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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 5671 - Vineland Elementary School

*FeederPattern:* Miami Palmetto Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* MaryAnn MacLaren

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Vineland Elementary School*

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Vineland Elementary School is located on an 8.87 acre parcel in south Miami-Dade County at 8455 Southwest 119th Street. It is located in a middle class residential area. Vineland is part of the Palmetto High School Feeder Pattern. Four permanent buildings with a total of 29 classrooms are augmented with 6 portables, a free standing cafeteria, and media center. This 47 year-old school has been retro wired to provide internet service to 100 percent of its classrooms.

Our school serves approximately 600 students in prekindergarten through fifth grade, representing a diverse population: 38% percent Hispanic, 33% White, 22% African-American, and 7% Asian/Indian/Multiracial. Basic educational services based on the Sunshine State Standards and the Competency-based Curriculum that integrate the Comprehensive Research-Based Reading Plan (CRRP) and the Comprehensive Mathematics and Science Plan are provided in traditional and inclusion settings. Additionally, learning-disabled students needing assistance are served in a resource setting or in an Inclusion Model. Emotionally Handicapped and children with Varied Exceptionalities are served in self-contained settings. The Gifted Program provides a more rigorous academic program for students needing greater challenge. The Academic Excellence Program is provided in an after-school model to also enhance learning to Vineland students.

Staff members, in conjunction with the Educational Excellence School Advisory Council (EESAC), have identified the following objectives as priorities for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve reading skills as evidenced by 88% of students scoring level three or above on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve their mathematics skills as evidenced by 84% of students scoring level three or above in the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced 80% of students reaching the state required high standard level of 3.5 or above as documented by scores on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, fifth grade students will show an acquisition of science skills and knowledge as evidenced by increasing the percentage of students achieving level 3 or above from 46% to 59%.

Given the school emphasis on parental and community involvement the school will increase the number of hours from 9,750 to 10,000 hours in parental and community involvement by comparing the volunteer hourly logs for 2005-2006 and 2006-2007 school years.

Given the need to increase parental positive perception of adequate disciplinary action, there will be a decrease of two percent in the gap of parent/student responses when comparing the School Climate Survey from 2006 to 2007.

Given the need for parents and the community to be familiar with the technology offered, Vineland will offer two technology training sessions for parents and the community in 2006-2007 and will be documented by sign-in sheets. The number of parental participation will increase from 3 to 10 participants.

Given instruction using the National Standards for Physical Education students in grades four and five will increase their health-related fitness as evidenced by 82% receiving gold/silver on the annual 2007 FITNESSGRAM.

Given the need to increase cultural and enrichment opportunities there will be an increase in participation in the strings program for the 2006-2007 school year as compared to 2005-2006, and it will be evidenced by class rosters for this programs.

Vineland Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2005 to the 50th percentile on the next publication of the index.

In order to achieve these objectives, appropriate strategies have been planned with input from all the school's stakeholders. Strategies to be implemented include the use of the Continuous Improvement Model (CIM) to drive instruction, providing common planning time for teachers, implementing a schedule that follows the K-12 Comprehensive Research-Based Reading Plan (CRRP), utilizing technology to increase student achievement in all areas, supporting students with tutorial programs, providing parent workshops for technology and FCAT strategies, and continuing to support the arts by providing a strings program to increase cultural and enrichment opportunities for students.

Information from the Organization Performance Improvement Survey indicates the need for increased focus in the area of Process Management. For Process Management, Vineland will continue to fine tune the Continuous Improvement Model (CIM). Teachers will be involved to a greater extent in analyzing data and deciding on how to adjust the SIP throughout the year.

# 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.

## **Vineland Elementary School**

### VISION

We envision a child empowered to reach their fullest potential.

### MISSION

The mission of Vineland Elementary is to provide a quality education for lifelong learning.

### CORE VALUES

The core values of Vineland Elementary School are integrity, excellence, and respect.

## *School Demographics*

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Vineland Elementary School is located on an 8.87 acre parcel in south Miami-Dade County at 8455 Southwest 119th Street. It is located within a middle class residential neighborhood in the Palmetto High School Feeder Pattern. The 47 year-old school consists of four permanent buildings housing 29 classrooms. It is augmented with 6 portables, a free-standing cafeteria, and library media center. One hundred percent of the school's classrooms are retro wired to provide internet access.

