
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3041 - Lorah Park Elementary School

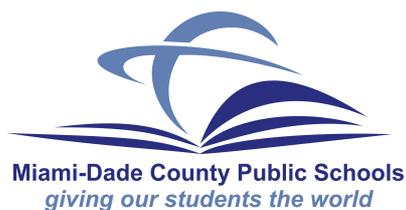
FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Mattye Jones

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Lorah Park Elementary School

Lorah Park Elementary School, located at 5160 NW 31 Avenue, Miami, Florida 33142, serves pre-kindergarten through fifth grade with a student enrollment of 539. The student population consists of 18 percent Hispanic, 79 percent African-American and two percent White. The community has a mixture of white and blue collar workers. The school is a strong icon in the community with many children being second and third generation Lorah Park students. In order to meet the various needs of all of the students within the school, several programs are offered at the school site. Lorah Park is a School of Choice with an emphasis on providing students with International Education in English and Spanish. The Dual Language Program was initiated in pre-kindergarten, kindergarten and first grade and currently includes second and third grade. Differentiated instruction is implemented through the tutorial services provided before and after school so that students can receive additional opportunities to master skills and state benchmarks. Saturday School is also available to students for an eight week period to support the reading, math and science instructional skills and strategies. The Academic Excellence Program, string ensemble and chorus program are offered as enrichment to students at the school site. In addition to this, the Special Education (SPED) Program and counselor provide support for our at-risk student population.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental involvement, the school will demonstrate a five percent increase in parental participation as evidenced by comparing the parent sign-in logs for the 2005-2006 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of student referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a five percent increase in the number of tests taken during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM, student award recipients will increase by three percent in the 2006-2007 school year as compared to the percent of award recipients during the 2005-2006 school year.

Given emphasis on the benefits of learning a second language, the number of students participating in the Dual Language Program will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Lorah Park Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004-2005 to the ninth percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, two areas for improvement are: "My organization asks me what I think," and "As it plans for the future, my organization asks for my ideas." The rationale for selecting these two areas is that stakeholders who feel that their ideas and concerns are valid are more apt to buy in to organizational goals and partake in school-wide initiatives. If faculty and staff feels that it has input in organizational decisions then organizational plans and programs will become more personalized and thus, more important to stakeholders. In order to enable faculty and staff to contribute to future planning and goals, the leadership team will implement several strategies. To begin with, a suggestion box will be placed in a centralized location so that all stakeholders will have a viable method to communicate ideas and concerns. Surveys and faculty representatives will all be in place when selecting new programs and instructional tools so that staff input will be directly correlated to the final decision. Finally, curriculum planning will be conducted with heterogeneous staff representations to brainstorm and plan for the following school year. All these strategies, aimed at improving communication between the organization and the stakeholders, will strengthen communication within the school community and enable the school leadership team to make decisions that better represent the needs of the faculty.

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.

Lorah Park Elementary School

VISION

Lorah Park's staff, parents and community envision our students to be model citizens with a love for learning based upon their ability to achieve at their grade level. Our role is to educate the total child using research-based instructional strategies and methodologies to launch them on their quest for life-long success.

MISSION

Our mission is to have each student surpass the state's expectations in reading, writing, mathematics and science so that all of our students become lifelong learners and productive members of the workforce.

CORE VALUES

Excellence

We pursue the highest standards in student academic achievement and instructional performance.

Integrity

We build relationships through community involvement, collaboration and respect to promote achievement, positive self-esteem, safety and well-being of our students, families and staff.

Equity

We foster high expectations and excellence of all students so that each an every child will achieve at their full potential.

Citizenship

Our school community works as a team to ensure the educational success of all our students and promote the achievement of each child.

