
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0641 - Bunche Park Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: BERYL JAMES

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Bunche Park Elementary School

In order to continue our advance toward high achievement, Bunche Park Elementary will extend our instructional program to include a strong focus on literacy, technology, and mathematics, from Pre-Kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of instruments. These will include but not be limited to weekly, monthly, and quarterly assessments both summative and formative. The resulting data will be carefully analyzed and used to focus instruction.

Given instruction using Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 51% or higher on the 2006 administration of the FCAT Reading test as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percent in the number of students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Plus test as compared to the 2005 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improvement of the mean scale score in Science to mirror the District's mean scale score, as evidenced by the result of the 2006 administration of the FCAT Science test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the parental involvement rosters for 2004 – 2005 and 2005 - 2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given training and support at the school level, instructional personnel will augment their usage of the electronic grade book as a method of storing, manipulating, retrieving, and reporting student data as evidenced by quarterly reviews by administration to ensure an increase in usage of 50 percent when

compared to the 2004-2005 school year.

Given instruction based on the MDCPS's mandated FITNESSGRAM standards, students in grades four and five will improve their fitness skills by five percentage points as evidenced by a reduction in the number of non-award winners on the 2005-2006 administration of the FITNESSGRAM tests.

Given emphasis on the benefits in participating in enrichment activities, the number of students participating in these activities will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Bunche Park Elementary will improve its ranking on the State of Florida ROI index publication from the 21st percentile in 2003 to the 26th percentile on the next publication of the index.

As a member of the School Improvement Zone, we recognize that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will continue to occur through out this year. School site administrators, as well as, the School Improvement Zone's administrative team will monitor and support all services to Bunche Park Elementary. We feel that this effort will help us improve in one of the two areas that received the lowest score on the Organizational Performance Improvement Snapshot Assessment Survey (OPIS) taken by our staff. The staff gave the school a score of 3.8 in the area of Strategic Planning. We feel that through professional development and collaboration we can help the staff feel more assured that their input, talents, and initiatives are important and useful to the success of our school. We hope to ensure that staff members feel that their suggestions and concerns are important to the continued success of our students. We received a score of 3.9 in the area of Business Results. This tells us that the staff does not feel that their time is being used wisely, that we, as an organization, are not helping our community, and that we are not involving the staff in the understanding of how the budget is being used. We will be involving the EESAC as well as key personnel in disseminating budgetary information to the staff. We hope that this will assist in making the financial structure of our school more understandable to the staff in general. Our goal is to ensure that all stakeholders feel comfortable with the workings of our school.

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.

Bunche Park Elementary School

VISION

The vision of Bunche Park Elementary is to become a community of learners who eagerly and enthusiastically embrace every opportunity to learn by providing a safe, nurturing environment and utilizing and creative, innovative instructional strategies, by well-qualified, caring teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities, and communication skills necessary to face the future challenges of our dynamic society.

MISSION

With the help of a well-planned curriculum, it is the mission of Bunche Park Elementary School to ensure that our students are able to learn the skills necessary to become productive members of society. We strive to provide a positive, healthy, learning environment where our students can develop a love of learning.

CORE VALUES

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners,

Equity: professional staff development enhances a quality school,

Citizenship: parent and community involvement enables student achievement, and

Integrity: a safe and secure environment is essential for teaching learning, self esteem, safety, and well-being.

School Demographics

Bunche Park Elementary School, located in Miami Gardens, serves 395 students in grades Pre-K through fifth, 110 of whom are served in Exceptional Student Education programs. Student membership consists of 88 percent Black students, 10 percent Hispanic students, and two percent White or other students. 93 percent of our student membership receives free or reduced lunch. This makes us eligible for school-wide Title 1 status.

We are located on an eight acre site in northwest Miami-Dade County. The address is 16001 Bunche Park Drive, Miami Gardens, Florida 33054. The school was built in 1952 with additions being added in the 1960's and 1970's. There are three portables, one of which is attached to the main building via covered walkway. We have a covered PE court and one open to the elements.

Our building has undergone renovations to allow for a fifteen seat computer lab, six computers per classroom, and a closed circuit television system. We are being outfitted with security cameras and our fire alarm system is being updated this year. An extensive renovation program, which will include interior and exterior painting, the installation of new lighting, and classroom and kitchen refurbishing is planned within the coming two years.

We have fourteen general education classroom teachers and seventeen teachers in the exceptional program. In addition to these classrooms, we house occupational and physical therapists, speech and language pathologists, art, music and physical education teachers, a media specialist, a counselor, a Spanish as a Second Language teacher, a program specialist, a full-time psychologist, a social worker, nursing services provided by a local agency, and a micro-system technician. We also employ nine cafeteria workers, six custodians, four security personnel, eleven full-time paraprofessionals, seven hourly paraprofessionals, a pool substitute, three reading coaches, a technology facilitator/teacher, four secretaries, a media clerk, one assistant principal, and one principal.

