
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5561 - Frances S. Tucker Elementary School

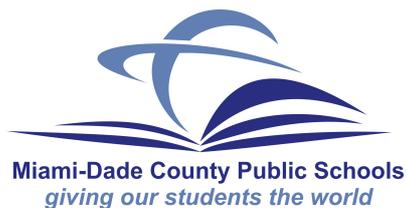
FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Leonard Ruan

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Frances S. Tucker Elementary School

The leadership team and staff of Frances S. Tucker Elementary School are committed to offering standards based, specific, measurable, attainable, realistic, and timely educational services to all of our students. This commitment extends to our implementation of the curriculum programs, student achievement goals, and professional development for staff members, business and customer service practices, and facility management.

Frances S. Tucker Elementary School is located in a quaint Miami suburb known as Coconut Grove. The school was established in 1960 on 3.82 acres and currently has a pre-kindergarten to fifth grade configuration. The student body is comprised of approximately 425 students of diverse ethnic, socio-economic, social, and cultural backgrounds. The instructional programs include general educational, as well as a science magnet program with an emphasis on hands-on content-based instruction, English Speakers of Other Languages (ESOL) program, content-based gifted program, Special Education programs for Specific Learning Disabilities (SLD), Severely Emotional Disturbed (SED), and Trainable Mentally Handicapped (TMH students). The program delivery models include inclusion and consultative practices for Special Education Students and data-based intervention programs that utilize research-based programs such as Voyager, Soar to Success, and Early Success. The intervention programs provide differentiated, individualized or small group support for targeted students to better meet the needs of our challenging student population.

Given instruction using the Sunshine State Standards, students in grades three through five will increase by ten percentage points 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 using the Sunshine State Standards, Students With Disabilities will improve their reading performance as evidenced by 51 percent scoring at 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 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 using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, limited English proficient students will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students scoring at Level 1 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing performance as evidenced by 71 percent of the students achieving the State required mastery level of 4.0 on the 2007 FCAT Writing Plus assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given the schoolwide emphasis on parental and community involvement, Frances S. Tucker Elementary School will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the attendance rosters for the 2005-2006 and 2006-2007 school years.

Given a schoolwide focus on decreasing bullying and/or aggressive behaviors, student referrals will be reduced by two percentage point during the 2006-2007 school year.

Given an emphasis on technology Frances S. Tucker Elementary School will continue to upgrade technology schoolwide and facilitate the use of technology to enhance teaching and learning.

Given the schoolwide emphasis on physical fitness, students in grade four through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of physical fitness award recipients on the 2007 FITNESSGRAM Exercise Component Test.

Given the schoolwide focus on enrichment activities, student participation in extracurricular activities will increase by twenty-five percent as evidenced by intramural attendance logs.

Frances S. Tucker Elementary School ROI ranking will improve by at least one percentile point on the next Return Of Investment report.

After careful review and reflection of the results of the Organizational Performance Improvement Snapshot, the areas of Education Design and District Strategic Planning Alignment will be targeted for improvement measures. The score in the area of Education Design is 4.0 which indicates that there is some concern among the staff members regarding the resources and processes that they feel are essential for them to effectively complete their tasks. Many teachers have voiced concerns relative to the textbook situation. The Reading First adoption has resulted in slow delivery of instructional supplies. The initial orders did not include adequate instructor materials to provide all Special Education and Limited English Proficient teachers with teacher's editions. The score in the area of District Strategic Planning Alignment was 4.1 which indicates that some staff members would like to have an increased opportunity to provide input into the development of the mission and organizational structure. Stakeholders indicated that they would like a mechanism for getting their ideas included in the decision making process. After the final results of this survey have been tallied, members of the leadership team will review the results and recommend a plan of action to target areas of need.

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.

Frances S. Tucker Elementary School

VISION

Frances S. Tucker Elementary School is committed to providing a challenging educational environment, in which all students have strong beliefs in their ability to learn and succeed. The staff, parents, and community envision the intellectual development of students through current technology, relevant curriculum, rigorous standards, effective instruction, and responsiveness to the diverse needs of each learner. Using innovative instruction and new technologies, Frances S. Tucker Elementary School will promote a learning environment in which all students will be given a solid foundation that will sustain them academically and will facilitate life-long learning.

