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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 2511 - Zora Neale Hurston Elementary School

*FeederPattern:* G. Holmes Braddock Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Lilia Dobao

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Zora Neale Hurston Elementary School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Zora Neale Hurston Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school 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 monitoring of student achievement through a variety of assessments including monthly and interim assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Top quality programs provided at Zora Neale Hurston Elementary School include a Language Arts Pull-Out Gifted Program, Spanish S/SL, Extended Foreign Language, and a variety Special Education Programs. Additionally, we offer an after-school care program as well as a media center club, chorus ensemble, and an art club for students. We are in the process of creating an after-school and before-school tutorial program. We are also offering the Academics Excellence Program in Science for grades 4 and 5. KAPOW, a career development program in collaboration with our Dade partners, is spearheaded by the counselor during school hours.

Two improvement areas based on the OPIS survey include Strategic Planning and Performance Results.

The Performance Results category was selected as an area for improvement because this area came out the lowest from the faculty and staff. This area is where finances are used to support school endeavors. The administration will continue to work on communicating financial information to the school community, particularly through the use of EESAC and PTA.

Continued use of the Leadership Team will assist in opening communication to improve the Strategic Planning of the school.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 70 percent of students scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT, Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 64 percent of students scoring at FCAT Level 3 or higher, on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 79 percent of students scoring 3.5 or above, on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score of 58.61 percent on the 2007 administration of the FCAT

Science Test.

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 2 percent increase in the number of parents participating in school site ESOL classes during the 2006-2007 as evidenced by sign-in logs.

Given the district push to improving student attendance, Zora Neale Hurston will monitor attendance closely and encourage students participation in school at a consistant basis of 95 percent measured by COGNOS.

Given an emphasis on the use of educational technology, teachers who are identified as having a need through surveys will attend at least two workshops to increase the percentage of trained teachers on the use of technology.

Given the instruction in Physical Education 79 percent of students will receive a gold or silver award on the 2006-2007 FITNESSGRAM.

Given the instruction using Sunshine Stae Standards, Art, Music, and Spanish special area teachers will incorporate FCAT strategies in reading, writing and math within their lessons as documented in three lesson plans.

Zora Neale Hurston Elementary School will improve its ranking on the State Florida ROI index publication from the 67 percentile in 2005 to the 70 percentile on the next publication of the index.

Two improvement areas based on the OPIS survey include Stratetgic Planning and Performance Results.

The Performance Results category was selected as an area for improvement because this area came out the lowest from the faculty and staff. This area is where finances are used to support school endeavours. The administration will continue to work on communicating financial information to the school community, particularly through the use of EESAC and PTA.

Continued use of the Leadership Team will assist in opening communication to improve the Strategic Planning of the school.

Zora Neale Hurston School recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers will occur. Additionally, site-based professional development will be delivered by reading and math coaches to ensure effective implementation of the professional development activities in classroom instruction.

## 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.

## Zora Neale Hurston Elementary School

### VISION

The staff at Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that students receive a quality educational program to meet students' academic and socioemotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and students.

### MISSION

The staff at Zora Neale Hurston Elementary is committed to providing a learning environment rich with experience, curiosity and connection. Students will be energized to become self-directed, lifelong learners, contributing positively in a multicultural society by "Profiting from the Past-Focusing on the Future".

### CORE VALUES

We pursue the highest standards in academic achievement. We ensure all students are being treated with respect and are learning in a safe environment. At Zora Neale Hurston, we create opportunities for students and families to excel and become successful within our community.

## *School Demographics*

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Zora Neale Hurston Elementary School is made up of 761 current home school students. Out of area students and part-time students make up an additional 40 making the total of student population 801. The student population at Zora Neale Hurston is 92.6 percent hispanic. The other ethnicities include 4.9 % white , 1.2 % black, and 1.3% other. The mobility rate of the school is 43 percent. Due to the relatively low income bracket of the area in which many of our students live, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The school is located on 13 acres in southwest Miami-Dade County at 13137 S.W. 26th Street. The school is an enclosed building with a free standing P.E. shelter. This school has been wired to provide internet access to all classrooms.

