sylvania Heights Elementary, Coral Terrace Elementary, and Emerson Elementary). Students transition from any of the elementary schools into the K – 8, or any of the two traditional middle schools depending on their home address, with a final transition into South Miami Senior High School, a D school.

South Miami K – 8 Center offers students a variety of exciting and enriching educational opportunities including gifted, secondary school reform, advanced and honors classes, and the magnet program consisting of six strands of performing and visual arts. These strands are Art, Music, Dance, Drama, Computer Arts Technology (CAT) and Culturally Inspired Education (CIE).

Computer Arts Technology (CAT) and Culturally Inspired Education (CIE).

At this time, South Miami K - 8 Center has not been awarded any grants for the 2008 – 2009 school year.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

N/A

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

N/A

No Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

N/A

School Wide Improvement Model

Note: Required for Title I

N/A

NCLB Public School Choice

Note: Required for Title I

N/A

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

At South Miami K-8 Center, kindergarten students transition from a wide range of prekindergarten and/or early childhood programs and experiences into our kindergarten classrooms. Transition strategies for the students who are enrolled in our prekindergarten Inclusion Class here at South Miami K-8 Center include: (1) kindergarten classroom visitations near the end of the prekindergarten year in April or May, in which the students spend half a day in a kindergarten class, (2) families are introduced to the kindergarten teachers and the prekindergarten teacher holds a "Transition to Kindergarten Family Workshop" to explain ways to prepare for kindergarten academically, socially, and emotionally, (3) the prekindergarten High/Scope curriculum is implemented daily throughout the year and it is specifically designed to prepare children for kindergarten readiness, incorporating the VPK and Sunshine State Standards, (4) the children and families are invited to attend the kindergarten orientation held in August, (5) each family is given access to Riverdeep with an individual demonstration, at the computer, with the prekindergarten teacher, and provided with written directions for how to help their child access and benefit from this valuable tool throughout the summer according to the child's individual level, (6) post tests are administered to each student (PELI, LAP-D Screening & DECA) to determine each child's progress and readiness related to language and literacy skills, cognition, fine & gross motor skills, language naming & comprehension, and social-emotional development, (7) the prekindergarten teacher facilitates kindergarten registration by providing the families with verbal and written reminders, as well as checking for follow through two weeks prior to the beginning of their kindergarten year, to be sure the families registered their children, and (8) the kindergarten teachers provide a kindergarten materials list and written orientation information in the school's office, when the family registers for kindergarten.

Transition strategies for the students who are enrolled in Community VPK or similar Prekindergarten Programs, daycares, or in-home family care settings include: (1) the children and families are invited to attend the kindergarten orientation held in August, and (2) the kindergarten teachers provide a kindergarten materials list and written orientation information in the school's office, when the family registers for kindergarten.

The kindergarten teachers at South Miami K-8 Center utilize the FLKRS and DIEBLS to determine each kindergarten student's "readiness. Additionally, the students who come from the PreK Inclusion class at South Miami K-8 Center (or any child who comes from any MDCPS Early Childhood or Special Education PreK Classroom) will have documentation of readiness in the form of the following pre-post tests: PELI & DECA, as well as documentation of progress and developmental levels on the COR (Child Observation Record).

The Prekindergarten and kindergarten teachers are responsible for various strategies, as indicated and explained above.

Schools found to have with low readiness rates will be assisted by....

Students who are enrolled in our prekindergarten Inclusion Class here at South Miami K-8 Center are offered workshops, parent meetings, and family involvement activities throughout the year in order to connect them with the school's faculty, staff, and PTA, as well as teach them strategies for effectively supporting their child's learning experiences. PTA members and officers are invited to prek meetings and activities to demonstrate and explain how parents can continue their involvement and support in kindergarten. The families are provided e-mail notification by the prekindergarten teacher during the prek school year and throughout the summer, regarding important meetings, workshops available, home learning activities, summer enrichment programs, registration procedures, and other pertinent information to facilitate a smooth transition to kindergarten and maximize the individual student's readiness.

Available resources utilized to implement the strategies outlined include: e-mail, Riverdeep, workshops provided by the Prekindergarten Program for Children with Disabilities, and parent/PTA donations as necessary and available to provide supplies for the family activities.