The school serves 599 students in prekindergarten through fifth grade. The ethnic/racial makeup of the student population is 22 percent African-American, 38 percent Hispanic, 33 percent Anglo, and 7 percent Asian/Indian/Multiracial. Four-hundred fourteen students are standard curriculum students (69 percent) and 185 are SPED students (31 percent). The student population is comprised of 206 (34 percent) economically disadvantaged children and 52 (8 percent) ESOL students. The student mobility rate is approximately 18 percent.

Vineland serves a number of students with exceptionalities. Twenty-three students with emotional handicaps, as well as 11 children with Varied Exceptionalities are instructed in self-contained settings. Approximately 21 students with disabilities are served in inclusive settings, and 14 students are fully mainstreamed in general education settings. An advanced curriculum resource Gifted Program entitled "Voyagers", provides language arts instruction for 93 Gifted students.

The school employs a total of 74 full-time staff members: 2 administrators, 28 self-contained classroom teachers, 3 teachers of the gifted, 3 teachers of the emotionally handicapped, 1 teacher of the self-contained varying exceptionalities, 2 physical education teachers, 1 music teacher, 1 art teacher, 1 guidance counselor, 1 teacher of resource varying exceptionalities, 1 media specialist, 3 teachers in the bilingual department, 4 full-time clerical, 1 full-time gifted program clerk, 4 full-time paraprofessionals, 1 full-time cafeteria manager, 4 full-time custodians and 1 full-time security monitor. In addition, we employ 8 part-time paraprofessionals, 3 part-time cafeteria workers, and 2 part-time custodians. Of the teaching staff, 2 percent are teachers new to this school, with the average length of teaching in Florida at 14 years. Twenty-nine have advanced degrees, 2 are National Board Certified, and an additional 6 are currently pursuing National Board certification. The ethnic composition of the staff is 37% White, 18% Black, 43% Hispanic, and 2% Asian/Other.

The staff and faculty at Vineland continue to strive for excellence. For the past six consecutive years Vineland has attained an A grade from the state of Florida, and last school year met Adequate Yearly Progress (AYP) standards for the second consecutive year. Several mini-grants have been awarded to classroom teachers. In addition, the PTA received the Golden Apple Award for the number of volunteer hours at the school.

Overall student performance continues to improve yearly. Data analysis reveals a disparity in student performance between African-American, Hispanic, and White students, as well as students with disabilities in comparison with general education students. Vineland's focus will continue to be on improving student performance of all students.

# *School Foundation*

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## ***Leadership:***

The Leadership Team ensures that all stakeholders know the mission and vision of the school through a variety of means, including but not limited to, faculty meetings, grade level meetings, newsletters, and team planning for school improvement. Information is shared with faculty and staff regarding the school's focus. Faculty and staff feel secure and safe in their workplace. Faculty and staff are encouraged to pursue professional development. A yearly plan is developed using the teachers' Individual Professional Development Plans (IPDPs). The Leadership Team will develop additional methods to elicit input from faculty and staff on important issues.

Vineland stakeholders feel the leadership team uses the school's values to guide priorities, creates a work environment that helps workers do their job, encourages learning that will help in the advancement of careers, and shares information about the organization. Vineland Leadership ranked 4.5 on a scale of one to five on the Organizational Performance Improvement Snapshot (OPI), five being the highest and one the lowest score.

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

Vineland Elementary School has established a Data Analysis Committee whose function is to examine state, district, and school data to monitor progress and adjust goals and strategies accordingly. The administration has provided professional development on data analysis and specifically FCAT and SAT-10 data from 2006. Faculty members feel that they know the school's plans and how they are affected by them, and they are able to monitor their individual progress and contributions to the overall school's mission and vision. Vineland was ranked 4.3 for Strategic Planning on a scale of one to five on the OPI.

## ***Stakeholder Engagement:***

The School Climate Survey indicates that stakeholders are generally satisfied with their work environment, the quality of the education their children are receiving at the school, and the level of safety and security they feel as students here at Vineland. According to the Organizational Performance Improvement Snapshot, faculty and staff indicate that they are secure about the school's vision and mission. (4.7) They feel that the school sets high standards and ethics. They effectively use data to drive instruction and are satisfied with the relationship that they have with their stakeholders.

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

Vineland Elementary provides daily common planning time in the master schedule to ensure that teams of teachers are able to communicate and plan effectively for their students. Teachers feel their work is of a high quality and they are able to monitor their success and effectiveness and share their best practices with their colleagues at grade level and department meetings, as well as on professional development days.