The ethnicity of our staff is made up of 41 percent Black, 28 percent Hispanic, and 31 percent White or other. One hundred percent of our instructional staff is certified in the field in which they are teaching. Two of our teachers have attained Board Certification, 54 percent have Bachelor's degrees, 45 percent have Master's degrees, and one percent has a Doctorate in Education.

Our Exceptional center houses Trainable Mentally Handicapped (TMH), Profoundly Mentally Handicapped (PMH), Autism (including two Pre-K Autistic classes), and Physically Impaired (PI) programs being delivered in self-contained settings. We also have Educable Mentally Handicapped students and students with Specific Learning Disabilities being served in two pull-out models. In addition to these programs, we have students from TMH, EMH, LD, EH, OH, and Autism being included in general education classes. All of our exceptional students are served in a least restrictive environment. Approximately 97 of our ESE students are served by MDCPS transportation service.

We have one federally funded Head start program which has a trailer on our property. We also have one Title I funded, full day, Voluntary Pre-Kindergarten Program for four year olds.

Our parents enjoy the services of our parent resource center under the direction of our Community Involvement Specialist. We provide assistance to parents in a multitude of ways: parenting classes, FCAT workshops, Make and Take meetings, and "How to..." sessions to mention a few. Our CIS holds 2nd cup of coffee meetings on a bi-weekly basis to provide an informal setting for parents to meet and greet each other. Parents are encouraged to attend monthly meetings, where speakers address issues and concerns of interest. We have an active volunteer program where parents are made to feel welcome and useful. Parents are asked

to pick up their child's report card twice a year to foster parent-teacher communication. Parent volunteers attend all of our field trips. We strive to make Bunche Park Elementary a welcoming place for our parents and community.

Bunche Park is fortunate to have a number of special programs that enhance our academic environment. The Citibank Family Tech Program provides a free take-home computer, printer, internet access, and free e-mail to students and their families in three of our classrooms. Students in these classrooms complete nightly homework assignments on the computer. An AmeriCorp grant provides five full-time tutors to work with grades K-three in the area of reading and language arts. The tutors not only work in the classrooms during the two and one half hour reading block but see level I and level II students for individual tutoring daily for thirty minutes. Thirty-six of our exceptional students are taking part in the Shake-A-Leg program out of Dinner Key. This program provides students with the opportunity to enjoy water activities, wood working, computer lab, and other academic skills. The students attend every Friday for a full day. All the students were water trained before the program started and have been very successful in all of the activities. Our students also participate in the Reading Plus program, a literacy and fluency building computerized program of study. We use Accelerated Reader and Compass Learning for all grade levels. Our fourth graders use a district sponsored writing program, Learning Express, to expand their writing skills. During our extended day, those students in third through fifth grade who are in need of enrichment activities can participate in our Academic Excellence Program. We also have a science lab, manned by a certified teacher, designed to increase our knowledge and experience in a hands on environment. All of these programs are designed to increase the academic skill base of our students.

Bunche Park encourages the social leisure growth of its students by encouraging participation in activities such as Chess club, Bookworms, Future Teachers of America, Patrols, and Cheerleaders as enrichment.

The Bunche Park neighborhood is comprised of single family homes built in the late forties and fifties. The families are fairly stable and we have a small transient rate. Many of our students are being raised by their grand and great grand parents. With the help of our Community Involvement Specialist, Attendance Clerk, and Social Worker we were able to improve our attendance standing by 65 steps. We went from #175th to #114th place in the standings last year. We are committed to continue this trend and bring our attendance rate into the top 10 for elementary schools.

School Foundation

Leadership:

Our staff ranked Leadership at 4.0 out of a possible 5.0. According to the results of the survey, the majority of our staff feel that the administration is addressing the issues related to leadership in a positive manner. The staff shares the mission and vision of the school and feels that they have a positive working environment. Only a few staff members felt that they were involved in the day to day operation of the school. This suggests an area for improvement.

District Strategic Planning Alignment:

The strategic planning portion of the survey was scored lowest by our staff. We achieved a 3.8 out of a possible 5.0. These results indicate that our staff feels that they do not have appropriate input into the planning of The District and school strategies. Analysis of the results indicate that the staff does not understand the financial workings of the school nor do they feel that strategic planning made at the school level has an effect on them. The information from this category must be addressed at this school through the EESAC, faculty meetings, team meetings and individually.

Stakeholder Engagement:

Careful review of the data from the staff survey indicates that our staff knows who their customers are and that their customers make their needs known to them. Our staff indicates that they keep in touch with their customers but are not sure if the customers are satisfied or dissatisfied with their work. Overall achievement in this category was 4.0 out of a possible 5.0.

Faculty & Staff:

The Organizational Performance Improvement Snapshot Assessment Survey (OPIS) indicates that our staff and teachers feel very good about the team work involved in making our school successful. The overall score of 4.0 out of a possible 5.0 shows that teachers feel that they can make changes that will improve their work, that they work in a safe place and that they are recognized for the work they do.