The effectiveness of the outlined plan is monitored by the kindergarten and prekindergarten teachers through observation of students' and family members' behavior related to how they adapt to their new

kindergarten classroom environment during the first week of school, and through the use of the aforementioned readiness tests (FLKRS & DIEBLS). Additionally, the school registrar and prekindergarten teacher monitor the number of families who register their child, at least, prior to one week before the first day of the child's kindergarten school year, in order to facilitate a smooth transition and have class assignments prepared and classrooms as organized as possible. Early registration is often a key factor in a family receiving the information they need to have in order to be prepared for kindergarten in terms of materials and school & class assignments.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

N/A

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

N/A

SCHOOLS GRADED C OR BELOW

Professional Development

N/A

Disaggregated Data

N/A

Informal and Formal Assessments

N/A

Alternative Instructional Delivery Methods

N/A

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Teachers are given the academic freedom to teach in various ways. Some of the different approaches include small group instruction, inclusion, co-teaching settings, differentiated instruction, and Smart Board

include small group instruction, inclusion, co-teaching settings, differentiated instruction, and Smart Board Instruction.

Responsibility of Teaching Reading for Every Teacher

The collegial best practices are shared and in-house experts provide modeling and coaching to all classroom teachers regardless of subject area. Professional Development opportunities are offered for teachers to acquire a variety of reading strategies which directly correlate with their subject area.

Quality Professional Development for Teachers and Leaders

South Miami K - 8 Center offers its faculty and staff the option of exploring professional development that will enhance teaching and learning in the classroom. South Miami K - 8 Center also provides professional development opportunities based on student needs. These needs are compiled from the myriad assessments given to students throughout the school year. Teachers receive master plan points toward recertification simultaneously.

Small Learning Communities (SLC)

The South Miami K - 8 Center Staff is provided with various team building activities and exposure to small learning communities during professional development days, monthly professional development sessions, and monthly team meetings. Teachers differentiate instruction through classroom centers and small groups within their classrooms to meet the needs of all learners.

Intensive Intervention in Reading and Mathematics

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

Parental Access and Support

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

Applied and Integrated Courses

Through cross-curricular planning and data analysis, teachers have woven themes and concepts across the four core subject areas – Language Arts, Mathematics, Science, Social Studies, as well as electives.

Course Choice Based on Student Goals / Interests / Talent

South Miami K - 8 Center students are offered the four basic core classes. Students in Grades 6 to 8 are scheduled into an Intensive Reading and Intensive Mathematics class based on their FCAT Level. Selected students are given the opportunity to participate in the magnet programs of South Miami K - 8 Center, Computer Arts Technology (CAT) or Culturally Inspired Education (CIE). Through the articulation process, students are given the option in choosing electives for the upcoming school year.

Master Schedules Based on Student Needs

Intensive Reading and Intensive Mathematics classes are scheduled for students based on their FCAT level. Courses are scheduled for students based on magnet, SWD, and/or ELL requirements. Students are also scheduled into elective classes based on student interest and magnet components.

Academic and Career Planning

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

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

*Needs Assessment: An assessment of the 2007-2008 FCAT Reading data indicate that 80% of the students in grades 3-7 are meeting high standards, scoring at Level 3 or above and 20% are not making learning gains. Eighty-five percent of the third grade students, 86% of the fourth grade students, 82% of the fifth grade students, 69% of the sixth grade students, and 66% of the seventh grade students scored at level 3 or above in Reading. All of the subgroups met Adequate Yearly Progress (AYP).

The reading content area reveals that students in grade 3 need supplemental instruction in Comparisons and Cause and Effect with 70% selecting correct responses. An average 75% responded correctly in Words and Phrases in Context, and 77% answered correctly in Main Idea, Plot and Purpose and 80% answered correctly in Reference and Research.

Students in grade 4 performed equally in Words and Phrases in Context and in Main Idea, Plot and Purpose with 71% correct responses. The average score point percentages in the other content clusters are 67% for Comparisons and Cause and Effect, and 71% for Reference and Research.

Students in grade 5 require focused instruction and intervention in the content cluster Words and Phrases in Context, with 75% answering correctly. Average score point percentages in the other content clusters are 72% answering correctly for Main Idea, Plot and Purpose, 79% answering correctly for Comparisons and Cause and Effect, and 60% answering correctly for Reference and Research.