The staff at Zora Neale Hurston is comprised of 99 percent female classroom and exceptional education teachers. Of these classroom teachers, 77 percent are hispanic, 6% are black non-hispanic, and 6 percent are white non-hispanic. Masters degree teachers make up 41 percent of the teaching staff and there are three National Board Teachers on staff with three more currently attempting.

Zora Neale Hurston has a full-time staff ratio of 73% and part-time ratio of 18%. There are 58.5 instructional staff members, 9 clerical, 4 custodial, 17 miscellaneous staff members and 2 administrators.

# *School Foundation*

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## ***Leadership:***

The Leadership Team at Zora Neale Hurston Elementary School consists of two administrators and teachers from a variety of disciplines. The Leadership Team believes in creating and maintaining a strong communication system with the staff, faculty, parents and community. This allows for all stakeholders to be aware and involved in the school. School information is presented at Faculty Meetings, Educational Excellence School Advisory Meetings (EESAC) and Parent Teacher Association (PTA) meetings, parent teacher conferences and grade level meetings. The mission and vision of the school is communicated throughout each and everyday. The vision and mission is evident in each classroom, office, and throughout the building. The Leadership Team believes in delivering a rich curriculum that is both skill based and diverse in instructional strategies. It is our desire to create a positive learning environment where academic needs are met and student achievement is increased. The staff scored the Leadership subgroup of the OPIS as a 4.3 out of a possible 5.

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

The goal and objectives of this school are to increase academic achievement in all grades. In addition to increasing academic achievement, the students will also take part in activities and programs that nurture the social, emotional and physical development of the child. The Leadership Team meets and follows the Continuous Improvement Model by assessing student progress, analyzing data, implementing strategies, and monitoring classroom instruction. The Leadership Team plans regularly to effectively align school and district goals in order to increase student achievement. Under strategic Planning the faculty and staff scores a mean score of 3.9 out of a possible 5 on the OPIS survey.

## ***Stakeholder Engagement:***

Zora Neale Hurston Elementary takes pride in maintaining a high level of customer satisfaction. According to the Organizational Performance Improvement Snapshot Survey, the results indicate that the staff and faculty are well aware of who their most important customers are and they regularly communicate with them. According to the OPIS survey, the faculty and staff scored a mean score of 4.1 out of possible 5 on the Customer and Market Focus subgroup.

## ***Faculty & Staff:***

Zora Neale Hurston Elementary School Staff continues to implement the team approach through common planning time for all grade levels. Teachers and staff meet regularly and use the Continuous Improvement Model to discuss student progress, analyze data, discuss implementation of strategies and monitor student achievement to meet the needs of the students on their grade level. As a result of this collaborative effort, student achievement at Zora Neale Hurston has consistently demonstrated academic growth.

The OPIS survey was completed by 82% of the faculty and staff. The Human Resource subgroup received a mean score 4.0 out of a possible 5.

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

Zora Neale Hurston Elementary School is a data driven school. The instructional delivery is based on the strengths and weaknesses of the students. A careful review of the disaggregated data is analyzed by the Curriculum Leaders and then presented to the faculty and staff for feedback. The use of interim and district assessments are utilized to assist teachers in the ongoing process of monitoring student progress. Our staff scored a mean score of 4.4 out of a possible 5 in the Knowledge Management subgroup.

### ***Education Design:***

The research based model we use is the Continuous Improvement Model. At Zora Neale Hurston Elementary School, we begin by assessing students to determine their strengths and areas in which they need assistance. The assessment data is analyzed to determine who is in need of immediate intensive interventions and what instructional strategies should be employed. This process will be facilitated by the utilization of interim and district assessments. The information from these assessments allow teachers to have information needed in order to implement the necessary instructional content. The implementation component includes but is not limited to: small group instruction, flexible grouping, computer assisted instruction, and whole class instruction. Support is provided through staff development and shared best practices. The faculty and staff scored a mean score of 3.9 out of possible 5 in the Strategic Planning subgroup on the OPIS survey.