MISSION

At Frances S. Tucker Elementary School, we will prepare our students to meet the demands of the present and future by committing ourselves to providing high quality education to all students in our care. Working as a team, we will share knowledge, build skills, and create an effective learning atmosphere that will enhance self-esteem and respect, promote good citizenship in our school and community.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance. All students can learn and have the right to maximize their potential.

Integrity

All individuals will be treated with respect, and dignity. Respect grows out of appreciation for the honest effort of all school stakeholders. 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

All students are entitled to an educational program that provides appropriate opportunities to learn and achieve individual outcomes that prepares them for lifelong learning experiences. We foster an environment that serves all students and aspires to eliminate the academic achievement gap.

Citizenship

Quality education requires the collaborative involvement of the entire community. 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.

School Demographics

The leadership team and staff of Frances S. Tucker Elementary School serve a diverse population of approximately 425 students comprised of 55 percent Hispanic, 44 percent African American, and one percent other ethnic groups. Many of the students are from low socio-economic and single family households. Many of the students are from homes where parents work multiple jobs to provide financial support for their families. Many have recently immigrated to this country, and English is not the primary language spoken in the home. The economic and social background of our students has relevance with respect to the challenges we face in providing quality educational services and increasing student achievement gains. Frances S. Tucker Elementary School qualifies for Federal Title I funding based on 94 percent of the students qualifying for free or reduced meals through the school lunch program. The Title I funding allows Frances S. Tucker Elementary to provide Supplemental Educational Services (SES) tutorial services at no cost to parents, an after-school enrichment program, and parent involvement activities. The program also allows the school to hire a Community Involvement Specialist (CIS) who works directly with parents and teachers on issues that impact student achievement, such as student attendance and school policies. The CIS coordinates monthly parent meetings to bridge the communication gap that exists between the school and parents.

The leadership team of Frances S. Tucker Elementary School is anchored by Mr. Leonard Ruan, Principal, and Ms. Maileen Ferrer, Assistant Principal. The other members of the leadership team include Ms. Gita Vilenski, Counselor, Ms. Maribel Gonzalez, Reading Coach, Ms. Margaret Stutz, Media Specialist, Ms. Tisha Harper, School Psychologist, and Mr. Harry Robinson, Technology and Data Specialist. The average teaching experience of the faculty is ten years with 19.4 percent of the teachers having less than three years of teaching experience. Forty percent of the faculty has earned an advanced degree. The staff attendance rate is approximately 95 percent. The ethnic and gender profile of the staff is 24 percent White, 33 percent African American, 39 percent Hispanic, and four percent other ethnic groups. The staff are 19 percent males and 81 percent females.

The school provides health services for students through a joint partnership between Connect Health, Miami-Dade County Public Schools, and Miami-Dade County Health Services/Helen B. Bentley Clinic. The health care team is comprised of a shared nurse, a nurse's assistant, and a social worker. The nurse provides health, health education, first aid, and health screening for students. The staff also has emergency access to the health care providers. The social worker provides support services to assist parents and the school with intervention programs for families through private or municipal agencies.

School Foundation

Leadership:

Based on the results of the Organizational Performance Improvement Snapshot survey, 88 percent of staff members indicated that they are satisfied with the direction provided by the school's leadership team. Conversely, 22 percent of staff members indicated that the work location did not seek their opinion in the decision-making process.

District Strategic Planning Alignment:

Based on the results of the Organizational Performance Improvement Snapshot survey, 80 percent of staff members indicated that they have input in the goals and objectives set for the school. Conversely, 33 percent of staff members indicated a lack of involvement in strategic planning.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot survey, 84 percent of staff members indicated that they are satisfied with the level of service delivered to their customers. Conversely, 26 percent of staff members indicated uncertainty with respect to the organization's satisfaction or dissatisfaction with their work.

Faculty & Staff:

Based on the results of the Organizational Performance Improvement Snapshot survey, 82 percent of staff members indicated that they are satisfied with their work environment. Conversely, 22 percent indicated uncertainty as to how the work location plans affected their work.

Data/Information/Knowledge Management:

Based on the results of the Organizational Performance Improvement Snapshot survey, 88 percent of staff members indicated that they are satisfied with their level of knowledge of assessment data. Conversely, 16 percent of staff members indicated they do not get the information needed to know how the work location is doing.