Students in grade 6 show that supplemental instruction is needed in the content

clusters Comparisons and Cause and Effect with 58% correct responses and Reference and Research with 60% correct responses. Average score point percentages in the other content clusters are 71% answering correctly for Main Idea, Plot and Purpose and 64% answering correctly in Words and Phrases.

Students in grade 7 show that targeted instruction is needed in the content clusters Comparisons and Cause and Effect with 58% correct responses and Reference and Research with 60% correct responses. Average score point percentages in the other content clusters are 71% answering correctly for Main Idea, Plot and Purpose and 64% answering correctly in Words and Phrases

*Objective:	Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2009 administration of the FCAT Reading Test as compared to the 2008 administration of the FCAT Reading Test.
*Strategies:	Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis, as well as the South Central Regional Center's Debriefing Protocols to analyze data.
	Conduct annual Reading Night activities to encourage implementation of Reading strategies at home.
	Implement use of JUST READ, FLORIDA! K-12 Comprehensive Research-Based Reading Plan (CRRP) and Houghton Mifflin Reading Series in grades K-5 and Holt-Rinehart's Elements of Literature series in grades 6 through 8.
	Increase Florida Oral Reading Fluency (F-ORF) scores and Voyager Benchmark Assesments through appropriate intervention strategies based on the results of the state assessments.
	Increase Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores through appropriate intervention strategies based on the PMRN reports.
	Remediate Level 1 and Level 2 students and subgroups (Grades 3-5), as well as students identified as being at risk, based on assessment data, and enroll students in grades 6-8 scoring Level 1 and Level 2 on the 2008 FCAT Reading subtest in an Intensive Reading Class.
	Incorporate the use of Early Success, Quick Reads, Soar to Success, and Voyager Passport and use interim and other evaluations provided by each program.
	Train teachers in strategies to continue to challenge students at Level 3 or above.
	Train teachers on interpretation of Edusoft and DIBELS data, use data to drive instruction and implement strategies to meet individual student needs.
*Evaluation:	The objectives will be evaluated using scores of the 2009 FCAT Reading subtest. Chapter tests from the Houghton Mifflin Reading series, and pre-, mid- and post-benchmark assesments will provide formative data which will be used to monitor progress towards the goals.
*Evidence-based Program(s):	South Miami K-8 Center implements the Houghton Mifflin series with support materials. Supplemental materials include Accelerated Reader, Voyager Passport, Voyager Journeys and Language!.
*Professional Development:	August – Continuous Improvement Model, Differentiated Instruction in Reading and Language Arts, Comprehensive Research-Based Reading Plan, PACES, Electronic Gradebook September – Data Analysis, CRISS Refresher October – Navigating M-Class & Edusoft Reports November – Reading in the Content Area of Social Studies December – FCAT Item Bank, Best Practices in Reading and Language Arts

January – Reading Strategies Across the Curriculum for ELL & SPED Students
February – Test Taking Tips

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	**Funding Source**	**Available Amount**
-Voyager Passport -Houghton Mifflin Reading Series -Language! Reading Series -Voyager Journeys Reading Series -Holt Reinhart's Elements of Literature	Program and/or materials on hand, no cost required	$0.00
		Total: $0.00
Technology		
Description of Resources	**Funding Source**	**Available Amount**
-Accelerated Reader -STAR	Program and/or materials on hand, no cost required	$0.00
		Total: $0.00
Professional Development		
Description of Resources	**Funding Source**	**Available Amount**
-CRISS -Best Practices In Reading/Language Arts	District Provided	$0.00
		Total: $0.00
Other		
Description of Resources	**Funding Source**	**Available Amount**
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

*Non-Highly Qualified Instructors: Constance Washburn is currently teaching out-of-field for one class, 7th grade Language Arts, as her certification is for Elementary Education K – 6. Ms. Washburn is registered for the Voyager workshop, KidBiz in-service, as well as the Intensive Reading workshops offered through the Department of Language Arts. Ms. Washburn is scheduled to take the Middle School Language Arts for Grades 5 – 9 certification exam in November of 2008.

*End of **Reading** Goal*

Goal: Mathematics

**Note: Required for Title I
Scroll down for school data*

*Needs Assessment: Results of the 2008 FCAT data indicate that 76% of the students in grades 3-7 scored at level 3 or above, meeting the criteria for high standards. Conversely, 24% of the students did not make annual learning gains. Ninety percent of the third grade students, 82% of the fourth grade students, 75% of the fifth grade students, 48% of the sixth grade students, and 74% of the seventh grade students scored at level 3 or above in mathematics. All of the subgroups met Adequate Yearly Progress (AYP).