Data/Information/Knowledge Management:

According to the OPIS, our teachers are confident with the measures they use to analyze students' performance. They indicated that they get all of the important information they need to do their work and to make data driven decisions that affect curriculum. Our survey score in measurement, analysis, and knowledge of management was 4.2 out of 5.0. This was our highest average score.

Education Design:

Bunche Park Elementary is driven through strategic planning, data driven instruction and analysis of assessment. In addition to this, we strive to meet all District, state and federal guidelines. The analysis of assessment produces the data that guides our instruction. Teachers, parents and community are represented on our EESAC. Common grade level planning is provided to all teachers, long range goals and objectives help us focus our curriculum to meet the needs of individual children. Administration provides the educational leadership that guides our progress.

Performance Results:

Bunche Park Elementary is a member of the School Improvement Zone. As such, we have been given additional support which have made a difference in our ability to positively impact our students. We now have a full-time social worker. This person has been able to help us to effect a great change in our attendance rate as well as our ability to contact parents. We also have a full-time psychologist. Since we are an exceptional center with over 120 children with active IEP's having a full-time psychologist has made our workload much more manageable. By instituting the Zone's Extended Day program, our children are afforded an additional hour for academic tutoring and enrichment. Our school grade as indicated by the State of Florida has risen from a "D" to a high "C". While our staff and students deserve the most credit for this improvement, we recognize that our involvement with the School Improvement Zone has made much of our success possible.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

To improve the reading performance of students in grades pre-kindergarten through fifth in both general and exceptional classes.

Needs Assessment

An analysis of our reading scores indicate that while improvement was made by all grade levels, in all areas reported, our students need continued work on main idea, author’s purpose, and comparisons. The data indicates that third through fifth graders achieved success in all clusters at a rate of 58 percent. This is quite an improvement over last year's rate of 47 percent. Our efforts in main idea showed that 67 percent of third through fifth graders scored at 70 percent or above in this cluster. On the whole, our fifth graders scored lowest in all areas and our efforts must be renewed with them. Our areas of focus remain higher order thinking skills, understanding context clues and main idea. We attribute a portion of our success to the fact that our school wide discipline plan, developed and implemented last year, improved the overall discipline of our school. We achieved our primary goal from 2004-05 which was to increase the number of our lowest 25 percent who made a year’s growth. Data indicates that 13 percent more struggling students made a year’s growth when compared to last year’s scores. It is our goal, this year, to increase the percent of students who read at or above grade level from 47 percent to 51 percent.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>												

Measurable Objective

Given instruction using Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 51% or higher on the 2006 administration of the FCAT Reading test as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2005 FCAT and SAT reading subtest in addition to the DIBELS to identify strengths and opportunities for improvement using Edusoft and WSPI.	Administrators, Teachers, Reading Coaches, Curriculum Support Specialist, (TSA) Grade Chairpersons	08/01/05	05/26/05
2. Utilize Reading Resource personnel to visit classrooms to model lessons using CRISS strategies, ensure implementation of Academic Improvement Plans, (AIP) and assist in data analysis.	Curriculum Support Specialist, (TSA), Reading Coaches, Administrators, Media Specialist	08/01/05	05/26/06
3. Integrate the Continuous Improvement Model (CIM) using the 8-step process as a framework for instructional improvement.	Administrators, Teachers, EESAC Members, Reading Coaches, Grade Chairpersons Leadership Team	08/01/05	05/26/06
4. Implement and monitor the SIZ's Extended Day and Extended Year Program to ensure compliance with district mandates	Administrators, Reading Coaches, Grade Chairpersons, Curriculum Support Specialist (TSA), Classroom Teachers	08/01/05	05/26/06
5. Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in fluency, phonics, comprehension, and vocabulary.	Community Involvement Specialist, Grade Chair Persons, Reading Coaches, Administrators, Social Worker, Program Specialist,	08/01/05	05/26/06
6. Continue implementation of the District's uninterrupted two and one half hour reading, writing, and L.A. block to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension.	Administrators, Reading Coaches, Curriculum Support Specialist (TSA), Classroom Teachers, Media Specialist	08/01/05	05/26/06
7. Utilize computer-assisted programs such as Accelerated Reader, Compass Learning, Reading Plus, FCAT Explorer, Leap Frog, RiverDeep, etc. to improve reading skills.	Classroom Teachers, Administrators, Reading Coaches, Media Specialist, Microsystems Technologist, Technology Facilitator	08/01/05	05/26/06
8. Utilize AmeriCorp tutors to provide individualized tutoring in reading for Tier II and Tier III students both in class and pull-out models.	Administrators, Classroom Teachers, Reading Coaches, Curriculum Support Specialist (TSA)	08/01/05	05/26/06