School Demographics

Lorah Park Elementary School is located at 5160 NW 31 Avenue, Miami, Florida 33142, in an urban community that has a mixture of white and blue collar workers. The community is characterized as being a close knit, stable group which is evident in the fact that many families have been attending Lorah Park from generation to generation. The neighboring area is composed of mostly single-family homes with small businesses populating the main streets and avenues that surround the school. There are several parks in the area which provide after school activities for the students and which service the community as a whole. The school serves pre-kindergarten through fifth grade with a student enrollment of 539. The student population consists of 18 percent Hispanic and 79 percent African-American. There are currently 27 classroom teachers, 10 special area teachers, one counselor, one reading coach, one math coach, and one lead teacher for the Dual Language Program. The teacher population consists of 43 percent Hispanic, 41 percent African-American, and 15 percent White.

The school has been a recipient of several awards for community projects such as the Virginia Key Sand Dune Replanting Project and the annual Coastal Clean-ups. Youth Fair Special Awards have also been received by the school and our students have placed first, second and third in the district's Theodore Gibson Oratorical Contests and Math Bowls. The school has received recognition for improving their school grade consistently and systematically from an "F" since the inception of the FCAT school grading program. In 2005-2006, Lorah Park was an "A" school under the state's A+ Plan. Currently, we are a "C" under the A+ plan. Presently, many of the programs being provided to the students are the result of grants awarded to the school. Grants include the Citibank Family Tech, which provides students and their families with a computer to take home and computer training for both parents and students; Earobics, through the Education Fund; and the AT&T grant, which enhances technology. These grants enabled the school's Technology Learning Centers to provide students with the latest interactive technology. The school has 125 computers on line distributed from pre-kindergarten through fifth grade. In addition, a grant made available 54 computers with nine printers to provide the dual platform necessary for the transition to the business world. The Dual Language Program, which has brought the school much recognition and attention for its excellent results in its two years of implementation, is funded through the "I Choose" grant.

The above-stated endeavors have contributed to high achievement in the areas of reading and mathematics. However, there was a decrease in the writing score for 2006. Lorah Park Elementary School had met AYP for three years consecutively and continues to require high expectations of achievement from students and staff. The challenges that Lorah Park continues to face are high mobility, low socioeconomic status, limited educational backgrounds and experiences, and varying family units. The challenges provide us with opportunities for improvement as we strive for educational excellence.

School Foundation

Leadership:

Strong Leadership is evident at Lorah Park Elementary with the Organizational Performance Improvement Snapshot Survey averaging between "Strongly Agree" (5.0) and "Agree" (4.0). The strongest component under the leadership section, according to all stakeholders, was a clear knowledge of the school's mission (4.5). Another area of strength includes supervisors using the school's values to guide school programs and initiatives(4.4). The weakest area in this section was the organization asking stakeholders what they think (3.7). This is a target area for improvement as the organization initiates a strategic plan to enhance communication between the leadership team and the stakeholders.

District Strategic Planning Alignment:

The area of strategic planning scored an average of 4.0 which is "Agree" on the Organizational Performance Improvement Snapshot Survey. Stakeholders responded that they are aware of plans that affect their work and that they are aware of the school's progress towards meeting plan goals (4.2). The ability to input ideas was the lowest scoring (3.7) within this segment and is also a target area for improvement during the 2006-2007 school year.

Stakeholder Engagement:

Communication with the school's parents and students scored between "Strongly Agree"(5.0) and "Agree"(4.0) on the Organizational Performance Improvement Snapshot Survey with knowledge of who the most important customers are rating the highest (4.4). The results of the Organizational Performance Improvement Snapshot Survey indicate that the school has frequent communication with its customers (4.3). Asking customers for their satisfaction levels and being allowed to solve problems for their customers (3.9), were the lowest scoring component in this section.

Faculty & Staff:

Teacher Mentoring Programs:

PACES, Dual Language Collaborative Planning, Mentoring Principal for Dual Language Program

All components of the Human Resource Focus scored an average between 4.0 and 5.0 on the Organizational Performance Improvement Snapshot Survey. The strongest sections within this component were feeling safe in the workplace (4.5) and the belief that the people at the school site cooperate and work as a team (4.3). Most stakeholders feel that they have the power to make changes to improve their work (4.1)and that the organization cares about them and encourages them to advance their careers by developing their work skills (4.2). Being recognized for work accomplished was the weakest component, with an average score of 3.7.