Analysis of the five mathematics content strand addressed by the Sunshine State

Standard show that the grade 3 students need supplemental instruction in Algebraic Thinking in which 67% responded correctly. The average score points for the other areas are 75% answered correctly for Measurement, 71% answered correctly for Geometry and Spatial Sense, and 71% answered correctly for Data Analysis and Probability.

Analysis of the five mathematics content strand addressed by the Sunshine State Standard show that the grade 4 students need supplemental instruction in both content cluster areas of Algebraic Thinking in which 71% responded correctly and Geometry in which 71% answered correctly. The average score points for the other areas are Number Sense in which 73% answered correctly, Measurement in which 75% answered correctly and Data Analysis and Probability in which 86% answered correctly.

Assessment of grade 5 student performance in the content area indicate that additional instruction is necessary in all of the content clusters Number Sense, Concepts, and Operations with 62% answered correctly, Measurement with 64% answered correctly, Geometry with 62% answered correctly, Algebraic Thinking with 73% answered correctly and Data Analysis and Probability with 67% answered correctly. However, emphasis should be focused in the area of Geometry and Number Sense in which both 62% of the students respectively responded correctly to augment acquisition of skills and enhance academic achievement in mathematics with corresponding learning gains.

Students in grade 6 need supplemental instruction in all of the content clusters in which the correct responses were Number Sense (44%), Measurement (44%), Geometry (67%), Algebraic Thinking (50%), Data Analysis and Probability (67%) to augment acquisition of skills and enhance academic achievement in mathematics with corresponding learning gains.

Students in grade 7 need supplemental instruction in all of the content clusters in which the correct responses were Number Sense (55%), Measurement (55%), Geometry (63%), Algebraic Thinking (55%), Data Analysis and Probability (66%) to augment acquisition of skills and enhance academic achievement in mathematics with corresponding learning gains.

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*Objective: Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2009 administration of the FCAT Mathematics subtest as compared to the 2008 administration of the FCAT Mathematics subtest.

*Strategies: Incorporate a Problem of the Day or a Math review warm up activity as part of the Math curriculum in Grades K-8.

Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis, as well as the South Central Regional Center's Debriefing Protocols to analyze data.

Conduct annual Math Night activities to encourage the implementation of mathematics strategies at home.

Participate in Math Mania competition allowing students in grades 3 – 8 a global mathematics experience.

Communicate to parents through agendas, parent conferences, and School Support Team (SST) meetings specific Mathematics skills which need reinforcement.

Remediate FCAT Level 1 and Level 2 students and subgroups (Grades 3-8), based on assessment data, in small groups during the school day, differentiating instruction through guided strand groups and using materials such as Comprehensive Math Assessment Florida Edition and Spectrum Florida Test Prep FCAT.

Enroll all FCAT Level 1 students in grades 6-8 in an Intensive Mathematics class.

*Evaluation: The objectives will be evaluated using scores of the 2009 FCAT Mathematics

subtest. Chapter tests from the Harcourt Brace and Glencoe Mathematics series and the administration of pre, mid and post benchmark assessments will provide formative data used to monitor progress towards the standards.

*Evidence-based Program(s):

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

*Professional Development:

August – Continuous Improvement Model, PACES, Electronic Gradebook
September – Data Analysis, Differentiated Instruction in Mathematics, Discovering New Standards in Mathematics, Math Mania
October – River Deep, FCAT Explorer, GIZMOS
November – Teaching Measurement through Mathematics and Science
December – FCAT Item Bank, Best Practices in Mathematics
January – Mathematics Strategies Across the Curriculum for ELL & SPED Students
February – Test Taking Tips

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
-Harcourt Mathematics Series -Glencoe Mathematics Series	Program and/or materials on hand, no cost required	$0.00
		Total: $0.00

Technology

Description of Resources	Funding Source	Available Amount
-Explore Learning.com -Gizmos -Riverdeep -FCAT Explorer -Glencoe Series	Program and/or materials on hand, no cost required	$0.00
		Total: $0.00

Professional Development

Description of Resources	Funding Source	Available Amount
-Gizmos	District Provided	$0.00
		Total: $0.00

Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

*Non-Highly Qualified Instructors: N/A

*End of **Mathematics** Goal*

Goal: Writing

*Needs Assessment: Assessment of the data reveals that fourth grade students had a combined mean score of 4.3, an Expository mean score of 4.3 and a narrative mean score of 4.2 on the 2008 FCAT Writing+. Ninety three percent of the students reached the state required mastery level of 3.5 or above and 84% scored at level 4 or above. Specifically, 100% of the students scored 3.5 or above on the expository prompt and 85% scored 3.5 or above on the narrative prompt. Students' writing skills will be monitored and data will be used to provide data driven instruction.