Research-Based Programs

Reading Plus

Compass Learning, RiverDeep,

Soar to Success, Early Success, Voyager A and D

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

1. Houghton/Mifflin's Legacy of Literacy, Soar to Success, and Early Success
2. The Eight-Step Continuous Improvement Model
3. CRISS Training where needed
4. WSPI, WISE, and AIP training as needed
5. Training in analysis and alignment of data and data driven instruction
6. Best Practices
7. Other inservices based on staff needs

Evaluation

Formative and Summative assessments will be administered by the teacher along with school developed and District assessments, and DIBELS, to monitor progress and redirect classroom instruction based upon analysis of current data. Mastery of this objective will be considered to be met when students can demonstrate an increase in reading comprehension to 51 percent reaching the state requirement as documented on the scores on the 2006 administration of the FCAT Reading test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

To increase the mathematics performance of all students in grades pre-kindergarten through fifth in both general and exceptional education.

Needs Assessment

Careful analysis of the 2005 administration of the FCAT Mathematics test indicates that 43 percent of students at Bunche Park Elementary scored at or above achievement level 3. This is an increase of eight percent over the 2004 results. We had an increase of four percent making a year's worth of growth in mathematics over the 2004 results. Once again, our fifth graders made the poorest showing on the test, with only 11 percent scoring at or above achievement level 3. Data indicates that 78 percent of fifth grade students scored below the 50 percent range on all of the cluster areas. Since this same group of students scored well the year before when they were fourth graders, it indicates that teaching strategies, personnel, parent involvement, professional development, and social issues must be looked at in determining a path to prevent a repeat of these results. There was an increase of 16 percent in the number of students scoring at or above achievement level 3 in grades three and 15 percent in grade four over the 2004 testing. Number sense and data analysis are the clusters that show the most need of improvement. In all grades, the majority of students scored below 50 percent mastery in these clusters. The information derived from the analysis of these scores will be used to target students for additional remediation of specific educational skill deficits in mathematics.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2005 FCAT and SAT mathematics subtest to ensure data-driven instruction using Edusoft and WSPI.	Administrators Curriculum Support Specialist (TSA), Grade Chairpersons, Classroom Teachers, Technology Facilitator, (Teacher)	08/01/05	05/26/06
2. Implement and monitor District approved, uninterrupted one hour mathematics block, using focus calendars and District's scope and sequence	Administrators, Classroom Teachers, Curriculum Support Specialist, Grade Chairpersons,	08/01/05	05/26/06
3. Utilize computer assisted instructional programs, such as Compass Learning, RiverDeep, Leap Pad, and FCAT Explorer to enhance instruction.	Classroom Teachers Technology Facilitator (Teacher), Microsystem Technologist, Media Specialist, Administrators	08/01/05	05/26/06
4. Utilize Curriculum Support Specialist to visit selected classrooms to provide CRISS strategies, model techniques and strategies, and provide professional development as needed.	Curriculum Support Specialist, (TSA), Administrators, Grade Chairpersons, Reading Coaches, Classroom Teachers	08/01/05	05/26/06
5. Provide students with performance-based activities, incorporating the use of manipulatives, problem-solving, critical thinking and data analysis.	Classroom Teachers Administrators, Curriculum Support Specialist, TEC personnel,	08/01/05	05/26/06
6. Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in the area of mathematics.	Community Involvement Specialist , (CIS) Grade Chairpersons, Administrators, Curriculum Support Specialist, Social Worker	08/01/05	05/26/06
7. Continue to integrate the Continuous Improvement Model (CIM) using the 8-step process as a framework for instructional improvement in mathematics as well as the SIZ's Extended Day and Extended Year model.	Administrators, ESSAC Members, Leadership Team, Grade Chairpersons	08/01/05	05/26/06

Research-Based Programs

Compass Learning Computer Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

- 1 SMILE training
- 2 The Eight-Step Continuous Improvement Model
- 3 CRISS Training where needed
- 4 Best Practices
- 5 WSPI, WISE, and AIP training as needed
- 6 Training in analysis and alignment of data and data driven instruction
- 7 Other inservices based on staff needs

Evaluation

Formative and Summative assessments will be administered by the teacher along with quarterly assessments and chapter tests to monitor progress and redirect classroom instruction based upon analysis of current data. Mastery of this objective will be considered to be met when students can demonstrate an increase in mathematics skills to 50 percent reaching the state requirement as documented on the scores on the 2006 administration of the FCAT Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

To ensure that students at Bunche Park Elementary have a command of the English language and can express themselves in written form with proper grammar, syntax, and expression.