Data/Information/Knowledge Management:

This was the highest scoring section of the Organizational Performance Improvement Snapshot Survey, with most components scoring at 4.4 or higher. The stakeholders at Lorah Park evidently used data analysis to make decisions about their work (4.5) and to make changes that will impact their work (4.4). Staff members also noted that the organization utilizes data to make decisions and that those decisions are shared with the stakeholders (4.3).

Education Design:

Extended Learning Opportunities:

String Ensemble, Academic Excellence Program

School-wide Improvement Model:

Grade level collaborative planning, Continuous Improvement Model, monthly in-house professional development activities

Advanced Courses Initiatives & Post Unitary Commitments:

Level of education of instructional staff: 44 percent hold a Master's Degree, 9 percent hold a Specialist Degree, 13 percent are beginning teachers

Ethnicity of instructional staff: 15 percent White, Non-Hispanic; 41 percent African-American; and 43 percent Hispanic

On the Organizational Performance Improvement Snapshot Survey most stakeholders agree that there are efficient processes in place at the school for completing the work at hand (4.3). This was the highest component in this section; however, the other areas also showed adequate averages. Most staff members feel that they have the resources needed (4.1) but would like to have more control over their work processes(4.0).

Performance Results:

Overall, stakeholders rated high quality, excellence, satisfaction, and high standards and ethics as the strongest features at the school(4.4)on the Organizational Performance Improvement Snapshot Survey. The staff indicated that laws and regulations are adhered to at the work site (4.4) and that the organization attempts to improve the surrounding community (4.0). The two lowest areas, knowledge of financial status (3.5) and the removal of things that impede process (3.7), indicate areas for future improvement on the part of the organization.

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:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Scores on the 2006 FCAT Reading Test indicate that 44 percent of the students in grades three through five scored below grade level as evidenced by scores of Level 1 and Level 2 on the 2006 FCAT test; of these students, 61 percent scored at Level 1 and 39 percent at Level 2. Analysis of the Reading Content Cluster indicates that the areas of greatest need are as follows: Comparisons and Reference and Research in grade three with students achieving 50% of the possible points in each cluster; Reference and Research in grade four with students achieving 50% of the possible points in the cluster; and Reference and Research in grade five with students achieving 50% of the possible points in the cluster.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage participation in the Citibank/Family Tech grant to facilitate the completion of assignments/lessons at home.	Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly FCAT parent/child workshops to disseminate educational strategies and hands-on materials that parents can use at home with their children.	Reading Coach	9/19/2006	2/21/2007	District Strategic Plan	\$0.00
Provide tutorial programs before, during and after school and on Saturdays to present individualized instruction to students.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify funding available for student enrichment to implement the Journalism Component of the Academic Excellence Program.	Administrators	9/11/2006	5/24/2007	District Strategic Plan	\$0.00
Allow opportunities for the infusion of appropriate technology-based interventions provided by the state and district to accommodate students with different learning modalities.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development activities aligned to the Plan-Do-Study-Act that include but are not limited to information about successful research-based strategies to improve the delivery of instructional lessons.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct intensive tutoring for the lowest 25 percent and the grade three retainees	Administrators	1/13/2007	3/03/2007	District Strategic Plan	\$0.00

to afford students additional learning opportunities.	
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Research-Based Programs

Houghton Mifflin Reading, Miami-Dade County Edition; Voyager Passport; Fast Forward, Leap Frog, and Reading Plus.

Professional Development

Guided Reading, The Big 5, STAR/ Accelerated Reading, Fast Forward, DIBELS, FLKRS:ECHOES, Houghton Mifflin Reading Core, CRRP, Project Right Beginnings, Project Owl, B.E.A.R Edusoft, Reading Plus, and Data Driven Instruction.

Evaluation

Student achievement on the 2007 FCAT SSS reading component, student growth evident on district interim exams (Pre and Post tests), student growth evident on the administrations of the DIBELS exam.

