
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4391 - Irving and Beatrice Peskoe Elementary School

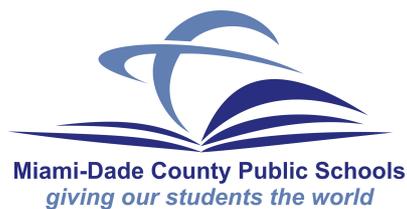
FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Barbara Soto

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Irving and Beatrice Peskoe Elementary School

In an effort to maintain its strong educational program Irving and Beatrice Peskoe Elementary will continue to build an effective school climate which emphasizes student achievement. A curriculum instructional focus calendar in reading, science, writing, and mathematics will be implemented and utilized by all grades. All teachers will have common planning time in order to facilitate collaboration on content to be delivered and to focus on and develop best practices. Low performing students in third through fifth grade will be provided with additional resources to ensure academic progress and success. Data from weekly assessments will be disaggregated and analyzed to ensure all students needing additional assistance are identified and provided the necessary assistance. One hour of Teacher Supported Reading will provide all students with individualized direct instruction daily.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 67 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, all students will improve their mathematics skills as evidenced by 68 percent of the students achieving high standards as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 91 percent of the students reaching or exceeding the state required mastery level, as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS), fifth grade students will improve their science skills as evidenced by an increase of the Mean Scale Score from 267 points to 275 points as documented by the scores on the 2006 FCAT Science Test.

Given increased attention to parent involvement, parent participation will improve as evidenced by an increase from 75 percent to 80 percent of parent participation in Title I parent workshops.

Given data on the 2004-2005 school year of 146 student referrals, Irving and Beatrice Peskoe Elementary will decrease the number of referrals by 10 percent (131 student referrals) for the 2005-2006 school year.

Given increased attention to the use of education technology, Irving and Beatrice Peskoe Elementary will improve the average of the Teacher Technology Standards to Stage 2 - Intermediate Level as reported on the 2005 STaR School Profile.

Given instruction in physical education classes, students will improve their fitness as evidenced by a three percent increase in the number of students receiving a FITNESSGRAM Silver or Gold card from sixty-nine percent in 2004-2005 to seventy-two percent in 2005-2006.

Student participation in the chorus/recorder program will increase from thirty-five to forty-four students and there will be a fifty percent increase in participation in community events as documented by student rosters and participation logs.

Irving and Beatrice Peskoe Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 33rd percentile in 2003 to the 36th percentile on the next publication of the index.

The Organizational Performance Improvement Snapshot indicates that Irving and Beatrice Peskoe Elementary needs to address the areas of Strategic Planning and Process Management. In order to more effectively address the needs of our internal customers and stakeholders as it relates to these two areas, Irving and Beatrice Peskoe Elementary will increase collaboration among all stakeholders through monthly grade level meetings with administration, weekly grade level meetings among teachers, and monthly staff meetings. The newly formed Literacy Leadership Team will meet quarterly to create capacity of reading knowledge within the school building and to address issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level.

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.

Irving and Beatrice Peskoe Elementary School

VISION

Learning For All...Whatever It Takes

MISSION

The mission of Irving and Beatrice Peskoe Elementary School includes the development of a student-oriented, emotionally healthy learning environment that fosters responsibility and mutual respect. Students, teachers, staff and community will feel proud, committed and connected.

CORE VALUES

The core values for Irving and Beatrice Peskoe Elementary School hold the following beliefs as the motivation for all endeavors undertaken by the school. The school is dedicated to quality: quality of education, quality of relationships, and quality of communication. Irving and Beatrice Peskoe Elementary believes in promoting a healthy learning environment, a place of realized potential, and that respect and responsibility are the keys to success.