Needs Assessment

Our students met state standards in writing at a rate of 93 percent. This represents a gain of 19 percent over last year's score. 100 percent of our students tested scored at a 4.0 or better in the expository portion of the F-CAT Writing test and 83 percent of students scored 4.0 or better in the narrative portion. Data analysis confirms that our students must continue to practice narrative writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percent in the number of students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Plus test as compared to the 2005 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop student writing portfolios in grades K-5 that contain selected samples to include expository, narrative, poetry, and story writing.	Classroom Teachers, Grade Chairpersons, Administrators, Reading Coaches, Curriculum Specialist, (TSA) Media Specialist	08/01/05	05/26/06
2. Utilize Learning Express computer based writing assessment instrument to review, analyze, and compile data.	Classroom Teachers, Administrators, Reading Coaches, Technology Facilitator	08/01/05	05/26/06
3. Implement and monitor the districts 30 min. per day writing schedule.	Administrators, Leadership Team, Reading Coaches, Classroom Teachers, Curriculum Support Specialist (TSA)	08/01/05	05/26/06
4. Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in writing samples.	Reading Coaches Community Involvement Specialist, (CIS) Social Worker, Administrators, Classroom Teachers	08/01/05	05/26/06
5. Continue to integrate the Continuous Improvement Model (CIM) using the 8-step process as a framework for instructional improvement in writing as well as the SIZ's Extended Day and Extended Year model.	Administrators, Classroom Teachers, Reading Coaches, Leadership Team, EESAC Members	08/01/05	05/26/06

Research-Based Programs

Writing Plus

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

1. Core Writing Program
2. Holistic Scoring training
3. Training in compiling and monitoring portfolios

Evaluation

Formative and Summative assessments will be administered by the teacher along with quarterly assessments and monthly prompts to monitor progress and redirect classroom instruction based upon analysis of current data. Mastery of this objective will be considered to be met when students can demonstrate an increase in writing skills to 94 percent reaching the state requirement as documented on the scores on the 2006 administration of the FCAT Writing Plus test.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 4 STATEMENT:

Our goal is to promote all aspects of science, and the scientific method, so that students can apply scientific principles to real-world situations with the goal being to better understand, and work with, their environments.

Needs Assessment

Bunche Park Elementary has made steady improvement in the mean scale score on the FCAT Science Test. However, based on the result from the 2005 administration of the FCAT Science Test, the school scored 259 which is below the District's score of 286. An examination of the Cluster Report indicates that our students are correctly completing 50 percent of the questions in each cluster. This analysis would suggest that our efforts should be placed equally among the four clusters. Owing to the fact that the Districts' mean scale scores have improved each year, our efforts must be diligent if our students are to keep pace and diminish the deficit.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improvement of the mean scale score in Science to mirror the District's mean scale score, as evidenced by the result of the 2006 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Integrate the Continuous Improvement Model (CIM) using the 8-step process as a framework for instructional improvement along with the SIZ's Extended Day and Extended Year model.	Administrators Leadership Team Grade Chair Persons Classroom Teachers	08/01/05	05/26/06
2. Provide parent workshops to enable parents to give appropriate at-home help and support for Science Fair preparation for their children.	Administrators Science Fair Chairperson (Teacher) Community Involvement Specialist, Grade Chair Persons, Classroom Teachers, Science Resource Teacher	08/01/05	05/26/06
3. Utilize science lab and science resource teacher to provide 1 hour weekly of hands-on science activities using CRISS strategies, in grades 3-5.	Administrators Science Resource Teacher Classroom Teachers	08/01/05	05/26/06
4. Follow the Sunshine State Standards and District's scope and sequence as well as focus calendars for grades K-5.	Administrators Classroom Teachers Grade Chair Persons Science Resource Teacher	08/01/05	05/26/06
5. Plan and coordinate our 17th annual Science Fair.	Administrators Science Fair Chairperson (Teacher), Classroom Teachers, Science Resource Teacher	08/01/05	05/26/06
6. Implement an AEP Program during our Extended Day, focusing on Hands-On Science and the scientific method.	Administrators Classroom Teachers Academic Excellence Teacher	08/01/05	05/26/06

Research-Based Programs

FOSS Kits

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

1. Hands-On Science through TEC
2. AEP Science Training
3. Training in Experimental Demonstrations, Concept Development and Scientific Thinking to include CRISS strategies

Evaluation

Formative and Summative assessments will be administered by the teacher along with quarterly assessments and chapter tests to monitor progress and redirect classroom instruction based upon analysis of current data. Mastery of these objectives will be demonstrated as evidenced by meeting the Districts' scale score on the 2006 administration of the FCAT Science test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 5 STATEMENT:

Our goal is to strengthen and increase communication between home and school through increased parent involvement.