### ***Performance Results:***

Zora Neale Hurston Elementary School believes in providing all students with a safe, positive learning environment that provides as many opportunities as possible for each student to reach his or her maximum potential. The Leadership Team, Faculty and Staff work collaboratively with parents and students to effectively communicate behavioral and academic expectations. We work together by using alternative discipline methods to student suspensions. As a result of this collaboration between all the stakeholders and a strong belief in the vision and mission of the school, a decrease in suspension is expected. According to the OPIS the staff and faculty scored a 4.1 out of a possible 5 in Business Results subgroup.

## 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 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 1 STATEMENT:**

Improve student achievement in reading by providing students data driven instruction and targeted remediation supported by appropriate staff.

### **Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 69 percent of students in grades three through five have scored at or above FCAT achievement Level 3, 71 percent have made annual learning gains and 56 percent of students scoring in the lowest 25 percent have made annual learning gains. The Mean Developmental Score was 1372 and the Mean Scale Score was 316. Areas of weakness include words and phrases as well as referencing and research areas of the FCAT.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<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 70 percent of students scoring at FCAT Level 3 or higher on the 2007 administration of the FCAT, Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Summarize the Comprehensive Research based Reading Plan (CRRP) and will train teachers at the beginning and during the school year.	Reading Coach	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Infuse the social studies curriculum into the reading block.	Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Use Accelerated Reader to increase students' interest in reading.	Reading Coach, Media Specialist, Grade Level Chairs and Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Use Student Performance Indicators with teacher and grade level planning and Progress Monitoring Plan to review, monitor and adjust instruction.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use manipulatives such as Dolch cards, FCAT task cards, and word games to improve word manipulation and phrase knowledge.	Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Increase implementation of Riverdeep and Voyager in grades 1 through 3.	Reading Coach, Grade Level Chairpersons and Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Implement Buddy-Reading in grades first through fifth as per CRISS guidelines.	Reading Coach, Grade Level Chairpersons and Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Maintain students scoring at or above level 3 through differentiated instruction at their level.	classroom teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide tutoring through Project READ to third grade retained students daily using Houghton Mifflin resources (Soar to Success/Early Success).	Reading Coach and Paraprofessionals	08/14/2006	05/30/2007	District-wide literacy plan	\$28840.00

## **Research-Based Programs**

The research-based reading program that is being used at Zora Neale Hurston Elementary School is Houghton Mifflin, Voyager, Soar to Success, and Early Success.

## **Professional Development**

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. The following are FDOE approved professional development programs that will be implemented at our school: CRISS Strategies and the CRRP. With the support of the Reading Coach, classroom teachers will implement the two hour uninterrupted language arts block, as well as all of the components and strategies in CRRP.

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Reading test. Progress will be monitored through interim assessment such as the FCAT District Tests as well as Accelerated Reading reports. Further growth will be measured using the Progress Monitoring and REporting Network as well as informal tutorial assessments.

## 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 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:**

Improve student achievement in mathematics by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

**Needs Assessment**

Results of the 2006 FCAT Mathematics Test indicate that 63 percent of students in grades three to five have scored at or above FCAT Achievement Level 3. Algebraic Thinking, Measurement, and Geometry need to be addressed in the primary grades and paced appropriately.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 64 percent of students scoring at FCAT Level 3 or higher, on the 2007 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate geometric shapes into the art program.	Art Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate manipulatives in daily instruction.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Riverdeep and FCAT Explorer Technology Program for students scoring at Achievement Level 1 and 2 on the 2006 FCAT administration.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement usage of the Mathematics pacing guide developed by the District Curriculum Support Specialist to address Algebraic Thinking, Geometry, and Measurement.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use grade level timelines to ensure that all FCAT skills are being taught in order to maintain students scoring at or above level 3.	Department Heads, Grade Level Chairpersons and Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use SPIand Educsoft in order to develop interventions for Level 1 and 2 students as part of Continuous Improvement Model.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

The research-based mathematics program that is being used at Zora Neale Hurston Elementary School is Scott Foresman.

## **Professional Development**

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement.

Professional development will be provided to teachers and appropriate staff during the collaborative planning sessions. Trainings will include the core mathematics program and intervention programs, such as Riverdeep and FCAT Explorer.