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:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Scores on the 2006 FCAT Mathematics Test indicate that 44 percent of the students in grades three through five scored below grade level as evidenced by scores of Level 1 and Level 2 on the 2006 mathematics FCAT test; of these students, 45 percent scored at Level 1 and 55 percent at Level 2. Analysis of the Mathematics Content Cluster indicate that the areas of greatest need are as follows: Geometry in grade three with students achieving 57% of the possible points in the cluster; Number Sense and Measurement in grade four with students achieving 50% of the possible points in each cluster; and Number Sense in grade five with students achieving 38% of the possible points in the cluster.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in the Title I Math Bowl to enhance students' mathematics skills.	Math Coach	1/8/2007	5/12/2007	Academic Teams	\$0.00
Provide tutorial programs before, during and after school and on Saturdays to present individualized instruction to students.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Allow opportunities for the infusion of appropriate technology-based interventions provided by the state and district to accommodate students with different learning modalities.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize hands-on manipulatives with additional strategies during instructional time to service kinesthetic learner.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize flexible grouping during instructional time to maximize learning opportunities.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide professional development activities aligned to the Plan-Do-Study-Act that include but are not limited to information about successful research-based strategies to improve the delivery of instructional lessons.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct intensive tutoring for the lowest 25 percent and the grade three retainees to afford students additional learning opportunities.	Administrators	1/8/2007	3/03/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman: Addison Wesley Mathematics

Professional Development

Acaletics, Accelerated Math

Evaluation

Student achievement on the 2007 FCAT SSS mathematics component, student growth evident on district interim exams (Pre and Post tests), student growth evident on monthly Acaletics progress tests. Students growth will be monitored by data collected during the Acaletics mathematics pre and post tests.

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

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 3 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

Scores on the 2006 FCAT Writing Test indicate that 30 percent of students did not meet mastery as evidenced by a score of 3.5 or below; of these students, nine percent scored a 2, six percent scored a 2.5 and fifteen percent scored a 3. Analysis of the FCAT Writing results indicates that, with a Combined score of 3.8 and an Expository score of 4.1, Narrative writing is the greatest need with a score of 3.4.

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 based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of students achieving high standards on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify a target group of students (30 percent of grade four) comprising of the lowest scoring on the FCAT Writing Test to meet the needs of individual students.	Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement "Writing Across the Curriculum" with a focus on various types of graphic organizers to develop their thought processes.	Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct "Writer of the Month" activities on a monthly basis to instill a sense of authorship in our students.	Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide parents and students with effective writing strategies in the areas of expository and narrative writing at monthly workshops to encourage the home – school connection.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide opportunities for extended day and Saturday School, as budgetary constraints allow, to the targeted group to allocate students additional learning opportunities.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development activities aligned to the Plan-Do-Study-Act that include but are not limited to information about successful research-based strategies to improve the delivery of lessons in writing.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin Reading, Miami-Dade County Edition

Professional Development

Holistic Scoring, The Writing Process, Revision Toolbox, CRRP, and FCAT Writing Plus.

Evaluation

Student achievement on the 2007 FCAT SSS writing component, student growth evident on district pre and post assessments, student growth evident on monthly "Writer of the Month" activities.

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 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 4 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Scores on the 2006 FCAT Science Test indicate that only 11 percent of the students in grade five scored at Level 3 or above and 89 percent of the students scored below grade level as evidenced by scores of Level 1 and Level 2 on the 2006 FCAT test. Analysis of the Science Content Cluster indicates that the area of greatest need is as follows: Earth and Space Science in grade five with students achieving 36% of the possible points in the cluster.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Edusoft Science component to assess student knowledge and identify benchmarks for instruction in science.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor instruction of science through lesson plans and classroom observation logs to ensure that all teachers are using long-range plans that address the Sunshine State Standards.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase all students' participation in science hands-on activities by conducting experiments/observations to service kinesthetic learners.	Administrators	8/14/2006	5/30/2007	School-to-Career	\$0.00
Increase student participation in a school-wide science fair to provide a medium for student exhibition.	Administrators	4/11/2007	4/28/2007	School-to-Career	\$0.00
Increase exposure to science related topics by utilizing Reading First Through Science to integrate the curriculum.	Administrators	8/14/2007	5/30/2007	District Strategic Plan	\$0.00
Provide professional development activities aligned to the Plan-Do-Study-Act that include but are not limited to information about successful research-based strategies to improve the delivery of lessons in science.	Administrators	8/14/2006	2/28/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Science

Professional Development

Edusoft Training, and Scientific Process Skills.