Needs Assessment

Analysis of our 2004-2005 parental involvement rosters indicates that our efforts to increase parental involvement were successful. 42 percent more parents became involved in their children's school activities by attending parent workshops, PTA meetings, report card pickup night, Open House, Science Fair activities and our end of the year Caribbean Adventure. Through the efforts of our Action Research Team, it was determined that parents respond by attending activities when the enthusiasm of the student has been piqued. With this knowledge, we will continue our endeavor to increase parent involvement and student achievement.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the parental involvement rosters for 2004 – 2005 and 2005 - 2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Plan and deliver workshops to empower parents with the skills needed to assist students with home-learning activities.	Administrators Reading Coaches Social Worker CIS	08/01/05	05/26/06
2. Encourage parents to become involved with the Parent Academy and other literary initiatives that promote personal growth for parents.	Administrators Reading Coaches School Guidance Counselor CIS, Classroom Teachers Social Worker	08/01/05	05/26/06
3. Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators, CIS, Reading Coaches, Media Specialist, Classroom Teachers	08/01/05	05/26/06
4. Encourage parents' active participation in decision-making groups such as PTA, EESAC, IEP, AIP and Title 1 DAC/PAC meetings.	Administrators Program Specialist Reading Coaches Classroom Teachers CIS	08/01/05	05/26/06
5. Increase positive parent-school communication through the use of a parent newsletter, fliers, home visits and calendars to promote parental involvement and notify parents of upcoming events and on-going projects.	Administrators, Media Specialist Technology Facilitator (Teacher), Classroom Teachers Reading Coaches School Guidance Counselor	08/01/05	05/26/06
6. Coordinate and monitor two Parent Report Card Pickup Nights.	Administrators All Teachers and staff	08/01/05	05/26/06
7. Implement and coordinate "Donuts with Dads" and "Muffins with Moms" monthly breakfast gatherings to encourage parent participation and visitation.	Cafeteria Manager Administrators Grade Chair Persons CIS Social Worker	08/01/05	05/26/06
8. Create and distribute Parent/Student Handbooks highlighting the important things that parents need to know about our school and where they can call for answers to specific questions including Extended Day and Extended Year information	Administrators Social Worker Grade Chair Persons Reading Coaches School Guidance Counselor	08/01/05	05/26/06

9. Increase community involvement by the addition of at least one Dade Partner and additional parents, business person, and/or community person to be a part of EESAC.	Administrators Social Worker Grade Chair Persons Reading Coaches School Guidance Counselor EESAC Chairperson	08/01/05	05/26/06

Research-Based Programs

National PTA Standards

Passport to Success

Professional Development

The Title 1 Community Involvement Specialist will attend Regional Center/District Workshops relating to parental involvement. Inservices for teachers to review parent conferencing techniques will take place in house.

Evaluation

This objective will be evaluated by the analysis of the number of parents/guardians who sign the parental involvement attendance rosters for all of our 2005 - 2006 activities

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Bunche Park Elementary will continue to be a safe and healthy environment where children can learn.

Needs Assessment

Bunche Park Elementary has very few disciplinary situations that result in out-door suspensions. We feel that our efforts to improve safety and discipline at our school must include assistance for all students.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the Safe Schools Specialists to conduct classroom activities on Bullying	Administrators, Safe School Specialists, Guidance Counselor, Social Worker, Classroom Teachers	08/01/05	05/26/06
2. Coordinate and monitor the Peer Mediation Model for 2-5 grades	Administrators, Guidance Counselor, Safe School Specialists, Social Worker, Classroom Teachers	08/01/05	05/26/06
3. Institute a Crime Watch Program to assist in prevention of student crime.	Administrators, Guidance Counselor, Social Worker, Classroom Teachers, Grade Chair Persons	08/01/05	05/26/06
4. Involve the 5th graders in MDCPS' KAPOW program	Administrators, School Police, Guidance Counselor, Fifth grade teachers	08/01/05	05/26/06
5. Continue using our school wide discipline plan	All teachers, staff, and parents Administrators	08/01/05	05/26/06
6. Continue to conduct counseling sessions, both group and individual, for students who have been referred to the guidance counselor by a staff member.	Administrators, School Guidance Counselor, Classroom Teachers, School Psychologist, Social Worker	08/01/05	05/26/06

Research-Based Programs

Peer Mediation Model

Kids and the Power of Work (KAPOW)

Character Education Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

1. Training in Peer Mediation
2. Training by the KAPOW program
3. Review of our School Wide Discipline plan at Faculty meeting

Evaluation

This objective will be considered to be met when we demonstrate that our outdoor suspension rate decreased by ten percent from 2004-2005 school year to 2005-2006. (A decrease of one student)

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Bunche Park Elementary’s goal is to augment the use of technology by both faculty and students

Needs Assessment

Many faculty and staff members at Bunche Park Elementary are not as computer literate as we would like. This affects how they work with students in the computer arts as well their own use of technology. Today’s classroom teacher has the ability to use many types of technology when presenting information to her/his students. Today’s students expect technology to be a major part of their lives. Using the latest advances in technology in the classroom can only enhance both the teacher’s and the student’s enjoyment and production.