School Demographics

Irving and Beatrice Peskoe Elementary School is located near Homestead Air Force Reserve Base in southwest Miami-Dade County. Several private schools are within or close to the boundaries of the school. These include Berkshire School, Colonial Christian School, Everglades Youth Development Center, Lincoln Marti School, Pathway Christian School, Princeton Christian School, Redland Christian, Water Stone and Sacred Heart Catholic School. All these institutions have been approved to receive vouchers from the Florida Department of Education, should the students at Irving and Beatrice Peskoe Elementary School become eligible. Additionally, there are three nearby charter schools: Rosa Parks Community School, ASPIRA Academy, and Keys Gate Charter School which draw students from the same locations as Irving and Beatrice Peskoe Elementary School. The Florida Department of Education grades Irving and Beatrice Peskoe Elementary School as an "A" school.

Irving and Beatrice Peskoe Elementary School has a tri-ethnic student population with a mobility index of over 30 percent and a grade configuration of Pre-K through fifth grade, with an ethnic breakdown of 3.5 percent White, 26.1 percent African American, 68.1 percent Hispanic, 2.3 percent Other. Approximately 90 percent of the students are eligible to receive free or reduced priced lunch. There is a school wide Title I program and the current student enrollment is 1114 students. The special education student population comprises 11 percent of the enrollment. Limited English Proficiency students constitute 55 percent of the student population. The average daily attendance for the school is 95.3 percent.

Irving and Beatrice Peskoe Elementary School has 164 faculty and staff members. The ethnic breakdown of the staff is as follows: 36 percent White, 26 percent African American, 37 percent Hispanic, and 2 percent Asian. The staff includes 3 administrators, 52 classroom teachers, 16 Special Education teachers, 1 Special Education program specialist, 2 guidance counselors, 1 media specialist, 1 media clerk, 1 Title I Reading Coach, 1 speech therapist, 15 special area teachers, and 17 paraprofessionals. Currently, the instructional faculty at Irving and Beatrice Peskoe Elementary School holds approximately 44 advanced degrees: 36 masters, 6 specialists, and two doctoral.

Irving and Beatrice Peskoe Elementary School has identified several challenges. Among these are the FCAT reading scores which indicate that 73 percent of Students with Disabilities scored below the state mastery level. Also, the FCAT scores in mathematics indicate 53 percent of Students with Disabilities scored below the state's mastery level. In order to address these needs, Irving and Beatrice Peskoe Elementary School has incorporated researched-based intervention strategies in reading and mathematics. Every classroom is equipped with computer stations with Internet access.

Specialty programs which are provided include: Special Education program with an inclusion model; Bertha Abyss Children Center (BACC) a day treatment program for severally emotionally disturbed students; Limited English Proficiency Program; and a Gifted Resource Program focusing on mathematics and science. The Special Area teachers have received training in cross-curricular pedagogy that supports reading and mathematics instruction in all subject areas. All students are provided with tutorial opportunities. Data is collected on students involved in these efforts, to determine the effectiveness of the various programs, and to guide instruction. Teachers also share teaching strategies to address the individual needs of the students. Irving and Beatrice Peskoe Elementary School will continue to allocate personnel resources to reduce class size, and provide opportunities for collaboration through cross-curricular grade group planning teams, curriculum planning time blocks, e-mail information system, vertical team planning, and various school newsletters designed to keep all informed. Effective strategies will be implemented across the entire school community.

School Foundation

Leadership:

According to the percentage of staff who has responded to the online survey, the LEADERSHIP category received a ranking of 4.1, which is slightly above the "FREQUENTLY" point. The staff agreed the most with question 1a. I know my organization's mission (what it is trying to accomplish). Whereas the staff agreed the least with item 1g. My organization asks me what I think.

District Strategic Planning Alignment:

The Strategic Planning category received the lowest score by the faculty and staff. According to the percentage of staff who has responded to the online survey, the DISTRICT STRATEGIC PLANNING ALIGNMENT category received a ranking of 3.8, which is slightly below the "FREQUENTLY" point. The staff agreed the most with question 2c. I know how to tell if we are making progress on my work group's part of the plan. Whereas the staff agreed the least with item 2a. As it plans for the future, my organization asks for my ideas. Irving and Beatrice Peskoe Elementary will increase collaboration among all stakeholders through monthly grade level meetings with administration, weekly grade level meetings among teachers, and monthly staff meetings.