Education Design:

Based on the results of the Organizational Performance Improvement Snapshot survey, 80 percent of staff members indicated that they are satisfied with their ability to effectively perform their duties. Conversely, 26 percent indicated they can not obtain all of the resources required to do their jobs.

Performance Results:

Based on the results of the Organizational Performance Improvement Snapshot survey, 82 percent of staff members indicated that they are satisfied with the quality of program delivery and organizational standards at this school. Conversely, 30 percent of staff members indicated they do not know how well their work location is doing financially.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Frances S. Tucker Elementary School is committed to hiring the most qualified teachers available. To create a center of attention for highly qualified teachers, the school supports and is actively involved in student teaching programs with local colleges and universities, supports teacher fairs, promotes the school in the community, and provides opportunities for all teachers to participate in learning communities that will enhance pedagogical skills.

To retain our new teachers, we have developed a beginning teacher program that provides support, mentorship, and collegial, collaborative learning opportunities to assist new faculty members in their professional development. Experienced teachers on the faculty are encouraged to seek National Board Certification and become certified in Clinical Supervision and mentorship programs.

• Highly Qualified, Certified Administrators:

Frances S. Tucker Elementary School's leadership team's principal is Leonard Ruan. Mr. Ruan holds a Bachelor of Science in Biology, a Master of Science in Science Education, a Certificate in Educational Leadership, and 21 years of educational experience in all K-12 levels. Mr. Ruan provides professional development opportunities in technology, literacy skills, data analysis, and curriculum content to enrich teaching and learning. He is a technology mentor and the school's technology rating in the STaR School Profile is Level 3 out of four.

Mr. Ruan's instructional decisions are shaped by a rich collection of data from multiple sources. Data analysis is pivotal in his vision for developing differentiated instructional programs that better address the complex needs of students. He challenges teachers to strengthen the teaching and learning of reading and help students develop a passion for learning. Mr. Ruan challenges his staff to be creative and make teaching and learning fun!

Maileen Ferrer, the assistant principal, is an innovative administrator with 14 years of experience in the field of education. She holds a Bachelor of Science degree in Elementary Education and Early Childhood from Barry University, a Master of Science degree in Multicultural Urban Education with TESOL, and an Educational Specialist degree from Nova Southeastern University in Educational Leadership. Ms. Ferrer's primary duties include supervising the curriculum programs, preparing the master schedule, and overseeing data analysis. She increased the gifted enrollment by reorganizing the referral process. Ms. Ferrer shares the school's vision in the commitment to providing a challenging educational environment in which all students have strong beliefs in their ability to learn and succeed. She facilitates data-based decision making, and she works with the school's literacy team to monitor student achievement and provide academic interventions to ensure that Frances S. Tucker Elementary Leaves No Child Behind.

• Teacher Mentoring:

Our mentoring program (Professional Growth Team) assists our beginning teachers and those in need of assistance by providing experienced teachers to coach and support those new to the profession in order to facilitate pedagogical growth through mentorship, leadership, and vision. Each mentor teacher has scheduled before and after school visits with their mentee to provide

the necessary assistance and feedback needed for personal growth and self- improvement. Beginning teachers and teachers in need of assistance may pursue professional development opportunities offered both on-site and through district coursework. Professional Growth Team members are offered the opportunity to participate in on-line courses through the PACES website and face-to-face inservices.

• School Advisory Council:

The main goals of the Educational Excellence School Advisory Council (ESSAC) are to participate in and encourage strategic planning, develop and define school site policy, offer financial advice to the administration, and serve as liaison for community-based issues and concerns. The ESSAC, in cooperation with the administrative staff, instructional staff, other school personnel, students and parents, strives to meet established goals set for student achievement. The ESSAC reviews progress of the School Improvement Plan (SIP) at meetings that are held the third Wednesday of each month, and endeavors to work collaboratively to uphold the vision and mission of the school.

• Extended Learning Opportunities

Frances S. Tucker Elementary School provides before, during, and after school tutorial programs. The before school program is a computer-based tutorial program that utilizes FCAT Explorer. The in-school intervention group is based on analysis of the student performance indicators and is geared to small group one-on-one instruction. The after school tutorial program is a general academic-based tutorial program that incorporates the Academic Excellence Programs in chess and critical thinking skills. All intervention programs are provided by highly qualified personnel (certified teachers and paraprofessionals). Additionally, the students have extended learning opportunities through various clubs, such as the AEP Science Club the Writing Club, and the Shake-A-Leg, which has given our students the unique opportunity to experience hands on activities in Biscayne Bay.