Evaluation

Student achievement on the 2007 FCAT SSS science component, student growth evident on Edusoft ExamView assessments.

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

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

GOAL 5 STATEMENT:

All parents will participate in activities designed to enrich students' learning both at school and home.

Needs Assessment

During the 2005-2006 school year, parental involvement in grades three through five was comprised of an average of 40 percent of the student population being represented at school events and workshops. In addition, after analysis of parent participation, it was evident that LEP parent participation did not equate to the total LEP population of the school. LEP participation consisted of one percent of the total parent turn-out, whereas the school's LEP population comprises 18 percent of the total student representation. This indicates that the majority of the LEP population was a part of the 60 percent of parents who did not participate at the evening FCAT workshops.

Measurable Objective

Given the school wide emphasis on parental involvement, the school will demonstrate a five percent increase in parental participation as evidenced by comparing the parent sign-in logs for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct home visits to provide materials and information necessary for academic success.	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide an in-school resource center for parents to distribute information.	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage participation in the Citibank/Family Tech grant to bridge the technological gap.	Lead Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Hold regular parent/teacher conferences with parents where student's strengths and weaknesses are discussed to collaboratively plan goals for the child.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Maintain a Compact with parents to attend monthly workshops and training sessions to assist parents with activities and strategies conducted at home.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct monthly Bilingual Outreach Program workshops for parents to provide information on community and school resources.	Administrators	9/6/2006	5/30/2007	Community Partnerships	\$0.00
Maintain communication to parents via the Internet, monthly calendars and flyers to strengthen the home – school connection.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Parent Academy

Evaluation

Parent sign-in sheets, parent conference logs, school communication log.

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 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 type="checkbox"/>

GOAL 6 STATEMENT:

All students will exhibit appropriate behaviors that will produce a safe and orderly environment.

Needs Assessment

The results of the Student Case Management System summary of the 2005-2006 school year indicate that there were 98 student referrals. Of the total number of Student Case Management referrals for General Disruptive Conduct, one case resulted in a student suspension.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of student referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Do The Right Thing Program to recognize acts of good citizenship.	Activities Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Counsel at-risk students on a one-to-one basis in order to foster tolerance and instill anger management strategies.	Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Random Acts of Kindness Program to encourage positive interaction between students.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review Student Code of Conduct with parents and students annually to clarify expectations.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement Assertive Discipline Plan in all classrooms to maintain a safe and productive environment.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Decreased number of student referrals as evidenced by results of the Student Case Management System summary 2006-2007 as compared to the 2005-2006 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.)

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"/>

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

GOAL 7 STATEMENT:

All students will utilize Accelerated Reader in order to practice their independent reading and comprehension skills.

Needs Assessment

Student use of Accelerated Reader during the 2005-2006 school year was 72 percent, indicating that 28 percent of students did not utilize the program. Analysis indicated that the Accelerated Reader program was not utilized in the Kindergarten and in fourth grade classrooms.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a five percent increase in the number of tests taken during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct STAR Testing on all students to identify their initial independent reading level.	Reading Coach	8/14/2006	9/20/2006	District Strategic Plan	\$0.00
Identify and provide incentives to students who achieve the top 20 status monthly on the Accelerated Reader to encourage student participation.	Reading Coach	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Create school bulletin board of top 20 students to showcase high achievement and encourage participation.	Reading Coach	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Analyze students' use of Accelerated Reader program by producing quarterly reports of number of tests taken to monitor student use.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide classroom sets of multi-leveled Accelerated Reader books to facilitate independent reading.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Accelerated Reader, and STAR.