*Objective: Given instruction based on the Sunshine State Standards, students in grades 4 and 8 will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2009 FCAT Writing+.

*Strategies: Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis, as well as the South Central Regional Center's Debriefing Protocols to analyze data.

Enhance vocabulary development in Grade 2 using The Elements of Reading Vocabulary program.

Utilize Houghton Mifflin Reading Basal and Holt-Rienhart's Elements of Literature series support materials to strengthen word study, grammar and other writing conventions in grades 3-5 and Holt-Rinehart's Elements of Literature in grades 6-8.

Complete student writing activities across the curriculum, including special area classes using the Writing Process.

Assign students to work with peers to analyze, edit, and revise their writing based on the FCAT rubric components: Focus, Organization, Support, and Conventions.

Complete and revise monthly narrative and expository writing prompts in Grades 2-5 and expository and persuasive writing prompts in Grades 6 - 8 incorporating CRISS/Write Traits strategies.

Celebrate writing by recognizing Authors of the Month in a variety of ways, such as sharing their writing on morning announcements, and during Honor Roll Assemblies.

Publish and display student writing on school bulletin boards, school website, regional newsletter, and/or EESAC newsletter.

*Evaluation: The objectives will be evaluated using the scores of the 2009 FCAT Writing Test. Student writing portfolios containing scored and revised writing prompts will be assessed quarterly to monitor progress. Results of district pre/post tests will be used as a teaching tool.

*Evidence-based Program(s):   South Miami K-8 Center implements the Houghton Mifflin Reading Basal and Support Materials, Harcourt Mathematics, Scott Foresman Science, Houghton Mifflin Social Studies Content Areas Writing Materials and Write Traits Strategies.

*Professional Development: August – Continuous Improvement Model, Comprehensive Research-Based Reading Plan, PACES, Electronic Gradebook
September – Differentiated Instruction in Writing, Reading, and Language Arts, Data Analysis, CRISS
October – Effective Writing Strategies, Scoring with Rubrics
November – Writing in the Content Area of Social Studies
December – FCAT Item Bank, Best Practices in Writing
January – Writing Strategies Across the Curriculum for ELL & SPED Students

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	**Funding Source**	**Available Amount**
-Voyager Passport -Houghton Mifflin Reading Series -Language! Reading Series -Voyager Journeys Reading Series -Holt Reinhart's Elements of Literature	Program and/or materials on hand, no cost required	$0.00
		Total: $0.00
Technology		
Description of Resources	**Funding Source**	**Available Amount**
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	**Funding Source**	**Available Amount**
-Write Traits -Zelda Glaser Writing Institute	District Provided	$0.00
		Total: $0.00
Other		
Description of Resources	**Funding Source**	**Available Amount**
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

*End of **Writing** Goal*

Goal: Science

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:	The 2008-2009 FCAT data indicate that the mean score for grade 5 students is 328. Sixty-three percent of the students scored at level 3 or above. Evaluation of the eight science strands grouped into four clusters show that for Physical Science 58% of the students responded correctly, Life and Environmental Science, and Scientific Thinking 67% of students responded correctly and for Earth and Space Science 57% answered correctly. This data indicates that students need supplemental instruction and the incorporation of hands-on laboratory activities into the science curriculum to facilitate the acquisition of skills and knowledge that will enable the students to attain learning gains.
*Objective:	Given instruction on the Sunshine State Standards, the number of students meeting high standards in grade 5 and 8 will increase by 10 percentage points on the 2009 Science Test as compared to the 2008 administration of the FCAT Science Test.
*Strategies:	Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis, as well as the South Central Regional Center's Debriefing Protocols to analyze data.

Train teachers on the use of cluster analysis of FCAT Science scores to plan lessons emphasizing the content areas assessed on the FCAT.