• School Wide Improvement Model

Frances S. Tucker Elementary School utilizes the Plan-Do-Study-Act Model of continuous improvement to analyze student achievement data and drive instruction to increase student achievement. Teachers focus their instruction using instructional focus calendars, district scope and sequences, and quarterly assessment results to determine the instructional relevance, analyze content benchmark mastery, redirect teaching and learning, and monitor student progress. Teachers meet with their grade level chairpersons on a weekly basis to plan collaboratively, review elements of the focus calendar, and make revisions to the pacing guides.

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 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:

Reading

Needs Assessment

An analysis of the data reveals that 68 percent of students in grades three through five are meeting high standards in reading. Further scrutiny of the reading content clusters reveal that students in grade three increased the mean points earned in the four content clusters by an average of 1.3 points. The fourth grade data indicates an average decline of 2 points in main idea/purpose and comparisons. Conversely there was an average increase of 0.5 a points in words/phrases and reference/research skills. Lastly, fifth grade student performance decreased an average of 0.8 points in the four content areas. The 2006 FCAT data further reveals that 67 percent of students in grade three scored Level three or higher, 38 percent of students in grade four scored Level 3 or higher, and 50 percent of fifth grade students scored Level three or higher. The data reveal the majority of students in grades three through five achieved high standards however, the percentage of students scoring Levels at 3, 4, and 5 needs to increase.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase by ten percentage points 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 using the Sunshine State Standards, Students With Disabilities will improve their reading performance as evidenced by 51 percent scoring at 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		
Implement all components of the District's Comprehensive Research-Based Reading Plan.	Principal, Assistant Principal	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Utilize specific reading and E.S.O.L. strategies to facilitate and support the reading process.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	8/14/06	05/30/07	District-wide literacy plan	\$0.00
Administer District interim, and reading assessments to monitor student progress.	Principal, Assistant Principal	08/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer reading benchmark assessments to monitor student progress in grades three through five.	Principal, Assistant Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Revise Instructional Focus Calendars which center on tested FCAT Reading Benchmarks in Kindergarten through fifth grade.	Principal, Assistant Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide before and after school tutorial programs for General Education students, Limited English Proficient students, and Students with Disabilities.	Principal, Assistant Principal	08/14/06	05/30/07	District-wide literacy plan	\$5000.00
Implementation of the Plan-Do-Study- Act Model by all teachers to ensure alignment of data analysis, assesment, and remediation of skills not mastered for improvement in student achievement.	Principal, Assistant Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Develop mini-lesson targeting specific grammar skills in grades three through five.	Principal, Assistant Principal, Language Arts Teachers, Reading Coach	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton-Mifflin Core Reading series, Voyager, SuccessMaker, Reading Plus, Early Success, Soar to Success.

Professional Development

District-sponsored inservices in the areas of reading comprehension, instructional focus calendar as a planning tool, differentiated instruction, Project CRISS strategies, data-driven instruction, and other areas that focus on improvement of reading comprehension. Provide ongoing inservices that focus on the implementation of each component of the Continuous Improvement Model.

Additional in-services will include those sponsored by the District's Division of Language Arts/Reading.

Evaluation

All strategies will be evaluated by:

The 2007 administration of the FCAT Reading Test

District Interim reading assessments

Reading benchmark assessments by Language Arts teachers

Periodic review of teachers' lesson plans by administrators, academic conversations, and review of quarterly data

Quarterly assessments via STAR (Standardized Testing for the Assessment of Reading) and Accelerated Reader programs

Individualized teacher alternative or authentic 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Mathematics

Needs Assessment

The results of the 2006 FCAT Mathematics Test indicate that 61 percent of the third through fifth grade students scored at or above Level 3. This is an indication that 39 percent of students need to meet high standards. 50 percent of the Hispanic sub-group scored at or above grade Level 3. The sub-groups, African American, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities require additional intervention skills and content practice to achieve grade level mastery. An analysis of the content cluster indicate that third grade students increased the mean points earned an average of 1.2 points in the five content areas. The mean points earned by Fourth grade students remained the same in Number Sense, Measurement and Data Analysis, but declined an average of 1.0 points in Geometry and Algebraic Thinking. Fifth grade students declined an average of 2 points in Data analysis and Algebraic Thinking. The mean points earned on the other three content clusters remained the same as the previous year.