Measurable Objective

Given training and support at the school level, instructional personnel will augment their usage of the electronic grade book as a method of storing, manipulating, retrieving, and reporting student data as evidenced by quarterly reviews by administration to ensure an increase in usage of 50 percent when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a training program and monitoring system to actuate the District's mandated use of the electronic grade book.	Administrators, Grade book Manager Micro-Systems Technician, Instructional staff, Data Input Specialist	08/01/05	05/26/06
2. Provide ongoing assistance to teachers via a "buddy system" to improve implementation in all areas of technological use in the classroom.	Administrators, Grade book Manager Micro-Systems Technician, Curriculum Support Specialist, Instructional staff	08/01/05	05/26/06
3. Utilize computer-assisted programs such as Accelerated Reader, FCAT Explorer, Compass Learning, Leap Frog, RiverDeep, etc. to improve academic skills.	Administrators, Classroom Teachers, Curriculum Support Specialist, Technology Facilitator (Teacher), Media Specialist	08/01/05	05/26/06
4. Implement Reading Plus Program during the SIZ's Extended Day and Extended Year Program.	Administrators, Classroom Teachers, Curriculum Support Specialist, Reading Coaches, Technology Facilitator (Teacher)	09/15/05	05/26/06

Research-Based Programs

National Education of Technology Standards (NETS)

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

1. District training for electronic grade book
2. District training for the WSPI and WISE applications

Evaluation

This objective will be evaluated by quarterly inspections of the documentation of teacher participation in the electronic grade book inservices and by the electronic grade book itself.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 STATEMENT:

Bunche Park Elementary’s goal is to produce students who regard personal fitness and health as worthy and important life long goals.

Needs Assessment

An analysis of the FITNESSGRAM test summary for elementary schools shows that 77 percent of 111 students or a total of 85 of our fourth and fifth grade students were award winners at the gold or silver level. This left 26 students or 23 percent who were unable to succeed in winning a medal. In addition to raising the number of gold place winners we are striving to decrease the 23 percent of students who did not place at all by five percentage points as compared to the 2004-2005 scores.

Measurable Objective

Given instruction based on the MDCPS's mandated FITNESSGRAM standards, students in grades four and five will improve their fitness skills by five percentage points as evidenced by a reduction in the number of non-award winners on the 2005-2006 administration of the FITNESSGRAM tests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop a fitness plan with in put from parents and the community that will help our students advance in their performance on the FITNESSGRAM tests.	Administrators, Physical Education Teachers, Parents, Classroom Teachers	08/01/05	05/26/06
2. Pre and Post tests will be administered to all 4th and 5th graders to establish base line data in fitness.	Administrators, Physical Education Teachers, Classroom Teachers	08/01/05	05/26/06
3. Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators, Physical Education Teachers, Classroom Teachers	08/01/05	05/26/06
4. Explore the possibility of purchasing the FITNESSGRAM test kit.	Administrators, EESAC members, Physical Education Teachers	08/01/05	05/26/06

Research-Based Programs

FITNESSGRAM Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

1. Physical Education teachers will be trained in the use of the FITNESSGRAM software
2. All classroom teachers will be trained in the importance of physical fitness as it relates to their students and the FITNESSGRAM
3. Refresher classes should be sought out by the Physical Education Dept. to promote the use of the latest activities, equipment, and skills.

Evaluation

This objective will be considered to have been successfully met when the number of students meeting award winning status, using the FITNESSGRAM criteria, reaches 82 percent which constitutes an increase of five percent over the 2004-2005 numbers. Mastery of this objective will require a five percentage point decrease in the number of students who did not receive a medal.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

The goal of Bunche Park Elementary is to provide opportunities for enrichment for our students, from both general and exceptional education, to extend the learning experiences past pure academics.

Needs Assessment

Results of the 2004-2005 FCAT Reading test indicated that 53 percent of students in grades 3 through 5 are reading below grade level. This indicates that intervention is needed to increase student achievement which will increase student participation in enrichment classes. Our students need enrichment in the areas of art, music, drama, and fitness. It is our goal to develop enrichment programs that will not only inspire creative thinking but encourage the development of problem solving skills.

Measurable Objective

Given emphasis on the benefits in participating in enrichment activities, the number of students participating in these activities will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Establish a committee to research and write grants to obtain funding to enable the establishment of art, music and physical education enrichment programs.	Administration Leadership Team EESAC members Grant Writing team Special Area teachers	10/15/05	05/26/06
2. The Science Lab will be used as the AEP classroom for third through fifth grade students who qualify for the Academic Excellence Program, with the emphasis on hands-on science.	Administration AEP Teachers Classroom Teachers Media Specialist Science Resource Teacher	10/15/05	05/26/06
3. Create a venue for the dramatic arts where qualified students can participate in enrichment activities to include, but not be limited to, dramatic and oratorical presentations, poetry reading, and creative writing.	Administrators Classroom teachers Media Specialist Special Area teachers	10/15/05	05/26/06
4. Parents will be invited to participate in any of the enrichment activities offered by the school to showcase their interests and abilities.	Administrators Classroom teachers Special Area teachers Media Specialist CIS Social Worker	10/15/05	05/26/06
5. Classroom teachers will use choral reading and Reader's Theater to enhance fluency and comprehension in their students in an effort to increase the number of students eligible for enrichment activities during the SIZ's Extended Day Program.	Administrators Classroom teachers Reading Coaches Special Area teachers Media Specialist	10/15/05	05/26/06