Invite parents and community volunteers to share information on science related careers and participate as science fair judges.

Plan grade appropriate field trips and programs to reinforce Sunshine State Standards Science benchmarks.

Conduct a minimum of one inquiry driven hands-on science experiment based on the Essential Labs in Grades K-8 each week, emphasizing Scientific Process Skills.

Infuse use of science periodicals such as; National Geographic, Ranger Rick and National Geographic Kids through out the curriculum.

*Evaluation: This objective will be evaluated using the results of the 2009 FCAT Science subtest, teacher logs of Hands-On Process Science activities and pre, mid and post tests using Edusoft generated benchmark assessments.

*Evidence-based Program(s): South Miami K-8 Center implements the Scott Foresman Science series and support materials. Supplemental materials include the Carolina Biological Science Kits, FOSS kits, and Riverdeep.

*Professional Development:
August – Continuous Improvement Model, Comprehensive Research-Based Reading Plan, PACES, Electronic Gradebook
September – Data Anaylsis, CRISS
October – River Deep, FCAT Explorer, GIZMOS, Science Fair Training For Teachers
November – Teaching Measurement through Mathematics and Science
December – FCAT Item Bank, Best Practices in Science
January – Science Strategies for ELL & SPED Students
February – Test Taking Tips

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
-Scott Foresman Science Series -Glencoe Science Series	Program and/or materials on hand, no cost required	$0.00
		Total: $0.00

Technology

Description of Resources	Funding Source	Available Amount
-Explore Learning.com -Gizmos -Riverdeep -FCAT Explorer -Glencoe Series	Program and/or materials on hand, no cost required	$0.00
		Total: $0.00

Professional Development

Description of Resources	Funding Source	Available Amount
-Gizmos Training	District Provided	$0.00
		Total: $0.00

Other

		Available

Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

*Non-Highly Qualified Instructors: N/A

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*End of **Science** Goal*

Goal: Parental Involvement

*Note: Required for Title I

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

According to the 2007-2008 administration of the School Climate Survey Parent Form, 97% of the parents agreed that the overall climate or atmosphere at South Miami K-8 Center child's school is positive and helps their child learn. |
| ***Objective:** | Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2008-2009 to the 2007-2008 school years. |
| ***Strategies:** | Provide bilingual workshops to educate parents from other countries of the academic expectations, practices, and services of the Miami-Dade County Public Schools, Parent Academy.

Coordinate an Open House Resource Fair to acquaint parents with the services offered by the school and community.

Conduct parent workshops to provide strategies for parents to work with their children at home in Reading, Writing, Mathematics, and Science.

Publish monthly calendar of school activities in conjunction with PTA for parental distribution and online access .

Maintain and update the Parent Resource Center, the school website, and school marquee.

Designate the students services team to assist in recruiting volunteer services, disseminate communication and distribute and collect parent and school surveys.

Implement campaign to increase membership in PTA.

Invite parents to quarterly Honor Roll Assemblies, important events, and special activities through the Connect Ed message system. |
*Evaluation:	This goal will be evaluated by the number of parents in attendance at each of the special events/ activities.
*Evidence-based Program(s):	South Miami K-8 Center will inform and instruct parents on the newest version of the Parent Portal, as well as Just Read! Florida Program for Families, National PTA – Every Child-One Voice, and Florida PTA – Every Child-One Voice, and the Riverdeep and FCAT Explorer computer programs.
*Professional Development:	Afford parents the opportunity to attend Parent Academy Workshops, ELL Parent Outreach Workshops, and PTA Workshops.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Technology		
Description of Resources	Funding Source	Available Amount
-Parent Portal -Student Portal	District Provided	$0.00
		Total: $0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
-Workshops through The Parent Academy	District Provided	$0.00
		Total: $0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

*End of **Parental Involvement** Goal*

Goal: Return on Investment

Needs Assessment: Under the State of Florida's A+ Plan, South Miami K – 8 Center met the requirements to earn an A school grade and also met Adequate Yearly Progress (AYP) for the 2007 – 2008 school year.

Objective: South Miami K – 8 Center will improve it's ranking on the State of Florida ROI index publication by 2 percentage points.

Strategies: Increase participation in District provided programs.

Continue to provide Professional Development on data analysis, ensuring that data is driving instruction.

Provide quarterly parent workshops, affording support for their children's academic achievement.