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

Measurable Objective

Given instruction using 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 using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, limited English proficient students will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students scoring at Level 1 will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the 8-Step Continuous Improvement Model to review and adjust data-driven instruction.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/14/06	5/19/07	District-wide literacy plan	\$0.00
Provide before and after school tutoring for students to enhance their mathematical skills in grades three through five.	Principal, Assistant Principal	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Utilize Science and Mathematics Integrated with Literary Experiences (SMILE) strategies to improve teaching and learning in mathematics in Kindergarten through fifth grades.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide before and after school tutoring for students to enhance their mathematical skills in grades three through five.	Principal, Assistant Principal	8/14/06	5/30/07	District-wide literacy plan	\$5000.00

Implement supplemental mathematics programs, such as SuccessMaker, FCAT Explorer, and Riverdeep, to provide supplemental mathematics skills instruction to students in grades Kindergarten through fifth grades.	Principal Assistant Principal Technology Facilitator Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement an Instructional Focus Calendars correlated to the District's Pacing Guides for the teaching and assessment of the benchmarks.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide individualized tutoring for students who are 30 points from achieving Level 3 on the FCAT in grades three through five.	Principal, Mathematics Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, and critical thinking skills to enhance students' mathematical applications skills in Kindergarten through fifth grade.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide intervention mathematic tutoring for all students scoring at Level 1 in grades three through five on the mathematics portion of the FCAT.	Principal, Assistant Principal, Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide pull-out sessions and differentiated instruction for LEP students, African American students, and students with disabilities to focus on specific benchmark needs.	Principal, Assistant Principal, Mathematics Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implementation of Instructional Focus Calendars based on the Sunshine State Standards and correlated to the State-adopted textbook for the teaching and assessments of benchmarks.	Principal, Assistant Principal, Mathematics Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott-Foresman, state-adopted textbook series and SuccessMaker Program.

Professional Development

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, incorporation of manipulatives into instructional activities, and other areas that focus on improvement of mathematics instruction.

Collaborative planning and sharing of best practices during department meetings. Provide ongoing inservices that focus on the implementation of each component of the Continuous Improvement Model.

Additional in-services will include those sponsored by the District's Division of Mathematics and Science.

Evaluation

All strategies will be evaluated by:

The 2007 administration of the FCAT Mathematics Test
Benchmark assessments correlated to the Instructional Focus Calendar
FCAT Practice Test to re-assess benchmarks
Individualized teacher alternative or authentic assessments
District Pre, Interim, and Post mathematics 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Writing

Needs Assessment

An analysis of the writing data reveals 70 percent of students in grade four met high standards in writing. Specifically, students scored an average of 3.6 in expository writing, which represents a three-tenths percentage points increase from the previous year. However, there was a decline in achievement on student scores on narrative writing, with scores decreasing from 3.6 percent in 2005 to 2.9 in 2006. The percentage of students scoring 4.0 or above decreased from 51 percent in 2005 to 40 percent in 2006. The percentage of students scoring 6.0 increased by two percent on the 2006 FCAT Writing Plus Assessment. Increased effort must be made to target the writing development of all students on both narrative and expository writing. A schoolwide focus on writing, with an emphasis on vocabulary development and process writing skills, will be implemented to improve students' writing performance.

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 performance as evidenced by 71 percent of the students achieving the State required mastery level of 4.0 on the 2007 FCAT Writing Plus assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide mini workshop tutorials to assist students in improving their writing skills.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Administer district pre and post writing assessments to monitor student progress.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$500.00
Incorporate graphic organizers into writing activities to reinforce the writing process	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide opportunities for students to participate in writing for enjoyment by writing, illustrating, and publishing writing pieces through the school Writing Club.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Identify students in all subgroups scoring below a Level 3 on the FCAT Writing pretest and provide them with writing interventions.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement the 8-Step Continuous Improvement Model to ensure alignment of data analysis, assessment, and remediation of skills not mastered for improved student achievement.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Incorporate writing workshops and differentiated instruction for L.E.P. students.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Revise Instructional Focus Calendars, which centers on the Six Traits of Writing.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Provide students with an array of writing opportunities that include, but are not limited to, essays, journals, short stories, research papers, and writing projects in order to further develop writing skills.	Principal, Assistant Principal, Language Arts Teachers, Reading Coach	08/14/06	05/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Project CRISS strategies and philosophy, CORE reading series, Writer's Workshop.