Teachers are mentored through the Professional Growth Process (PACES). This is implemented each year with all Annual Contract (AC) teachers. AC teachers are supported by a PACES team to assist them in the Professional Growth Process. In addition, all beginning teachers are assigned to a mentor teacher who provides instructional support and guidance in all areas of curriculum and professional development. Beginning teachers also receive support from their respective grade group counterparts during weekly grade level planning sessions. The school site

Reading Leader provides support in reading/language arts, and the new teachers are frequently provided with opportunities to observe other high quality teachers in their classrooms.

Teachers feel they have a safe workplace, they are encouraged to develop their skills so they may advance in their career, and that their organization cares about them. Vineland scored 4.3 on Human Resource Focus on the OPI.

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

Vineland Elementary has established a Data Analysis Committee to collect and analyze state, district, and school data in order to make adjustments to the instructional program and monitor student achievement. According to the OPI, teachers feel that they know how to measure the quality of their work, they know how to make adjustments when needed, and they know how to access data to determine how the school as a whole is doing. Vineland was ranked 4.4 in the area of Measurement, Analysis and Knowledge Management on the OPI.

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

Vineland Elementary employs the research-based Continuous Improvement Model (CIM). Objectives and goals are established from the beginning of the school year based on the analysis of a variety of student assessment data and teacher recommendations. In addition, Grade Level Expectations from the Sunshine State Standards are reviewed. Testing data from previous years is analyzed on an individual and grade level basis and areas of strength and weakness are identified. Instruction is designed to address all areas based on our comprehensive data analysis. Monthly and quarterly monitoring determines the extent of modification to goals and objectives throughout the year.

Vineland Elementary provides both before and after school tutoring for targeted students from October to April. In addition, Saturday School is offered from January through March to provide additional academic support. The YMCA After School Care Program provides opportunities for assistance in homework. The Academic Excellence Program provides enrichment for qualified students in an after school Chess Program. The District provides summer school and Extended School Year (ESY) opportunities for targeted students.

Our teachers and counselor provide a variety of parent workshops throughout the school year to expand parents' knowledge and awareness of grade level/FCAT expectations established for their children. The Parent Resource Center provides a wide variety of information for parents on how to help their children succeed in school, as well as opportunities in the District's Parent Academy for their own self-improvement.

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

Additional data that will be collected and analyzed this year(in addition to test data) will include the percent of students who eat breakfast in the cafeteria, (24% last year), and the average daily attendance rate (95.89% last year).

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

### ***GOAL 1 STATEMENT:***

Vineland Elementary students will improve their reading skills and knowledge needed to master state high standards of level three or above in reading.

### ***Needs Assessment***

The results attained from the School Performance Accountability Report indicate that 62% of the students demonstrated learning gains and 87% achieved high standards of level 3 and above in reading. Upon comparison with the 2004-2005 results, the scores reflected a 9% decrease in students achieving learning gains and a 3% increase in students achieving high standards. At the current level of performance, the school is faced with the challenge of increasing the percentage of students making learning gains by 3%.

Eighty-five percent of third grade students scored at level three or above on the FCAT Reading Test, 78% of fourth grade students scored at level three or above and 71% of fifth grade students scored at level three or above in the FCAT Reading Test. All subgroups met AYP mastery levels.

The data collected from all grade levels shows evidence that there is a need for improvement in designated Content Clusters. Each grade level must improve student skills in Words and Phrases, Comparison, and Reference / Research. Concerted instructional effort in these areas should result in an increase in overall student achievement.



NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 maintain or improve reading skills as evidenced by 88% of students scoring level three or above on the 2007 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct DIBELS Assessment for students in K-3 grade and 4th and 5th grade Level 1 and 2 students to identify and develop intervention strategies.	Classroom Teacher Reading Coach	9/11/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate technology to support classroom instruction specifically Reading Plus and Learning Today. There will be an additional component of an Internet-based tutorial program students may access from home.	Classroom Teacher Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Identify students in Levels 1 and 2 on the FCAT Reading Test, develop intervention strategies, provide and monitor small group tutoring intervention for targeted 3-5 grade students. Utilize the Continuous Improvement Model (CIM) to monitor and adjust strategies as necessary.	Classroom Teacher, Reading Coach, Tutor	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide a daily uninterrupted 120 minute block of reading instruction for students in K-5 according to the CRRP.	Principal, Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide specific tutoring for LEP students after school four days a week.	ESOL Teacher	09/18/06	4/30/2007	District Strategic Plan	\$2000.00
Engage SPED students in specialized tutorial programs in grades 3-5	Principal, ESE Chairperson	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide after school tutoring and Saturday School for the lowest 25% of students. Progress monitoring will be done with DIBELS testing and biweekly reading probes. In addition, students in levels 3-5 will be targeted using Reading Plus for acceleration.	Classroom Teachers Reading Coach	9/5/2006	5/30/2007	District-wide literacy plan	\$17219.84
Implement staff development inservices to improve and enhance reading instruction in targeted FCAT clusters, including Words and Phrases, Comparison/ Contrast, and Reference / Research. These inservices may	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	Mentoring Opportunities	\$3000.00