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Mathematics test as compared to the 2006 FCAT District Test. Progress will be monitored through quarterly assessments such as the District Interim Assessments.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

To improve student achievement in writing by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

### **Needs Assessment**

On the Florida Writes Plus Test 78 percent of fourth grade students score a 3.5 or higher. Of the students who wrote a narrative sample, 67 percent received a 3.5 or higher in comparison to 85 percent of expository samples scoring 3.5 or higher. Based on the results from 2006 Florida Writes Plus 12 percent of the fourth grade students received a 2 or lower score. AYP was not met by the lowest 25% of students.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 79 percent of students scoring 3.5 or above, on the 2007 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate writing throughout all contents areas including specific strategies for each subgroup.	Reading Coach, Grade Level Chairperson and Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Implement cooperative learning and journal writing.	Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Introduce guided and independent writing in the intermediate grades.	Intermediate Department Head and Grade Level Chairpersons (3rd through 5th).	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the six point Scoring Rubric, analysis of students' papers, and specific strategies to guide instruction to ensure writing gains.	Reading Coach	08/14/2005	05/30/2007	District-wide literacy plan	\$0.00
Introduce shared and interactive writing in the primary grades.	Primary Department Head, Grade Level Chairpersons (K through 2nd)	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Model effective writing techniques in the classroom.	Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Use and analyze data from the district pre and post test narrative/expository writing prompts to develop and establish differentiated instructional groups.	Reading Coach and Classroom Teachers	08/14/2005	05/30/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

The research-based reading program that is being used at Zora Neale Hurston Elementary School is Houghton Mifflin.

## **Professional Development**

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. The following are FDOE approved professional development programs that will be implemented at our school: CRISS Strategies, Just Read Florida, and Writing Professional Development.

Professionals from Houghton Mifflin will be leading professional development in order to assist teachers in the reading and writing programs.

Professional development will be provided by the Reading Coach to include areas of professional growth for teachers at their school site:

Examination and discussion of scientifically-based research in reading/language arts;

Delivery and scaffolding on instruction in the five major reading/language arts components;

Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;

Methods for providing differentiated instruction in the classroom;

Meeting the need of all students specific to individual school sites.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Writing Plus Test, as compared to the 2005 FCAT Plus Writing Test. This objective will also be evaluated periodic writing samples.

## 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Improve student achievement in science by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

### ***Needs Assessment***

Of the 119 students who took the 2006 FCAT Science test, 34 percent received a 3 or higher. The data shows that the area that students need improvement is in the scientific inquiry strand. The scientific processes currently employed should continue.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score of 58.61 percent on the 2007 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Apply interactive technology and hands-on activities that encourage students to improve their scientific literacy.	Media Specialist and Classroom Teachers	8/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Instruct the student in the use of and evaluation of scientific websites.	Media Specialist and Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use the steps of the scientific process to conduct manipulative variable experiments.	Classroom Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement district-wide pacing guides for grades K through 5 to help guide instruction.	Department Heads, Grade Level Chairpersons, and Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize FOSS kits to further understand scientific strands.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$600.00

### Research-Based Programs

The research based science program that is being used at Zora Neale Hurston Elementary School is Harcourt Brace.

### Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. The following are FDOE approved professional development programs that will be implemented at our school: Supporting Mathematics and Science Teachers as a Professional Learning Community, and Standards for Professional Development for Teachers of Science through the use of professional development specialists at the district level.

### Evaluation

This objective will be evaluated by scores on the 2007 FCAT Science Test, and monthly District Pre and Post Tests.

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

Increase parental involvement by providing parents an avenue to become more involved with Zora Neale Hurston Elementary School.

**Needs Assessment**

Results of survey forms sent home to parents indicate that parents would like ESOL classes to be provided for them. The 2005-2006 sign in logs for ESOL classes showed there was an average of 37 parents in attendance.

## Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 2 percent increase in the number of parents participating in school site ESOL classes during the 2006-2007 as evidenced by sign-in logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Distribute information regarding ESOL classes through flyers.	Administrators and Curriculum Support Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Disseminate a Parent Handbook to all parents involved in the Project EXCEL (ESOL) program.	Administrators and Curriculum Support Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Encourage parental participation through monthly calendars and agendas to parents enrolled in ESOL classes (standard 1).	Curriculum Support Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
With assistance from PTA, provide parenting workshops to increase literacy levels.	Curriculum Support Specialist and Outside Agencies	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide ESOL classes for all parents through Project Even Start.	Curriculum Support Specialist and Miami Sunset High Adult Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

The research-based parent and family involvement programs that are being used at Zora Neale Hurston Elementary School are Just Read Florida, the National Parent Teacher Association, Standards for Parent/Family Involvement Programs, and the Project Excel Even Start.

## Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact parents and student achievement. The following are FDOE approved professional development programs that will be implemented at our school: Just Read Florida and National Standards for Parent Involvement. Informal parent workshops will take place involving FCAT preparation, Exceptional Student Education issues, literacy strategies, and ESOL issues.

## **Evaluation**

This objective will be evaluated by using sign-in logs to document parent attendance in ESOL classes for 2006-2007.

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

### ***GOAL 6 STATEMENT:***

Student attendance will improve to 95 percent as measured by COGNOS during the 2006-2007 school year.

### ***Needs Assessment***

District target is to reduce absenteeism to as few as possible. The school had an attendance percentage of 94.01 in the 2005-2006 school year according to COGNOS. Of the 5.99 percent of students who are frequently absent or tardy, many return to school without proper documentation.

## Measurable Objective

Given the district push to improving student attendance, Zora Neale Hurston will monitor attendance closely and encourage students participation in school at a consistant basis of 95 percent measured by COGNOS.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor individual students after six absences with or without documentation.	Administration, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Disseminate the Code of Conduct to all students and faculty.	Safety Patrol Sponsor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Reinforce school-wide attendance with class-wide rewards.	Guidance counselor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Display behavior charts throughout the school as a constant reminder of appropriate behavior including attendance.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement "Student of the Month" recognition program monthly to encourage consistant attendance.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Contact with parents will be documented and students will be monitored after every absence. Parent conferences will be held after 6 absences.	Administration Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

## Professional Development

Teachers will attend in-house workshops presented by the school's counselor and administration.

## Evaluation

School-wide reports on attendance will be monitored and evaluated for truancy or students who are frequently absent, so that interventions can be put in place. The end of year COGNOS Attendance Report will be utilized as a final evaluation tool.

## 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*

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

**GOAL 7 STATEMENT:**

Zora Newale Hurston will provide increased professional development in technology.

**Needs Assessment**

According to a needs survey, 70 percent of teachers requested training in Riverdeep, Fcat Explorer, Edusoft, PMRN, or other software applications.

## Measurable Objective

Given an emphasis on the use of educational technology, teachers who are identified as having a need through surveys will attend at least two workshops to increase the percentage of trained teachers on the use of technology.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize FCAT Explorer, Riverdeep and Voyager to enhance student learning.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Employ skills that foster higher level thinking to produce various projects electronically.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology to retrieve, evaluate and use information related to student progress.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Infuse student based programs into the curriculum giving students daily opportunities to utilize technology.	Media Specialist, Department Heads, Grade Level Chairpersons and Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Initiate the technology migration program to replace outdated equipment.	Administrators, Technology Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Training on Windows software will be offered.	Technology Specialist, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement training on Riverdeep and FCAT explorer.	Technology Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement training on how to analyze data collected from FCAT Explorer and Riverdeep.	District Professional Development	08/14/06	05/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

N/A

### Professional Development

Teachers will participate in the following development training sessions as needed: Powerpoint, Microsoft Word, Excel, FCAT Explorer, Riverdeep, and Voyager.

## **Evaluation**

The objective will be evaluated through teacher sign-in sheets from the technology workshops as well as a post professional development survey which will indicate if needs were met.

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

### ***GOAL 8 STATEMENT:***

We will improve student health and physical fitness.

### ***Needs Assessment***

Based on the results of the 2005-2006 FITNESSGRAM, 78% of 233 students tested received a gold or silver award. Of the 78 percent, 64 percent were in grade 5.