Stakeholder Engagement:

According to the percentage of staff who has responded to the online survey, CUSTOMER AND MARKET FOCUS received the highest ranking with a score of 4.2, which is slightly above the "FREQUENTLY" point. The staff agreed the most with question 3a. I know who my most important customers are. Whereas the staff agreed the least with item 3e. I am allowed to make decisions to solve problems for my customers.

Faculty & Staff:

According to the percentage of staff who has responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 4.0, which is above the "FREQUENTLY" point. The staff agreed the most with question 5e. I have a safe workplace. Whereas the staff agreed the least with item 5d. I am recognized for my work.

Data/Information/Knowledge Management:

According to the percentage of staff who has responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.3, which is slightly above the "FREQUENTLY" point. The staff agreed the most with questions 4a. I know how to measure the quality of my work and 4b. I know how to analyze (review) the quality of my work to see if changes are needed. Whereas the staff least agreed with items 4e. I get all of the important information I need to do my work and 4f. I get the information I need to know about how my organization is doing.

Education Design:

According to the percentage of staff who has responded to the online survey, PROCESS MANAGEMENT received a ranking of 3.8, which is slightly below the "FREQUENTLY" point. The staff agreed the most with questions 6b. I collect information (data) about the quality of my work. Whereas the staff least agreed with items 6d. I have control

over my work processes.

Performance Results:

According to the percentage of staff who has responded to the online survey, BUSINESS RESULTS received the second lowest ranking with a score of 3.9, which is slightly below the "FREQUENTLY" point. The staff agreed the most with question 7b. My work products meet all requirements for high quality and excellence. Whereas the staff least agreed with item 7c. I know how well my organization is doing financially. The newly formed Literacy Leadership Team will meet quarterly to create capacity of reading knowledge within the school building and to address issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level. The school's budget will be reviewed monthly with EESAC to inform faculty and staff of the school's financial status.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Irving & Beatrice Peskoe Elementary School will continue improving reading skills as measured by the Florida Comprehensive Achievement Test (FCAT).

Needs Assessment

Results attained from the School Performance Accountability Report (SPAR) indicate that 64 percent of the students tested in reading scored a Level 3 or higher, 34 percent of the students did not make learning gains, and 36 percent of the students did not meet high standards. The 2006 school performance in reading will need to demonstrate an increase in students achieving high standards by three percentage points. Students in third grade received the least amount of percentage points in the Words and Phrases Cluster, students in fourth grade received the least amount of percentage points in the Reference and Research Cluster, and fifth grade students received the least amount of percentage points in the Main Idea Cluster. Therefore, these specific clusters will be the focus.

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 grades three through five will improve their reading skills as evidenced by 67 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement instructional focus calendar for kindergarten through fifth grade.	Reading Coach and Reading Facilitators	08/04/05	05/24/06
Disaggregate and analyze data from the 2005 FCAT Reading Test to identify strengths and weaknesses in student performance.	Administration, Teachers, Reading Coach, and Reading Facilitators	08/08/05	05/24/06
Provide differentiated instruction within the reading program, focusing on students' specific needs.	Teachers, Paraprofessionals, Reading Coach, and Reading Facilitators	08/08/05	05/24/06
Monitor the implementation of the Comprehensive Research-based Reading Plan (CRRP) with focus on Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension to ensure teachers follow the framework.	Teachers, Reading Coach, Reading Facilitators, and Administration	08/08/05	05/24/06
Implement the Continuous Improvement Model (CIM) eight-step process with students in kindergarten through fifth grade during Language Arts instruction.	Administration, Teachers, Reading Coach, and Reading Facilitators	08/08/05	05/24/06
Provide tutoring to the lower quartile students in third through fifth grade utilizing Early Success, Voyager, Quick Reads, and Ready Readers materials during students' enrichment block.	Teachers, Title I Paraprofessionals, Reading Facilitators	08/08/05	05/24/06

Research-Based Programs

Houghton Mifflin Reading Series, Voyager, and Early Success

Professional Development

Professional Development for all teachers will include District and in-house trainings, such as Houghton Mifflin Reading, Project Right Beginnings, BEAR, OWL, Project DRAW, Best Practices, Reading Standards, Leap Track, and Kagan Structures of Cooperative Learning. Additionally, in-services will include model lessons and continuous mentoring of teachers by the Curriculum Assistance and Professional Growth Teams.