include CRISS, OWL, BEAR, Guided Reading and Best Practices.	
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## **Research-Based Programs**

The Houghton Mifflin Series is the research-based reading program utilized at the school for direct reading instruction. Voyager Passport, Early Success and Soar to Success are research-based programs used as an intervention program/tutorial during the school day.

## **Professional Development**

Professional development will include training on the resources required for implementation of the School Improvement Plan. Training includes: Houghton Mifflin reading series, Best Practices, CRISS, OWL, BEAR, Guided Reading, technology based programs such as Reading Plus, Interpretation of District Assessment Data and the K-12 Comprehensive Research-Based Reading Plan (CRRP). Inservices will include workshops, model lessons, and mentoring of teachers by the school-site Reading Coach and curriculum support personnel.

## **Evaluation**

DIBELS assessments are administered in order to monitor student progress and direct learning activities will occur, and compiled data from District Interim Assessments will be shared with classroom teachers. The results of the 2007 FCAT Reading Test will determine if this objective is met. The percent of students meeting high standards of level three or above will stay the same or increase by at least 3%.

## 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*

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:**

All Vineland students will acquire the mathematics skills and knowledge needed to master state high standards of level three or above in math.

**Needs Assessment**

Results of the 2005-2006 FCAT Math Test indicate that 83% of students in grades three through five have met state high standards of level 3 and above in mathematics. The following content areas indicate a need for a stronger focus: in grade three, focus areas include Data Analysis, Geometry and Number Sense; in grade four, areas include Measurement and Algebraic Thinking; in grade five, areas include Number Sense, Algebraic Thinking, and Measurement. Results also indicate that 72% of students in grade 3-5 made learning gains in Mathematics.

**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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 maintain or improve their mathematics skills as evidenced by 84% of students scoring level three or above in the 2007 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize grade level scope and sequence based on Sunshine State Standards to ensure that skills being tested are taught.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize grade level common planning time to network, review student performance, and address individual needs.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Integrate mathematics and science in a block schedule to develop data analysis skills and measurement skills.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize a pacing schedule (scope and sequence) to ensure all Sunshine State Standards are taught before the FCAT. Progress will be monitored.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify students in need of acceleration and provide them with enrichment activities.	Classroom Teachers, Assistant Principal, AEP Chess Program Teachers	9/12/2006	5/30/2007	District Strategic Plan	\$0.00
Provide after school tutoring for LEP students four days a week.	ESOL Teacher	9/18/2006	5/1/2007	District Strategic Plan	\$2000.00
Identify students in Levels 1 and 2 on FCAT mathematics, develop an intervention plan, provide and monitor small group tutoring intervention for targeted 3-5 grade students utilizing the CIM.	Classroom Teachers, Tutors, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$17219.84
Incorporate Students With Disabilities (SWD) in an inclusion model in grades 3-5. In addition, SWD students are provided intervention and access to Learning Today.	Principal, SPED Chairperson	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide staff development inservice to improve and enhance mathematics instruction. Areas of focus will include content clusters of Number Sense, Algebraic Thinking and Measurement as identified	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00

## **Research-Based Programs**

Scott Foresman Mathematics Program (Florida Edition)

## **Professional Development**

Inservices will include training on the resources required for implementation of the SIP. Best Practices training will be implemented at staff professional development meetings; training will incorporate measurement, data analysis, number sense, and algebraic thinking concepts. Delivery of inservices will include model lessons and mentoring of teachers by grade group chairpersons.

## **Evaluation**

This objective will be evaluated through the administration of the 2007 FCAT Mathematics Test. The percentage of students scoring levels 1 and 2 on mathematics will decrease by at least one percentage point in grades three through five. The percentage of students demonstrating learning gains in grade 3 through 5 will increase from 62% to 65%. In addition, unit testing using textbook test will be given to monitor progress and redirect learning activities on an on-going basis. District Interim Assessments will also be used to collect data and guide instruction.