## Measurable Objective

Given the instruction in Physical Education 79 percent of students will receive a gold or silver award on the 2006-2007 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide activities that promote further knowledge in food, nutrition, and raise health consciousness.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor and direct student participation in the FITNESSGRAM to complete 10 push-ups in one minute.	Physical Education Teachers	08/14/2005	05/30/2007	District Strategic Plan	\$0.00
Monitor and direct students to pass the FITNESSGRAM in the one mile run.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor and direct student participation in the FITNESSGRAM to complete 20 curl-ups in one minute.	Physical Education Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Initiate drug awareness through the Red Ribbon Campaign.	Counselor	08/14/2005	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

FITNESSGRAM

### Professional Development

N/A

### Evaluation

The objective will be evaluated by the number of students earning gold or silver on the 2007 FITNESSGRAM.

## 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 type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 9 STATEMENT:***

At Zora Neale Hurston Elementary School all special area teachers will implement FCAT strategies.

### ***Needs Assessment***

The data obtained from the 2006 FCAT administration indicates that our students need assistance on words and phrases, geometry, and narrative writing. These scores are the weakest in the three subjects tested by FCAT in the 2005-2006 school year. They will benefit from further exposure to FCAT strategies in different content areas.

## Measurable Objective

Given the instruction using Sunshine Stae Standards, Art, Music, and Spanish special area teachers will incorporate FCAT strategies in reading, writing and math within their lessons as documented in three lesson plans.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Require student based projects on important contributors in their fields.	All Special Area Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement graphic organizers in their lessons.	Spanish Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the writing process into spanish, art, and music.	Special Area Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate geometry during art.	Art Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement in their curriculum, the FCAT Task Cards during music and spanish.	Special Area Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

## Professional Development

The faculty at Zora Neale Hurston Elementary School will be provided with in-house workshops targeting the reading and mathematics benchmarks along with the item specifications.

## Evaluation

The threelesson plans from each special area teachers will monitor goal achievement.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

Zora Neale Hurston Elementary School will rank at the 70 percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FDOE indicate that in 2004-2005 Zora Neale Hurston Elementary School ranked in the 67 percentile on the State of Florida ROI index.

## Measurable Objective

Zora Neale Hurston Elementary School will improve its ranking on the State Florida ROI index publication from the 67 percentile in 2005 to the 70 percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase spending on curriculum resources.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider increase in spending on technology resources.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities or partnering with community agencies.	Administration and EESAC	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase spending on personnel.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

### Professional Development

### Evaluation

On the next State of Florida ROI index publication, Zora Neale Hurston Elementary School will show progress toward reaching the 70 percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommended that the School Advisory Council review, analyze and evaluate pertinent data such as the School's Demographic Profile, FCAT Reports and Academic Profile, and formulated objectives and strategies as school wide priorities to be included in the School Improvement Plan. The council then scheduled meetings, notified participants, and created agendas, as per state district guidelines. In addition, the council expended a budget of \$7,830.00 to support school wide initiatives in 2005-2006. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the School Advisory Council. The Council will support the efforts of the PTA in achieving a higher level of parental involvement. In addition, EESAC provided input to the school wide budget.

### ***Training:***

The EESAC recommends that EESAC members attend District Professional Development to stay abreast of current EESAC requirements.

### ***Instructional Materials:***

The EESAC will view instructional materials and offer suggested activities to enhance instruction and promote student achievement.

### ***Technology:***

The EESAC will view technology programs and equipment and offer suggested activities to enhance instructions and promote student achievement.

### ***Staffing:***

The EESAC recommends that EESAC provide support to staff members in order to promote student achievement.

### ***Student Support Services:***

The EESAC will offer suggested activities and resources to enhance student support services.

***Other Matters of Resource Allocation:***

The EESAC recommends that the EESAC will support and assist the efforts of the PTA in achieving higher parental involvement.

***Benchmarking:***

The EESAC will monitor students' performance on a quarterly basis by reviewing District Interim Assessment data and offer suggested activities to enhance instructions and promote student achievement.

***School Safety & Discipline:***

The EESAC will promote school safety and discipline by providing additional resources to enhance the school-wide discipline plan.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$28,840.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$600.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$29,440.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*