Evaluation

Weekly assessments to monitor progress on mastery of benchmarks and the redirecting of learning activities will take place on an on-going basis, utilizing the Continuous Improvement Model (CIM). District Interim Assessments will be monitored by the Reading Curriculum Assistance Team. DIBELS and STAR will be administered. Teachers will administer state adopted reading textbook assessments. The 2006 FCAT Assessment will be administered, with 67 percent of students meeting state mastery level.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at Irving and Beatrice Peskoe Elementary School will continue improving mathematics skills as measured by the Florida Comprehensive Achievement Test (FCAT).

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 65 percent of students scored a level three or above, 35 percent of students did not meet high standards, and 18 percent of students tested did not make learning gains. The 2006 school performance in mathematics will need to demonstrate an increase in students achieving high standards and making learning gains by three percentage points. Students in third, fourth, and fifth grade received the least amount of percentage points in the Number Sense Strand; therefore, Number Sense will be the focus.

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, all students will improve their mathematics skills as evidenced by 68 percent of the students achieving high standards as documented by scores on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Mathematics test to identify strengths and weaknesses.	Teachers and Facilitators	8/8/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) eight-step process with students in kindergarten through fifth grade during Mathematics instruction.	Administrators, Teachers, and Mathematics Facilitators	8/8/2005	5/24/2006
Develop and implement instructional focus calendar for kindergarten through fifth grade.	Mathematics Facilitators	8/8/2005	05/24/2006
Continue to focus on the six mathematics strands through the daily morning mathematics FCAT-style questions in first through fifth grade.	Teachers and Mathematics Facilitator	08/08/2005	05/24/2006
Provide differentiated instruction within the mathematics program, focusing on students' specific needs.	Teachers	08/08/2005	05/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, and critical thinking during the 60-minute mathematics block.	Teachers and Mathematics Facilitators	08/08/2005	05/24/2006
Continue the implementation of weekly mathematics benchmark tutoring to students in second through fifth grade. Tutored students will be reevaluated weekly to demonstrate mastery of benchmark.	Teachers and Mathematics Facilitators	8/8/2005	5/24/2006

Research-Based Programs

Scott Foresman Mathematics Program and Riverdeep

Professional Development

Professional development training will include in-services on the differentiated mathematics instruction incorporating Full Option Science System (FOSS) on October 19, 2005. Technology in-services included training on the use of the Scott Foresman Mathematics program, Riverdeep and FCAT Explorer. Teachers will be provided with the opportunity to attend in-services based on data driven analysis by the Mathematics Facilitators including model lessons and mentoring of teachers.

Evaluation

STAR Mathematics, District Interim tests, and weekly benchmark assessments will monitor student progress as well as guide instruction. Interim assessments will be directed and monitored by the Mathematics Facilitators. Then, compiled and analyzed data will be shared with classroom teachers. Achievement of the objective will be attained if 68 percent of students in grades three through five reach the state required mastery level as documented by scores of the 2006 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Students at Irving and Beatrice Peskoe Elementary School will continue improving writing skills as measured by the 2006 FCAT Writing Test.

Needs Assessment

The School Performance Accountability Results indicate that ten percent of the students tested did not meet state standards in Writing. Students need to demonstrate a one percent gain on the 2006 Writing Test. The needs assessment reveals that students require further development in the Writing Benchmarks. The data revealed that improvement is needed in expository writing. Additionally, instructional needs such as pre-writing skills, vocabulary development, grammar and editing will be addressed.