Professional Development

Professional development in programs and strategies designed to support the delivery of the writing curriculum and the Sunshine State Standards will be offered to staff including mentoring, modeling of lessons, and training in differentiated instructional strategies. Provide ongoing inservices that focus on the implementation of each component of the Continuous Improvement Model.

Additional in-services will include those sponsored by the District's Division of Language Arts/Reading, the District's Division of Special Education, and the District's Division of World Languages and ESOL.

Evaluation

All strategies will be evaluated by:

The 2007 administration of the FCAT Writing Plus Assessment
District Pre and Post writing assessments

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

GOAL 4 STATEMENT:

Science

Needs Assessment

The 2006 FCAT Science score indicates that only 26 percent of fifth grade students met state standards. Based on the 2006 FCAT scores in Science, the overall mean scale score was below that of the district and the state. The physical and chemical, Earth and Space, and Scientific Thinking indicate a mean point earned of 6 on the content cluster score was equal to the mean score of the district; thus, these scores need to be maintained. On the Life and Environmental content cluster, the mean score was 6 points; this is 1 point less than the districts score of 7 points. Therefore, the school's average needs to increase to equal or exceed the state's mean content score in Life and Environmental Science.

A comprehensive inquiry-based approach to science instruction and additional hands-on laboratory activities is included in the Instructional Focus Calendar to improve student mastery of scientific concepts.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Model instructional lessons utilizing hands-on science activities.	Principal, Assistant Principal, Lead Teacher	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Use of the publisher provided, FCAT-aligned pre, interim, and post test to monitor student progress and isolate areas of deficiency during the school year.	Principal, Assistant Principal, Science Teachers, Lead Teacher	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Implementation of the Plan Do Study Act model by teachers to ensure alignment of data analysis, assessment, and remediation of skills no mastered.	Principal, Assistant Principal, Science Teachers, Lead Teacher	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide all students with the opportunity to engage in hands-on or computer- based laboratory activities for the benefit of learning science terminology and processing skills.	Principal, Assistant Principal, Science Teachers, Lead Teacher	08/14/06	05/30/07	Continuous Improvement Model	\$3000.00
Utilize FCAT Coach supplemental materials to reinforce science benchmarks.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement weekly hands-on cooperative laboratory activities in grades one through five.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize Science and Mathematics Integrated with Literary Experiences (SMILE) strategies to improve teaching and learning in mathematics.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Administer the school-based pre and post science benchmark tests and re-focus instruction to target areas of deficiencies.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement an Instructional Focus Calendar correlated to the District's Pacing Guides for	Principal, Assistant Principal,	8/14/06	5/30/07	District-wide literacy plan	\$0.00

the teaching and assessment of the benchmarks.	Lead Teacher, Classroom Teachers	
--	-------------------------------------	--

Research-Based Programs

McGraw Hill Science State Adopted textbook series, supplemental strategies, and Full Options Science System (FOSS) Kits.

Professional Development

Professional development in programs and strategies designed to support the delivery of the science curriculum and the Sunshine State Standards will be offered to staff including mentoring, modeling of lessons, and training in differentiated instructional strategies by the Magnet Lead Teacher. Provide ongoing inservices that focus on the implementation of each component of the Continuous Improvement Model.

Additional in-services will include those sponsored by the District's Division of Mathematics and Science.

Evaluation

All strategies will be evaluated by:

2007 FCAT Science Test

Benchmark assessments correlated to the Instructional Focus Calendar

FCAT Practice pre, interim, and post tests

Individualized teacher alternative or authentic assessments

Publisher produced assessments correlated to the state-adopted textbook

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

GOAL 5 STATEMENT:

Parental Involvement

Needs Assessment

An examination of the attendance rosters at Frances Tucker Elementary School reveals that attendance has been average at extracurricular events such as student productions and presentations, book fairs, and performances. Parental participation has also been average at our annual Open House, however, parental involvement in all parent functions need improvement.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, Frances S. Tucker Elementary School will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the attendance rosters for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parents with a monthly calendar of school events.	Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide incentives to increase attendance at parent meetings.	Principal, Assistant Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Schedule parent meetings at varied times to accommodate working families.	PTA President, EESAC Chairperson	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Improve the school's image by highlighting school and student achievements on bulletin boards throughout the school.	Principal, Assistant Principal, Media Specialist, Community Involvement Specialist, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Increase the number of home visits conducted by the Community Involvement Specialist.	Principal, Community Involvement Specialist	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