Evaluation

Accelerated Reader reports indicating frequency of student use, increased grade level equivalency scores on STAR test.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

All students will attain their optimal level of fitness and develop habits that promote overall wellness.

Needs Assessment

The results of the 2006 FITNESSGRAM indicate that 68 percent of students tested were not award recipients in the 2005-2006 school year. Of the 80 percent of students in grades two through five receiving awards, 50 students received Gold status and 40 students received Silver status.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM, student award recipients will increase by three percent in the 2006-2007 school year as compared to the percent of award recipients during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize National Health calendar to highlight aspects of good nutrition.	Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify current levels of physical fitness by administering a fitness screening to provide a baseline measure.	P.E. Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide incremental practice sessions of tested skills on the FITNESSGRAM to ensure success on the assessment.	P.E. Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Ensure that recess activities adhere to district mandates to provide students with unrestricted physical activity.	Administrators	9/6/2006	5/30/2007	District Strategic Plan	\$0.00
Communicate health and safety issues via school calendar to increase awareness at home.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct on-going lessons focusing on nutrition and good exercise habits as evidenced in lesson plans to assure implementation.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM

Evaluation

Increased percentage of award recipients on the annual FITNESSGRAM assessment as compared to the FITNESSGRAM results of 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:

All students enrolled in Lorah Park will participate in the Dual Language Program.

Needs Assessment

Student enrollment in the school's Dual Language Program during the 2005-2006 school year was 255 students; 50 percent of the total student population. The program was offered to all students in pre-kindergarten through second grade during the 2005-2006 school year. The school's proposal is to increment one grade level a year until the entire student body participates in the Dual Language Program.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in the Dual Language Program will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Distribute information about the Dual Language Program at the Open House Resource Fair to promote our program.	Lead Teacher	9/6/2006	9/6/2006	Community Partnerships	\$0.00
Display posters giving information about the program at various local community agencies and businesses to advertise bilingual education.	Lead Teacher	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Conduct mass mailings to recruit students from various communities.	Lead Teacher	7/14/2006	7/28/2007	Dual Language Education	\$0.00
Participate in Dual Language Road Shows once a year in order to recruit future students.	Lead Teacher	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Conduct annual dual language show and invite community agencies and prospective families to showcase accomplishments.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Extended Foreign Language (EFL), “Cancionero”, “Lectura” by Scott Foresman, “Pan y Canela” – Guided Reading Program, and “Ele Fonetica” – Extended Phonics Program.

Professional Development

Extended Foreign Language Program Summer Institute, in-house teacher mentoring and off-campus site visitations to other EFL programs.

Evaluation

Increased student enrollment in the Dual Language Program as compared to enrollment during the 2005-2006 school year.

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 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 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Lorah Park ranked in the eighth percentile on the State of Florida ROI index.

Measurable Objective

Lorah Park Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004-2005 to the ninth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs to utilize funds more effectively.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation to ensure that necessary funds are allocated.	Administrators	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Consider reconfiguration of existing resources and/or taking advantage of a broader resource base, e.g. private foundations, volunteer networks to utilize outside resources.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies to build strong partnerships.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Analyze student data to target areas for improvement and purchases tools that will increase achievement.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Lorah Park Elementary will show progress toward reaching the 10th 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 reviewed budget and discussed modes of expenditures.

Training:

EESAC promoted professional development of instructional staff and attended EESAC related trainings and activities.

Instructional Materials:

The EESAC monitored the School Improvement Plan implementation and reviewed instructional materials purchased by the school.

Technology:

The EESAC promoted and monitored the enhancement of technology through the Education Fund Grant.

Staffing:

The EESAC monitored student population and supported small classroom sizes.

Student Support Services:

The EESAC monitored support services and activities provided to the student population.

Other Matters of Resource Allocation:

The EESAC allocated funds for supplemental materials and activities.

Benchmarking:

The EESAC monitored SIP implementation of strategies on a monthly basis.

School Safety & Discipline:

The EESAC reviewed and approved the school's discipline plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
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
<hr/>	
Total:	\$0.00

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