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 will improve their writing skills as evidenced by 91 percent of the students reaching or exceeding the state required mastery level, as documented by scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Writing test to identify students' strengths and weaknesses.	Writing Facilitator and Teachers	08/08/2005	05/24/2006
Utilize the instructional focus calendar for writing prompts in grades one through five.	Writing Facilitator, Teachers, and Administration	08/08/2005	05/24/2006
Utilize writing best practices and strategies such as the use of Vivid Verbs, Similes, Metaphors, Alliterations, Character Voice, etc. in kindergarten through fifth grade.	Writing Facilitator	08/08/2005	05/24/2006
Implement writing across the curriculum with a focus on fourth grade utilizing FCAT Writing rubric which incorporates the state standards.	Writing Facilitator and Teachers	08/08/2005	05/24/2006
Administer monthly timed writing assessments to all fourth grade classes. Score monthly prompts utilizing the FCAT Writing rubric.	Writing Facilitator and Teachers	08/08/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Reading Series and Write Time For Kids

Professional Development

Professional development for teachers will include: participation in the Zelda Glazer Writing Institute during the Summer of 2006 and school-site trainings during weekly curriculum planning meetings. Trainings will focus on techniques to improve the delivery of instruction, the art of teaching writing, scoring of student samples incorporating rubrics, pre-writing skills, vocabulary development, grammar, and editing.

Evaluation

Monthly writing assessments will be used to monitor the writing objective. Students will demonstrate an increase in writing skills as evidenced by 91 percent of the students reaching or exceeding the state required mastery level on the 2006 FCAT Writing 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Irving and Beatrice Peskoe Elementary will increase the scientific knowledge of all fifth grade students.

Needs Assessment

Results of the 2005 Science FCAT administration indicated that the fifth grade students had a mean scale score of 267. This mean scale score was below the District's mean scale score. The comparative data results in the Physical and Chemical Science cluster need to increase by seven percent to meet the District's average, the Earth and Space Science cluster needs to increase by eight percent to meet the District's average, the Life and Environmental Science cluster needs to increase by eight percent to meet the District's average, and the Scientific Thinking cluster needs to increase by eight percent to meet the District's average. The greatest area of need (in ranking order from greatest to least deficient) is Earth and Space Science, Life and Environmental Science, Scientific Thinking, and Physical and Chemical Science. There is a need for professional development in the areas of experimental design, scientific thinking, and integrating science across the curriculum.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), fifth grade students will improve their science skills as evidenced by an increase of the Mean Scale Score from 267 points to 275 points as documented by the scores on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize FCAT Science Coach along with Science text to implement Sunshine State Standards (SSS) in kindergarten through fifth grade.	Teachers and Science Lab Instructor	08/08/2005	05/24/2006
Include FOSS Kit activities in kindergarten through fifth grade to provide hands-on experiences to all students.	Teachers and Science Lab Instructor	08/08/2005	05/24/2006
Provide enrichment activities to include participation in the Science Engineering Communication Mathematics Enhancement Program (SECME) for all fifth grade students.	SECME Sponsor	08/08/2005	05/24/2006
Provide technology/media to expose students to real world experiences that link to the science curriculum.	Media Specialist and Computer Lab Instructor	08/08/2005	05/24/2006
Implement the University of Miami P-SELL program in third and fourth grade as prescribed by district directives for participating schools.	Third Grade Teachers, Fourth Grade Teachers, and Science Lab Instructor	08/08/2005	05/24/2006
Provide science lab activities that promote inquiry based science investigations in third through fifth grade.	Teachers and Science Lab Instructor	08/08/2005	05/24/2006

Research-Based Programs

Full Option Science System (FOSS) and McGraw Hill Science Series (Florida Edition)

Professional Development

Professional Development will include: Promoting Science among English Language Learners (P-SELL) training for third and fourth grade teachers, in-house training through Instructional Improvement Team (IIT), Science Engineering Communication Mathematics Enhancement Program (SECME), and District In-services.