## 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*

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:**

Students will acquire writing skills to be able to meet state high standards of level 3.5 or above.

### **Needs Assessment**

The school pre-test needs assessment reveals that students require further development in the writing benchmarks. In addition only 77 percent of students scored at state high standard of 3.5 or above. On-going data driven decision making among grade group members regarding progress on a monthly assessment will drive instruction. Vineland's combined writing score was a 4.1. Test scores indicate a discrepancy between narrative and expository writing as well as a weakness in the area of conventions.

### 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 grade four will maintain or improve their writing skills as evidenced 80% of students reaching the state required high standard level of 3.5 or above as documented by scores on the 2007 FCAT Writing Plus Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Improve the quality of writing through the use of strategies such as vivid verbs, sentence variety, writing pictures and magic words.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate classroom journal writing to provide additional writing opportunities across the curriculum.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize writing prompts for grades 2-5 to ensure that students learn effective narrative and expository writing techniques.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Plan, implement, and monitor a schedule for writing that indicates daily instruction and weekly practice opportunities across the curriculum utilizing the CIM.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide FCAT Parent Writing Workshop.	Classroom Teachers, Reading Leader	11/1/2006	5/30/2007	District-wide literacy plan	\$100.00
Provide professional growth needs such as pre-writing skills, vocabulary development, editing and using rubrics to score student writings.	Assistant Principal, Reading Leader	8/14/2006	5/30/2007	District-wide literacy plan	\$3000.00

## Research-Based Programs

Houghton-Mifflin Reading Series

Time for Kids and National Geographic

## Professional Development

Professional development training for teachers will include: CRISS techniques to improve the delivery of instruction, how to maximize the opportunities for learning, the art of teaching writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development and editing.



## **Evaluation**

Writing pre and post tests, along with monthly writing prompts will be used to monitor the writing objective. Students will demonstrate skills by maintenance of or an increase in the percentage of students scoring 3.0 or above on the FCAT Writing Plus Test. Eighty percent of students will achieve a 3.5 or above on the 2007 FCAT Writing Test as compared to 77 percent achieving this standard on the 2006 administration.

## 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*

#### *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:***

Vineland students will acquire science skills and knowledge in order to meet state high standards of level three or above in science.

### ***Needs Assessment***

The results of the Science FCAT administration of 2006 show that 46% of our fifth grade students scored at level 3 or above. The score indicates that students are performing above both the district and state average scores. Scores indicate a relative weakness in the area of Earth and Space Science and Scientific Thinking.

## Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will show an acquisition of science skills and knowledge as evidenced by increasing the percentage of students achieving level 3 or above from 46% to 59%.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reinforce grade-appropriate science content through the use of non-fiction texts.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize grade level scope and sequence based on Sunshine State Standards to ensure that skills being assessed are taught.	Classroom Teachers Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize CRISS strategies for content reading using power notes, highlighting, and organization strategies.	Classroom Teachers Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use FOSS for hands on scientific exploration at all grade levels.	Classroom Teachers Science Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use science web sites to enhance science skills and knowledge at all grade levels.	Classroom Teachers Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science test to identify strengths and weaknesses in science strands and utilize the CIM.	Classroom Teachers Grade Level Chairpersons Science Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use supplemental material such as Science Coach, to address each strand and enrich instruction.	Classroom Teacher, Assistant Principal, Grade Level Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Provide after school tutoring for LEP students four days a week.	ESOL Teacher	9/4/2006	3/1/2007	District Strategic Plan	\$2000.00
Participate in Scientific fieldtrips such as Sea Camp, Elliott Key, Museum of Science and Everglades in selected grade levels to support instruction in the areas of Earth Space Science and Scientific Thinking.	Classroom Teachers, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development to science teachers to enhance science knowledge and in CRISS and FOSS kits to improve teaching skills.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00

## **Research-Based Programs**

Harcourt Brace (K-3)

McGraw Hill (4-5)

FOSS Kits

## **Professional Development**

Professional Development training will include: focus on the eight strands of science, use of hands on activities through the FOSS kits, and experimental demonstration. Focus will be given to Earth and Space Science, as well as Scientific Thinking.

## **Evaluation**

This objective will be evaluated using the results of the 2007 FCAT Science Test. Progress will be determined by an increase of 13 percentage points from 46% to 59%. Quarterly tests developed by teachers as well as text tests will be used to monitor progress.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

**GOAL 5 STATEMENT:**

Comply with School Board Rule 6Gx13-1B-1.011 while increasing parental and community involvement.