Sustain and increase community agency partnerships while creating a broader resource base of such.

Evaluation: The State of Florida ROI Index for the 2008 – 2009 school year.

*End of **Return on Investment** Goal*

ADDITIONAL GOALS
No Additional Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Reading	-Voyager Passport -Houghton Mifflin Reading Series -Language! Reading Series -Voyager Journeys Reading Series -Holt Reinhart's Elements of Literature	Program and/or materials on hand, no cost required	$0.00
Mathematics	-Harcourt Mathematics Series -Glencoe Mathematics Series	Program and/or materials on hand, no cost required	$0.00
Writing	-Voyager Passport -Houghton Mifflin Reading Series -Language! Reading Series -Voyager Journeys Reading Series -Holt Reinhart's Elements of Literature	Program and/or materials on hand, no cost required	$0.00
Science	-Scott Foresman Science Series -Glencoe Science Series	Program and/or materials on hand, no cost required	$0.00
Parental Involvement	No Data	No Data	$0.00
			Total: $0.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	-Accelerated Reader -STAR	Program and/or materials on hand, no cost required	$0.00
Mathematics	-Explore Learning.com -Gizmos -Riverdeep -FCAT Explorer -Glencoe Series	Program and/or materials on hand, no cost required	$0.00
Writing	No Data	No Data	$0.00
Science	-Explore Learning.com -Gizmos -Riverdeep -FCAT Explorer -Glencoe Series	Program and/or materials on hand, no cost required	$0.00
Parental Involvement	-Parent Portal -Student Portal	District Provided	$0.00
			Total: $0.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	-CRISS -Best Practices In Reading/Language Arts	District Provided	$0.00
Mathematics	-Gizmos	District Provided	$0.00
Writing	-Write Traits -Zelda Glaser Writing Institute	District Provided	$0.00
Science	-Gizmos Training	District Provided	$0.00
Parental Involvement	-Workshops through The Parent Academy	District Provided	$0.00
			Total: $0.00

Other

Goal	Description of Resources	Funding Source	Available Amount

Reading	No Data	No Data	$0.00
Mathematics	No Data	No Data	$0.00
Writing	No Data	No Data	$0.00
Science	No Data	No Data	$0.00
Parental Involvement	No Data	No Data	$0.00
			Total: $0.00
			Final Total: $0.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The 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.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The purpose of the Educational Excellence School Advisory Council (EESAC) of South Miami K – 8 Center is to collaboratively define a vision and establish goals for improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the School Improvement Plan (SIP) and fosters an environment of professional collaboration among the educational stakeholders of the school. The principal and the elected members of the SAC use consensus management to improve student achievement in a collaborative fashion, and ensure fidelity to SIP by laws and minutes. EESAC will monitor the SIP through the review of regular reports of implementation of the strategies and the results of benchmark assessments. Presently, the EESAC budget is discussed at each meeting, and teachers are given the opportunity to submit proposals in October and February for portions of EESAC funds that will directly enhance student achievement.

SAC Members

Members

1) Anamarie G. Moreiras,   Principal

2) Vivian E. Gonzalez,   SAC Chair

3) Nicole Aberdrabbo,   Student

4) Katherine Leathers,   Teacher

5) Treva Harrell,   Teacher

6) David Riker,   Teacher

7) Pat Kuentzel,   Teacher

8) Miriam Stern-Arango,   Business Member

9) Alfred Figueroa,   Business Member

10) Joyce Sanz,   Parent

11) Bettina Hueso,   Parent

12) Veronica Fernandez,   Parent

13) Adina Garcia,   Parent

14) Consuelo Suarez,   Parent

15) Wendy Peersen,   Parent

16) Piedad Aberdrabbo,   School Support Personnel

17) Shanna Bowden,   Union Steward

IMPLEMENTATION EVALUATION

The Educational Excellence School Advisory Council (EESAC) will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). A mid-year review of the implementation of the current SIP will be conducted in order to assess where resources need to be targeted for the remainder of the year. Additionally, a progress assessment meeting will be scheduled at the end of the school year. In attendance will be the school principal, the EESAC chair person, the United Teachers of Dade steward, and EESAC parent representative, the EESAC community/business representative and the EESAC student representative. At this meeting, the EESAC makes a presentation of findings. Included in this presentation are data elements that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in next year's SIP. Staff at South Miami K – 8 Center will review the status of SIP objectives and will collaborate with the EESAC to determine how student achievement will be addressed next school year.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3									
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0