Evaluation

Third and fourth grade teachers will administer P-SELL unit tests to monitor student performance. Fifth grade teachers will administer bi-weekly and unit tests to monitor student progress. Traditional and alternative assessments will be included as forms of evaluation. The success of meeting the objectives will be measured by the scores 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.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

The faculty and staff at Irving and Beatrice Peskoe Elementary School will increase communication and parental involvement.

Needs Assessment

The average of the 2005 Title I parent workshop logs indicated that 25 percent of parents did not participate in the school's in-services. Strategies will be implemented to increase parental awareness and participation.

Measurable Objective

Given increased attention to parent involvement, parent participation will improve as evidenced by an increase from 75 percent to 80 percent of parent participation in Title I parent workshops.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue implementation of Title I Parent Outreach Program.	Administration and Community Involvement Specialist	08/08/2005	05/24/2006
Provide multi-lingual services to parents in home-based Mathematics and Reading activities which support student achievement at Title I monthly workshops.	Community Involvement Specialist, Administration, PTA, Math and Reading Facilitators	08/08/2005	05/24/2006
Provide notices to parents of School Advisory Council meetings, PTA meetings and all school activities in appropriate languages on a regular basis.	Community Involvement Specialist, and PTA	08/08/2005	05/24/2006
Continue the implementation of family literacy workshops to assist parents at home with FCAT preparation in the areas of reading, mathematics, writing, and science.	Community Involvement Specialist, and Administration	08/08/2005	05/24/2006
Provide Parenting Education resources through the Community Involvement Specialist located in the school's Parent Resource room.	Community Involvement Specialist	08/08/2005	05/24/2006
Promote school expectations through the Parent Handbook and monthly Pilot Press Newsletter.	Administration and Community Involvement Specialist	08/08/2005	05/24/2006

Research-Based Programs

PTA, Center for Effective Parenting, and Families Building Better Readers

Professional Development

Parents will be encouraged to participate in all school-site activities including: Parent-Teacher Association (PTA), Title I Instructional Fair, Open House, and Educational Excellence School Advisory Council (EESAC). These activities will foster involvement in the school, increase parent-teacher communication, and promote participation in THE PARENT ACADEMY.

Evaluation

This goal will be evaluated by: Title I parent workshop sign-in sheets, PTA membership, increased volunteer program registration, School Climate Survey, monthly Pilot Press, and parenting educational pamphlets. Achievement of the objective will be attained if there is a five percent increase in parent involvement as documented by the 2005-2006 parent participation logs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Provide a safe and disciplined environment for all students.

Needs Assessment

Results of the 2004-2005 Student Case Management Executive Summary indicated that seventy-five students were referred for general disruptive conduct, eleven for bullying, seven for fighting, forty-seven for defiance of school personnel or authority, six for use of provocative language.

Measurable Objective

Given data on the 2004-2005 school year of 146 student referrals, Irving and Beatrice Peskoe Elementary will decrease the number of referrals by 10 percent (131 student referrals) for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the school's morning program by monitoring student behavior before school.	Staff members	08/08/2005	05/24/2006
Facilitate bullying program using peer mediation and class presidents.	Teachers, Counselors, and Students	08/08/2005	05/24/2006
Coordinate student participation in Drug Awareness Resistance Education (DARE) program in fifth grade.	Fifth Grade Teachers, Police Officer, and Counselor	03/13/2006	05/24/2006
Coordinate teacher training and class presentations for bullying prevention through Child Abuse Prevention Project (CAP).	Teachers and Counselors	01/09/2006	05/24/2006
Implement character education strategies with all students.	Teachers and Counselors	08/08/2005	05/24/2006

Research-Based Programs

Peace Education Foundation (K-5th) and The Child Abuse Prevention Project (CAP)

Professional Development

All teachers will receive professional development in the following areas: bullying prevention, stranger danger, and conflict resolution.