**Needs Assessment**

Studies have shown that students whose parents are actively engaged in their education get better grades, have better school attendance and a greater willingness to learn. Reflecting back on the volunteer sign-in logs for 2005-2006, there were 9,750 hours logged. Sign in sheets from activities throughout the year indicate that there is a need to increase parental involvement for parents of ESE students.

## Measurable Objective

Given the school emphasis on parental and community involvement the school will increase the number of hours from 9,750 to 10,000 hours in parental and community involvement by comparing the volunteer hourly logs for 2005-2006 and 2006-2007 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize an intermediate schoolwide agenda book in grades 3-5 for further home/school communication.	Teacher	8/14/2006	05/31/2007	Community Partnerships	\$0.00
Comply with rules regarding the registration of all volunteers.	Counselor, Data Input clerk, Principal	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Provide classes for parents on a variety of subjects. Introduce parents to the parent portal and provide information on Parent Academy.	Principal, Assistant Principal, Counselor, ESE Chairperson	8/14/2006	5/31/2007	Community Partnerships	\$300.00
Recruit volunteers through the dissemination of information regarding opportunities for volunteers to parents and community through the weekly school newsletter "The Grapevine".	Principal, Counselor	8/14/2006	5/31/2007	Community Partnerships	\$1000.00
Provide a Parent Resource Center for parent use in the Media Center.	Principal, Media Specialist	8/14/2006	5/31/2007	Community Partnerships	\$500.00
Provide opportunities for parents to participate in decision-making groups (i.e. PTA, EESAC).	Principal, Assistant Principal, Counselor	8/14/2006	5/31/2007	Community Partnerships	\$0.00

## Research-Based Programs

The National PTA Standards for Parent/Family Involvement Programs

## **Professional Development**

Provide volunteer orientation meeting , KAPOW professional development for teachers in grade two and their community partners, parenting classes on a variety of topics including FCAT, homework, and technology. Specifically target parents of ESE students by offering workshops that would be of particular interest to them. Parental Involvement Best Practices for teachers will be addressed at a faculty meeting twice a year.

## **Evaluation**

This objective will be evaluated using the total number of volunteer hours accumulated by parent/guardian and community members in the 2006-2007 school year as compared with the 2005-2006 school year.

## 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"/>

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

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

Vineland Elementary will provide a safe and nurturing learning environment.

### ***Needs Assessment***

Results of the 2006 School Climate Survey indicated that 70% of all parents responding agree or strongly agree that Vineland uses adequate disciplinary measures in dealing with disruptive students. In the student response, 89% of students responded that they felt safe at school. There is a gap of 19% between how students feel and how parents feel. There is a need to inform parents of school policy and measures that are taken at school to ensure safety and deal with disruptive students.



## Measurable Objective

Given the need to increase parental positive perception of adequate disciplinary action, there will be a decrease of two percent in the gap of parent/student responses when comparing the School Climate Survey from 2006 to 2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Distribute and review Code of Student Conduct to all students and in their home language.	Classroom Teachers	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Provide classroom lessons on the Code of Student Conduct.	Counselor	11/7/2006	12/15/2006	Continuous Improvement Model	\$0.00
Address the Code of Student Conduct at PTA meetings.	Principal	10/26/2006	05/31/2007	Continuous Improvement Model	\$0.00
Enforce the school uniform policy.	Principal	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Publicize discipline report in Grapevine.	PTA	08/14/2006	05/31/2007	Continuous Improvement Model	\$1000.00
Encourage students to use proper behavior through Caring Kids, The Wisdom Project, Student of the Month Program, Character Education Lessons and The Grapevine articles.	Counselor, Classroom Teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	Continuous Improvement Model	\$500.00
Establish a central location for pick up of students in the morning.	Teachers	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Create individual classroom discipline policy and review it at Open House.	Classroom Teachers	08/14/2006	09/13/2006	Continuous Improvement Model	\$0.00
Implement schedule for faculty and staff assist in monitoring safe dismissal.	Assistant Principal, Counselor, Teachers, Security monitor	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Enforce strict monitoring of all visitors and volunteers protocol.	Principal, Assistant Principal, Office Staff, Security monitor, Teachers	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Ensure safety patrol enforces pedestrian traffic and monitors arrival and departure of students.	Safety patrol sponsor Safety patrols	08/14/2006	05/31/2007	Continuous Improvement Model	\$50.00

Complete all evacuation and safety drills.	Classroom Teachers	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Complete all evacuation and safety drills.	Classroom Teachers	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Provide staff with professional development on Faux Paw Internet Safety.	Internet keepsake coalition	11/13/2006	05/31/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Parent informational sessions will be conducted at PTA meetings on the Code of Student Conduct.