National Parent Teacher Association (PTA),

Professional Development

Not Applicable

Evaluation

All strategies will be evaluated by:

Attendance rosters at Open House, Title I monthly seminars, EESAC meetings, PTSA meetings
PTSA membership
Parent Surveys

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Discipline and Safety

Needs Assessment

Bullying behaviors were significantly noted during the 2005-2006 school year. There were 72 referrals related to bullying or aggressive behaviors reported through the student case management system.

Measurable Objective

Given a schoolwide focus on decreasing bullying and/or aggressive behaviors, student referrals will be reduced by two percentage point during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct small group counseling sessions focusing on conflict resolution.	Principal, Assistant Principal, Counselor	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement the ACE Project, a Character Education Program.	Principal, Counselor	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide opportunities to participate in the "Bee Patrol."	Principal, Assistant Principal, Counselor	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Promote "Do The Right Thing."	Principal, Assistant Principal, Counselor, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement an anti-bullying pledge during individual counseling sessions.	Principal, Assistant Principal, Counselor	8/14/06	05/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Non-violence Project U.S.A

Professional Development

Professional Development programs and strategies designed to support Character Education.

Evaluation

All strategies will be evaluated by:

A decrease in Student Case Management Referrals for bullying or aggressive behaviors.

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

GOAL 7 STATEMENT:

Technology

Needs Assessment

Frances S. Tucker Elementary School has a wide array of technology programs. Based the STaR School Profile survey Frances S. Tucker Elementary School ranked at stage 3 of 4 (Advanced) on the school profile report. The State and District rated at stage 2.5 (intermediate). The school has 215 computers operating on Windows XP professional operating system. The computer infrastructure has been upgraded to fiber optics and the bandwidth increased. All of the computers have access to the internet and local area net (LAN). Two researched based computer integrated learning programs are utilized to provide enrichment and interventional assistance to students - SuccessMaker, Reading Plus. Additionally Accelerated Reader/STAR is available schoolwide. Teachers have access to a variety of student achievement data through Student Performance Indicators portal (SPI), Snapshot, Edusoft, Florida's Progress Monitoring and Reporting Network (PMRN), and Excelsior grade book. However, teachers require additional professional development on utilizing the data based reports. In-services are needed to increase teacher proficiency in identifying gaps in student learning profiles and data analysis to drive instruction.

Measurable Objective

Given an emphasis on technology Frances S. Tucker Elementary School will continue to upgrade technology schoolwide and facilitate the use of technology to enhance teaching and learning.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze and monitor the student achievement reports generated from the integrated learning programs to drive instruction. (SuccessMaker, Reading Plus)	Principal Assistant Principal Technology Facilitator	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize Edusoft and Snapshot to analyze individual classroom performance on benchmark assessments.	Principal Assistant Principal Technology Facilitator Reading Coach Lead Teacher Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize FCAT forecaster to identify students requiring additional remediation and intervention in reading and mathematics.	Principal Assistant Principal Technology Facilitator Reading Coach Lead Teacher Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Increase communication between the school and home through the internet and school website.	Principal Technology Facilitator	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide parent workshops on using the Parent Grade book Viewer, FCAT Explorer, Riverdeep, and Reading Plus computer-based programs.	Principal, Assistant Principal Technology Facilitator Reading Coach Community Involvement Specialist	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

SuccessMaker and Reading Plus computer-based programs

Professional Development

On site technology instructors will train instructional personnel how to utilize Snapshot Program to analyze data and determine areas of need.

Workshops will be offered at the school site in Reading Plus, SuccessMaker, and Atomic Learning.

Evaluation

All strategies will be evaluated by:

Utilization of the data reports from the various programs to differentiate instructional strategies

Efficient and accurate recording and electronic submission of grades

The adjustment of intervention groups based on DIBELS reports

The frequency of adjustments in students learning profiles on Successmaker and Reading Plus

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 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 8 STATEMENT:

Health and Physical Fitness

Needs Assessment

An analysis of the 2005-2006 FITNESSGRAM Exercise Component Test indicate that 86 percent of students received fitness awards. The majority of students in grades four through five earned a fitness award, however 24% of the students need to improve their physical fitness.