Evaluation

The Discipline Committee will meet monthly to monitor progress of school safety and discipline. Achievement of this objective will be attained if there is a ten percent decrease in referrals as documented on the 2005-2006 Student Case Management Executive Summary.

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.)

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

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

GOAL 7 STATEMENT:

Irving and Beatrice Peskoe Elementary will promote the use of technology to enhance teacher's productivity and professional practice.

Needs Assessment

Irving and Beatrice Peskoe Elementary 2004 STaR Survey Profile results indicate that the school's Teacher Technology Standards average is at the 1.5 Level, which is between the Entry and Intermediate Levels of teacher proficiency.

Measurable Objective

Given increased attention to the use of education technology, Irving and Beatrice Peskoe Elementary will improve the average of the Teacher Technology Standards to Stage 2 - Intermediate Level as reported on the 2005 STaR School Profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Familiarize first through fifth grade teachers with the use of FCAT Explorer as part of classroom instruction.	Computer Specialist, Administration, and Teachers	08/08/2005	05/24/2006
Monitor the use of Riverdeep as part of classroom instruction in all grade levels.	Administration	08/08/2005	05/24/2006
Monitor the use of the Accelerated Reader Program school wide to ensure reading achievement.	Media Specialist, Computer Specialist, Administration, and Teachers	08/08/2005	05/24/2006
Provide on-going staff development in the use of technology and multimedia resources, to include the use of the Smartboard.	Media Specialist, Computer Specialist, Administration, and Teachers	08/08/2005	05/24/2006
Continue to implement the use of the Attainment Instructional Software to ensure special education students' personal and social development.	Special Education Teachers, Computer Specialist, Administration	08/08/2005	05/24/2006

Research-Based Programs

Riverdeep, Scott-Foresman Math Resource Technology Resource Kit, and Attainment Software

Professional Development

Teachers will participate in the following in-house professional development trainings: Use of Computer Lab and Smartboard, Academic Improvement Plans (AIP) Training, FCAT Explorer, and Attainment Software.

Evaluation

This objective will be evaluated as evidenced by a 0.5 increase in the Teacher Standards on the 2006 STaR School Profile Report.

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.)

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

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

GOAL 8 STATEMENT:

Increase awareness and improve student health and physical fitness.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, sixty-nine percent of fourth and fifth grade students received a Silver or Gold card. These results indicate a need for the students to become more physically active and health conscious.

Measurable Objective

Given instruction in physical education classes, students will improve their fitness as evidenced by a three percent increase in the number of students receiving a FITNESSGRAM Silver or Gold card from sixty-nine percent in 2004-2005 to seventy-two percent in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education Teachers, cafeteria staff, and teachers	08/08/2005	05/24/2006
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical Education and Homeroom Teachers	08/08/2005	05/24/2006
Ensure that an appropriate amount of instructional time is devoted to fitness related activities on a daily basis in order to prepare students in second through fifth grade for the Fitnessgram. Emphasis on improvement of cardiovascular, flexibility and endurance will be the focus.	Physical Education and Teachers	08/08/2005	05/24/2006
Ensure that students in second through fifth grade participate in community projects that promote a healthy lifestyle (i.e. Jump Rope for Heart).	Physical Education Teachers	08/08/2005	05/24/2006
Continue implementation of the Physical Education Competency Based Curriculum (CBC) in second through fifth grade.	Physical Education Teachers	08/08/2005	05/24/2006
Continue to implement a fitness pretest for fourth and fifth grade in the fall and a fitness post test in the spring for second through fifth grade in order to prepare students for the FITNESSGRAM.	Physical Education Teachers	08/08/2005	05/24/2006

Research-Based Programs

FITNESSGRAM 2005-2006

Professional Development

Professional Development will include: CRISS Training, Adaptive Physical Education Workshop, District Physical Education Safety Training

Evaluation

This objective will be attained as evidenced by a three percent increase in students receiving a FITNESSGRAM Gold or Silver card in 2005-2006.