## Evaluation

This objective will be measured using the 2007 School Climate Survey. Parental perception of school disciplinary procedures as being adequate will narrow the gap between student/parent responses.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 7 STATEMENT:***

Access to existing technology programs will be increased among parents and in the community.

### ***Needs Assessment***

The results of the Florida STaR Survey for 2005 indicate a need for increased awareness of technology in the community. Vineland already utilizes a school website. While the district has a wide variety of technological resources that parents can access at anytime, few parents are trained on using these data bases. There is a need to increase parent participation in technology services/workshops here at the school. In 2006 a total of 3 parents attended parent technology inservices that were offered.

## Measurable Objective

Given the need for parents and the community to be familiar with the technology offered, Vineland will offer two technology training sessions for parents and the community in 2006-2007 and will be documented by sign-in sheets. The number of parental participation will increase from 3 to 10 participants.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer a workshop for parents instructing them on e-mailing their child's teacher.	Classroom Teacher	11/6/2006	5/30/2007	Community Partnerships	\$0.00
Provide parent and community workshops during after school hours in the school computer lab on school software and district web based programs.	Principal Microsystems Technician Classroom Teacher	1/1/2007	5/30/2007	Community Partnerships	\$300.00
Provide a parent resource center in the Media Center with computer/internet access.	Media Specialist	8/14/2006	5/30/2007	Community Partnerships	\$500.00
Publicize e-mail addresses of staff members through the school website.	Microsystems Technician	9/12/2006	5/30/2007	Community Partnerships	\$0.00
Offer bilingual workshops on technology for parents (English/Spanish).	Teachers	1/2/2007	5/30/2007	Community Partnerships	\$0.00
Offer bilingual workshops on technology for parents (English/Spanish).	Teachers	1/2/2007	5/30/2007	Community Partnerships	\$0.00
Publicize instructions for parents to access student and parent Portal links such as FCAT Explorer.	Media Specialist	9/25/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

## Professional Development

Professional development will focus on parent and community education.

## **Evaluation**

This objective will be evaluated based on the attendance sign-in sheets.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

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

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity of all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

An essential tool for developing, implementing and evaluating K-12 physical education programs, the National Standards for Physical Education clearly identify what students should know and be able to do as a result of quality, daily physical education programs. The six national content standards are as follows:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical/health related fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

### ***Needs Assessment***

Student health-related fitness is assessed through the implementation of the FITNESSGRAM. The Miami-Dade County Public Schools 2005-2006 Physical Fitness testing report form indicates that 80% of Vineland students in grades 4 and 5 were award winners on the annual FITNESSGRAM. There is a need to increase this percent in an effort to encourage daily health and fitness.

## Measurable Objective

Given instruction using the National Standards for Physical Education students in grades four and five will increase their health-related fitness as evidenced by 82% receiving gold/silver on the annual 2007 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pre-test to determine baseline measures in order to properly assess both student achievement and programmatic success in meeting the goals and objectives of physical education. The end of year FITNESSGRAM will serve as the post-test.	Physical Education Teachers	10/2/2006	5/30/2007	Continuous Improvement Model	\$100.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop an action plan for the school to ensure input from all stakeholders.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide students with a minimum of 150 minutes weekly of physical education instruction, as well as 40-45 minutes weekly of recess.	Physical Education Teachers Homeroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

American Heart Association Data  
FITNESSGRAM  
National Standards for Physical Education

## Professional Development

The physical education teachers will participate in district inservices.



## **Evaluation**

The FITNESSGRAM results from the 2005-2006 school year will be compared to the results of the 2006-2007 school year.

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

**GOAL 9 STATEMENT:**

All Vineland Elementary School students will be provided opportunities to experience a variety of cultural and enrichment programs.

**Needs Assessment**

Review of the 2005-2006 school program offerings revealed a need for increased cultural and enrichment opportunities for students. Most of the additional offerings provided for students were for reading and science, thus academic in nature.