Research-Based Programs

Unknown

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

1. Hands on Science training
2. Grant Writing workshops
3. AEP training as needed

Evaluation

We will consider this goal successfully completed when the number of students involved in our 2005-2006 Enrichment program surpasses the number of students participating in the same programs during the 2004-2005 school year by 15 percent.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Bunche Park Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

When one reviews the numbers for the return on investment for Bunche Park Elementary it appears that our school's ROI is quite low. One must keep in mind that we are an exceptional center. Our school houses over 120 students that fall into one of several exceptional education programs. All of the programs (EMH, TMH, PMH, PI, and Autism) carry a heavy FTE weight. As a result, it appears that we are spending a large percentage of revenue for a rather small amount of learning gain. In fact, the majority of the ESE students are tested with an alternate assessment due to their cognitive functioning rather than the FCAT. The state has adjusted the formula to take these parameters into consideration. As of 2003 our percent of return was 21 percent. We will strive to improve our ranking where possible.

Measurable Objective

Bunche Park Elementary will improve its ranking on the State of Florida ROI index publication from the 21st percentile in 2003 to the 26th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administrators, Leadership Team, EESAC members	08/01/05	05/26/06
2. Collaborate with the District on resource allocation.	Administrators, Leadership Team, EESAC members	08/01/05	05/26/06
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, Leadership Team, EESAC members	08/01/05	05/26/06
4. Consider shared use of facilities, partnering with community agencies.	Administrators, Leadership Team, EESAC members	08/01/05	05/26/06

Research-Based Programs

Unknown

Professional Development

All parties will attempt to make themselves more familiar with the concept of Return on Investment, the financial resources to school programs, and the resource allocation that is available to individual schools.

Evaluation

On the next State of Florida ROI index publication, Bunche Park Elementary will show progress toward reaching the 26th 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:

Our EESAC has reviewed and discussed how to best spend the budget allotted and has voted to disperse funds in the following manner:

50% divided between the following School Projects to benefit our student body:

Annual Science Fair Annual Field Day activities
 Black History month Red Ribbon Week
 Hispanic Heritage month Career/Truck Day activities
 Culminating Academic Activity Other - TBA

20% to be spent on up grading technology for staff and students

10% to be spent on training/inserives for EESAC members

10% to support the purchase of materials/items/field trips to enhance our school wide discipline plan, student awards, and safety issues.

10% to be reserved for the purchase of food for students or parents as a thank-you for attendance, a reward for behavior or academics, in celebration of birthdays or achievements.

Training:

Bunche Park Elementary's EESAC is going to engage in specific training to: improve decision- making skills, understand budget items, enhance data analysis skills, enhance goal and benchmark writing skills, and improve parent participation

Instructional Materials:

Reports will be made to the EESAC from Grade Chairpersons, the Program Specialist, and the Assistant Principal as to specific needs for instructional materials taking into account such things as school budget, changes in the exceptional center, and growing student population. Decisions will be based on current needs and budget availability.

Technology:

20% of the EESAC funds were earmarked for upgrading technology. This would include the purchase of software, hardware, and ink for existing computers. We would also like to review the possibility of writing a grant to upgrade some of our older hardware. A committee will be established to explore the feasibility of this plan. We will involve our microsystems technologist and our technology facilitator in the planning of this project. We will also be involving representatives from CITIBank from whom we receive take home computers for three of our primary classrooms.

Staffing:

The EESAC will review the use of our instructional and non instructional personnel to assess its effectiveness, appropriateness, and usefulness as it applies to our student performance and make suggestions for change if warranted.

Student Support Services:

One of the main goals of our EESAC is to support our students in all areas. To this end the committee has set aside money to enhance activities that promote student services. We will strive to maintain our commitment to rewarding students for behavior, academic achievement, and enrichment endeavors where it is warranted. We will support our counselors and student service team in ensuring that our students receive the services needed. Two students are a part of our EESAC and their input and ideas will be solicited from the committee when ever appropriate.

Other Matters of Resource Allocation:

At this time, the current EESAC is not anticipating any additional resource allocations.

Benchmarking:

Our EESAC and all of its ad hoc committees will review and analysis data from quarterly assessments, FCAT results, DIBELS, as well as other academic based assessments to ensure that the benchmarks set down by this body reflect the needs of our students. Data will be collected on all appropriate sub-groups, from parents, staff, and teachers in order to provide for the best possible analysis. Our goal is to maintain data driven instruction in all academic areas.

School Safety & Discipline:

Bunche Park Elementary has a working Schoolwide Discipline Plan that was formulated and implemented at the beginning of the 2004-2005 school year. Monies have been allocated for the continued support of this program. We receive quarterly reports from our Safety Committee to ensure that our campus is a safe environment for our staff, parents, and students.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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