Name of Assessment Used										

FCAT Assessed Grade Level: 4

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery

0	0	0	0	0	0	0	0	0	0

Name of Assessment Used				

FCAT Assessed Grade Level: 9

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
	No data submitted				

*End of **Baseline Data Report***

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 — Dade SOUTH MIAMI K-8 CENTER 5241

Number of students enrolled in the grades tested: (Click here to see the number of students in each group.) — Read: 492 Math: 492 — 2007-2008 School Grade[1]: A — Did the School make Adequate Yearly Progress? **YES**

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). — This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). — This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading	Percent of Students below grade level in Math			Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N		2007	2008	Y/N		2008	Y/N		2008	Y/N	
TOTAL[4]	100	Y	100	Y	80	Y	76	Y	91		Y			NA	19	20	NA		23	24	NA		75	NA		75	NA	
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA				NA			NA			NA	
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA				NA			NA			NA	
HISPANIC	100	Y	100	Y	82	Y	77	Y	92		Y			NA	17	18	NA		22	23	NA		76	NA		75	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA				NA			NA			NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA				NA			NA			NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	73	Y	68	Y	92		Y			NA	23	27	NA		30	32	NA		71	NA		70	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA		40		NA			NA			NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA				NA			NA			NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 — Dade SOUTH MIAMI K-8 CENTER 5241

Number of students enrolled in the grades tested: (Click here to see the number of students in each group.) — Read: 373 Math: 373 — 2006-2007 School Grade[1]: A — Did the School make Adequate Yearly Progress? **YES**

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). — This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). — This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading	Percent of Students below grade level in Math			Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N		2006	2007	Y/N		2007	Y/N		2007	Y/N	
TOTAL[4]	100	Y	100	Y	81	Y	77	Y	94	91	Y			NA	12	18	NA		24	23	NA		72	NA		71	NA	
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA		12		NA			NA			NA	
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA		60		NA			NA			NA	
HISPANIC	100	Y	100	Y	83	Y	78	Y	94	92	Y			NA	12	17	NA		19	22	NA		74	NA		72	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA		11		NA			NA			NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA				NA			NA			NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	77	Y	70	Y	93	92	Y			NA	17	24	NA		30	30	NA		69	NA		66	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	67	Y	60	Y			Y			NA		35	NA		37	40	NA		65	NA			NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA		46		NA			NA			NA	

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2						Dade SOUTH MIAMI K-8 CENTER 5241	
Number of students enrolled in the grades tested: (**Click here to see the number of students in each group.**)			**Read: 358** **Math: 358**	2005-2006 School Grade[1]:	A	Did the School make Adequate Yearly Progress? [5]	YES
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).						This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).	

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading	Percent of Students below grade level in Math			Safe Harbor Math
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N		2005	2006	Y/N	
TOTAL[4]	100	Y	100	Y	86	Y	76	Y		94	Y			NA	20	14	NA		26	24	NA	
WHITE	100	Y	100	Y		Y	88	Y			NA			NA	10		NA		13	12	NA	
BLACK	100	Y	100	Y	66	NA	40	NA			NA			NA			NA		53	60	NA	
HISPANIC	100	Y	100	Y	87	Y	81	Y		94	NA			NA	16	13	NA		24	19	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA				NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA				NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	80	Y	70	Y		93	NA			NA	26	20	NA		33	30	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	71	Y	63	Y			NA			NA	32	29	NA		34	37	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	62	NA	54	NA			NA			NA			NA		44	46	NA	

SCHOOL GRADE DATA

Dade School District SOUTH MIAMI K-8 CENTER 2007-2008	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	81%	92%	70%	328	**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	69%			142	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	70% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					606	
Percent Tested = 100%						Percent of eligible students tested
School Grade					**A**	Grade based on total points, adequate progress, and % of students tested

Dade School District
SOUTH MIAMI K-8 CENTER
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	80%	79%	52%	298	**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	69%			140	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	73% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade					**A**	Grade based on total points, adequate progress, and % of students tested

School District

2005-2006

	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%		**Writing:** Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	0%	0%			3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)			0	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				0	
Percent Tested = 0%					Percent of eligible students tested
School Grade					Grade based on total points, adequate progress, and % of students tested