## Measurable Objective

Given the need to increase cultural and enrichment opportunities there will be an increase in participation in the strings program for the 2006-2007 school year as compared to 2005-2006, and it will be evidenced by class rosters for this programs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide information on cultural community happenings that are age-appropriate through a variety of sources such as "The Grapevine" newsletter and morning announcements.	Art and Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide field trips to view professional and semi-professional cultural performances.	Music and Art Teachers Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Continue Strings Program beginning in grade 3 and add 4th grade this year.	Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$2500.00
Provide cultural assemblies for all students.	Principal Assistant Principal	8/14/2006	5/30/2007	Expanding arts opportunities	\$2000.00
Provide after school Academic Excellence chess program.	Principal, AEP Chess Teachers	9/12/2006	5/30/2007	Expanding arts opportunities	\$2400.00
Increase participation in the Tennis program beginning in grade 3.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Conversational Solfege

## Professional Development

Special Area teachers will participate in workshops, meetings and conferences in their subject area. Special Area teachers will also review current practices with regard to art, music and physical education as reported in national periodicals and via professional organization web sites.

## Evaluation

This goal will be evaluated by the class rosters for the strings program for 2006-2007.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

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

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

Vineland Elementary School will rank at or above the 50th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2004-2005, Vineland Elementary School ranked at the 43rd percentile on the State of Florida ROI index.

## Measurable Objective

Vineland Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2005 to the 50th 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.	Principal	8/8/2005	5/24/2006	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	10/10/2005	5/24/2006	Continuous Improvement Model	\$0.00
Collaborate with the District on resource allocation.	Principal	8/8/2005	5/24/2006	Continuous Improvement Model	\$0.00

### Research-Based Programs

Not applicable.

### Professional Development

The principal will participate in District and Regional Center V inservices that focus on fiscal responsibility.

### Evaluation

On the next State of Florida ROI index publication, Vineland Elementary School will show progress towards reaching the 50th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The monies allocated by the state have been approved by EESAC for support staff, materials, and equipment that will enhance students' academic performance and augment the specific individual needs of our students.

### ***Training:***

EESAC promotes parent/teacher workshops, which are conducted at our school site. The committee is also in consensus with the school's recommendation to continue staff development in reading, writing, mathematics, science and technology.

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

In addition to classroom materials, EESAC has the opportunity to preview textbooks, workbooks, computer software, and supplies that are under consideration to further assist students who are working at lower academic levels and to support the tutorial programs in reading, writing, mathematics, and science.

### ***Technology:***

EESAC is made aware of the technology that exist within our school setting. Vineland houses an average of five computers with Internet access and a printer in each classroom. The Media Center houses fifteen computers with Internet access and six printers, a smart board, and various peripheral hardware to enhance the learning environment. The computer lab houses twenty-one computers and is used twice weekly by teachers for tutorial purposes. There are a variety of programs available in each classroom through the school site server. The school utilizes two local servers to manage a local network consisting of 6 wireless portables and over 280 clients. The Music Lab has the iMac X serve via airport wireless connections to seven iMac and five eMac computers with a multimedia PowerBook teacher workstation. The Art Lab houses three G5's and four iMac computers each with a student tablet pad. There is also an ESE Learning Lab consisting of nine workstations and two printers utilized for one-on-one targeted learning.

### ***Staffing:***

EESAC supports the hiring of paraprofessionals, hourly-certified teachers, and retired teachers to enhance student learning.

***Student Support Services:***

EESAC recommends the continuation of the School Support Teams (SST) process and the counseling programs provided at our school. Along with the school site counselor, the psychologist, speech therapist, occupational therapist, physical therapist, social worker, and EH part-time counselor work together to meet the needs of all students.

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

The EESAC recommends that all matters of resource allocation be determined based on availability of funds and input from the faculty.

***Benchmarking:***

EESAC recommends the continuous monitoring of benchmarks and the adjustments to strategies as needed throughout the year.

***School Safety & Discipline:***

EESAC recommends that school safety continue to be a priority need at the school site. EESAC recommends that parents are kept informed of school policies regarding discipline and safety issues such as visitor protocol, traffic, and accident reports.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$22,219.84
Goal 2: Mathematics	\$22,219.84
Goal 3: Writing	\$3,100.00
Goal 4: Science	\$7,000.00
Goal 5: Parental Involvement	\$1,800.00
Goal 6: Discipline & Safety	\$1,550.00
Goal 7: Technology	\$800.00
Goal 8: Health & Physical Fitness	\$100.00
Goal 9: Electives & Special Areas	\$6,900.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$65,689.68</b>



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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*