Measurable Objective

Given the schoolwide emphasis on physical fitness, students in grade four through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of physical fitness award recipients on the 2007 FITNESSGRAM Exercise Component Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer interim fitness assessments.	Principal, Assistant Principal, Physical Education Teacher	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize "musical stations" to facilitate student practice of physical fitness training skills.	Principal, Assistant Principal, Physical Education Teacher	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize and incorporate motivational strategies into physical fitness instruction.	Principal, Assistant Principal, Physical Education Teacher	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide teacher-guided demonstrations for the proper techniques for exercise or fitness skills.	Principal, Assistant Principal, Physical Education Teacher	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement partner-running exercises to promote physical fitness.	Principal, Assistant Principal, Physical Education Teacher	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District Physical Education Workshop, Bi-Monthly Workshops.

Evaluation

All strategies will be evaluated by:

The FITNESSGRAM Exercise Component Test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 9 STATEMENT:

Provide students with opportunities to participate in Fine Arts extracurricular activities that enhance their school experience.

Needs Assessment

School records indicate that 107 students participated in Enrichment Activities before or after school during the 2005-2006 school year.

Measurable Objective

Given the schoolwide focus on enrichment activities, student participation in extracurricular activities will increase by twenty-five percent as evidenced by intramural attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to offer after-school Chess, and Music Appreciation classes through the Academic Excellence Program (AEP).	Principal, Music Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Showcase students' musical and dramatic talents through holiday and spring performances.	Principal, Music Teacher, Art Teacher, Classroom Teachers	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Implement intramural activities before and/or after school.	Principal, Physical Education Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Charter a local chapter of the Florida Future Educators of America.	Principal, Media Specialist	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Initiate an after-school Environmental Club for students in grades 3-5.	Principal, Science Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

All strategies will be evaluated by:

School records indicating student participation in the Academic Excellence Program

Membership in Media Production

Extracurricular Activity rosters

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

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 10 STATEMENT:

Return On Investment

Needs Assessment

Frances S. Tucker Elementary School’s percentile ranking is 14, compared to the highest ROI value of 45 percent.

Measurable Objective

Frances S. Tucker Elementary School ROI ranking will improve by at least one percentile point on the next Return Of Investment report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Take advantage of broader resources such as community donations and grants.	Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Collaborate with the District on resources allocation.	Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Consider partnering with community agencies.	Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Staff members will participate in district-sponsored inservices on grant-writing and other forms of funding sources.

Evaluation

On the next State of Florida ROI index publication, Frances S. Tucker Elementary School will increase its percentile ranking by at least one percent.

EESAC Compliance

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

Budget:

The EESAC recommends the financial resources that should be used to ensure successful implementation of the School Improvement Plan (SIP) by funding programs that focus on initiatives that will promote the school's effort to meet or exceed our projected objectives. The EESAC has also reviewed the school's budget to determine areas that the council can provide funds to supplement educational programs.

Training:

The EESAC endorses and recommends that all instructional personnel continue to participate in professional growth activities. The EESAC supports technology training to ensure that instructional personnel is knowledgeable of the latest trends and technological advancements, especially related to CRISS strategies, Reading Plus, SuccessMaker, and Accelerated Reader Programs.

Instructional Materials:

The EESAC recommends and supports the adoption of all instructional programs that promote the achievement of goals established in the School Improvement Plan.

Technology:

The EESAC recommends and supports the expansion and acquisition of additional technology at our school.

Staffing:

The EESAC supports the district's goal of recruiting and retaining effective, highly qualified teachers.

Student Support Services:

The EESAC recommended and supported maximizing services offered by the members of the Student Services Department. The counselors, psychologist, school nurse, and stakeholders that support student concerns are an essential component in the achievement of the School Improvement Plan goals.

Other Matters of Resource Allocation:

The EESAC reviews and makes recommendations in the area of human resource allocation as it relates to security monitors and school safety.

Benchmarking:

The EESAC supports initiatives to ensure that progress is made toward reaching state and district benchmarks and goals.

School Safety & Discipline:

The EESAC recommends and supports initiatives and strategies to promote school safety and reduce discipline issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,000.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$500.00
Goal 4: Science	\$3,000.00
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
Total:	\$13,500.00

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