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.)

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

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

GOAL 9 STATEMENT:

Irving and Beatrice Peskoe Elementary will increase student enrollment and participation in community sponsored events through the chorus/recorder program.

Needs Assessment

Based on the results of the number of students involved in the 2004-2005 chorus/recorder program, Irving and Beatrice Peskoe Elementary recognizes the need to increase student participation from thirty-five to forty-four students and increase participation in community activities from four to six events.

Measurable Objective

Student participation in the chorus/recorder program will increase from thirty-five to forty-four students and there will be a fifty percent increase in participation in community events as documented by student rosters and participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide notices to parents of upcoming chorus/recorder tryouts to increase student participation in these programs.	Teachers and Music Teachers	08/08/2005	05/24/2006
Continue to perform at various neighborhood businesses such as nursing home facilities and homeless shelters.	Music Teachers and Administration	08/08/2005	05/24/2006
Involve students in "Teddy Bear Christmas Drive" to increase awareness in charity and giving to the community.	Music Teachers, PTA, and Administration	08/08/2005	05/24/2006
Showcase music program through the Resource Fair and Curriculum Night at the school-site.	Music Teachers	08/08/2005	05/24/2006
Continue to raise funds for performances throughout the community and fieldtrips to enhance chorus/recorder students' music appreciation.	Music Teachers, PTA, and Administration	08/08/2005	05/24/2006

Research-Based Programs

Share the Music by MacMillan McGraw-Hill and Modern Classroom Recorder by Sandy Feldstein

Professional Development

Professional Development for all special area teachers will include: OPERA Workshop and any other district-sponsored music workshops.

Evaluation

This objective will be attained as evidenced by an increase in student participation in chorus/recorders from thirty-five to forty-four students and an increase in participation in community activities from four to six events as documented by student rosters and participation logs.

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.)

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

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

GOAL 10 STATEMENT:

Irving and Beatrice Peskoe Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Irving and Beatrice Peskoe Elementary School ranked at the 33rd percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Irving and Beatrice Peskoe Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 33rd percentile in 2003 to the 36th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	08/08/2005	05/24/2006
Collaborate with the District on resource allocation.	Administration	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/08/2005	05/24/2006
Use student performance data to influence decision-making.	Administration and Curriculum Assistance Team	08/08/2005	05/24/2006
Use student data to target specific areas for improvement and make purchases that will assist.	Administration and Curriculum Assistance Team	08/08/2005	05/24/2006
Consider planned use of facilities, partnering with community agencies.	Administration	08/08/2005	05/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Irving and Beatrice Peskoe Elementary School will show progress toward reaching the 36th percentile.

EESAC Compliance

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

Budget:

The EESAC was provided an in-depth presentation of the school budget and the steps involved in the budgeting process. Opportunities to make recommendations were provided. As a result, a consensus was reached regarding a spending plan for funds.

Training:

The EESAC provided funds for teacher registration fees for professional development in-services.

Instructional Materials:

The EESAC members have made recommendations for instructional school wide needs.

Technology:

The EESAC members were informed of current technology upgrades for kindergarten through fifth grade classroom computers and the computer lab.

Staffing:

The EESAC recommended the continuation of the school wide staff development plan to support reading, writing, mathematics, and science instruction. The committee made staffing inquiries and recommendations as they relate to the budgeting process, Title I staff, and allocating personnel resources to reduce class size.

Student Support Services:

The EESAC recommended a school wide effort to improve student achievement by providing media center funds.

Other Matters of Resource Allocation:

The EESAC provided funds for the purchase of kindergarten and first grade level materials.

Benchmarking:

The EESAC members recommended the continuation of the weekly assessments in reading and mathematics, as well as analyzing FCAT data for the previous year to guide instruction.

School Safety & Discipline:

The EESAC members have made recommendations to improve student drop-off/pick-up areas. The school has designed and implemented an Early Morning Reading Program (EMRP) which has reduced the number of safety and discipline issues.

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