
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5961 - Winston Park Elementary School

FeederPattern: Miami Sunset Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Noreen Virgin

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Winston Park Elementary School

Winston Park K-8 Center serves 1,100 pre-kindergarten to sixth grade students. Eighty six percent of the school population is Hispanic, eight percent is White, two percent is Black, and four percent is Other. The socioeconomic make-up reflects that 53 percent of the students receive free or reduced lunch.

Winston Park K-8 Center provides students with a quality educational program with a strong academic focus delivered by well trained, state certified, and highly motivated teachers using research based programs. The school functions under the guidance of a strong, visible, educational, and managerial leadership. The administrative team works collaboratively with a dynamic and committed Instructional Leadership Team, comprised of key classroom teachers. The staff is committed to a Continuous Improvement Model assessing progress and reviewing data in order to determine strengths and weaknesses in the instructional program, as well as identification of and interventions for those students who are in need of additional assistance is a school wide priority. In addition, essential stakeholders who serve on the Educational Excellence School Advisory Council and the Parent Teacher Student Association keep the mission of the school in focus and reinforce the commitment towards the maintenance of high expectations for all students and an ongoing commitment to excellence. Through this collaborative design which stresses communication among all stakeholders the school successfully achieved its academic goals during the school year 2005-2006 and will continue to assess and improve its performance for the current school year of 2006-2007.

Given instruction using the Sunshine State Standards, 88 percent of students in grades three through six will score at a level three or higher as documented by the scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 83 percent of students in grades three through six will score at a level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 86 percent of students in grade four will score at 3.5 or higher as documented by scores on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a level 3 or higher in the the 2007 FCAT Science Test.

Given the need to increase parental involvement, 43 percent of the parents of students in grades K through six will attend workshops that provide information on ways to assist their children with their schoolwork as documented by parental sign-in sheets.

Given classroom guidance interventions at least 85 percent of students in grades two through six will indicate knowledge of the peer mediation program as measured by the spring administration of the School Safety Survey.

Given instruction on the use of available technological resources students in grades one through six will increase their use of technology by 25 percent as documented by the difference between the September

and April Riverdeep usage report.

Given instruction in the Sunshine State Standards, 30 percent of students in grades second through six will become award recipients following the administration of the spring 2007 FITNESSGRAM TEST.

Given the need to increase opportunities for students to develop an appreciation of the fine arts at least 14 percent of students in grade five will join the art club and be actively engaged in activities that enrich the content area curriculum through art as evidenced by club membership rolls.

Winston Park K-8 Center School will improve its ranking on the State of Florida ROI index publication from the 73rd percentile in the 2003-2004 school year to the 74th percentile on the next publication of the index.

Results of the employee self assessment, which is part of the school survey, indicate that the lowest scores were noted in the areas of Strategic Planning and Process Management. Both of these categories scored at a 4.3 versus other categories at 4.5 and 4.6. More specifically, one item with the lowest scores of 3.8 demonstrates that there is a need to disseminate more clearly how the school is addressing budgetary issues. This is one of nine items in the Business Results focus category. All categories will be addressed by the Administration in collaboration with the Instructional Leadership Team and the Educational Excellence School Advisory Council.

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.

Winston Park Elementary School

VISION

Winston Park K-8 Center successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

MISSION

The mission of Winston Park K-8 Center is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a “family centered” atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

CORE VALUES

At Winston Park K-8 Center we believe

- o School is a student’s place of work where mutual respect, concern and positive attitudes towards lifelong learning are promoted on a daily basis
- o School is a place where students need to think critically and apply knowledge productively
- o School is a place where the tools of technology are an integral part of our curriculum and daily lives.
- o School is a place where ethical and moral character traits are developed to prepare our students to actively participate in a democratic society.

School Demographics

Winston Park K-8 Center, serving 1,100 pre-kindergarten to sixth grade students, is located on ten acres in a multi-ethnic community in the southwest section of unincorporated Miami-Dade County, Florida. Eighty six percent of the school population is Hispanic, eight percent is White, two percent is Black and four percent is Other. The mobility rate is 17. The socioeconomic make-up reflects that 53 percent of our students receive free or reduced priced meals. In addition, 373 students (34 percent) participate in our Principal Fee Based Before/After School Care Program. Our Students With Disabilities (SWD) constitute seven percent of the student body and 100 percent of these students are serviced through an Inclusion/Co-Teaching Model. Limited English Proficient students comprise 16 percent of our student population and are served in the general classroom with 12 percent receiving instruction in a resource classroom environment. In addition, our Advanced Academic Programs include a Gifted Program servicing 152 students (14 percent), TEAM (Teaching Enriched Activities to Minorities) classes in grades first through fifth servicing 13 percent. In addition, we service 31 percent of our After School Care students in tutorial programs conducted by certified teachers

The school employs a total of 93 full-time staff members and 44 part-time staff members. Of the full-time staff group, 57 percent are Hispanic, 29 percent are White and 16 percent are Black. Three are administrators, 55 are homeroom/academic classroom teachers, seven are bilingual teachers, five are special education teachers, four are gifted teachers, three are fine art teachers, three are physical education teachers, two are guidance counselors, one is a TRUST counselor, one is a Speech Pathologist, one is a Media Specialist, one is a Microsystems Technician, seven are clerical employees, one is a cafeteria manager and seven are custodial service workers. Fifty percent have advanced degrees; three teachers have National Board Certification and one is near completion. In addition, the school operates a Before/After School Care Program of which the Manager and the Assistant Manager/Community Specialist are full-time employees in the day school. The majority of this staff is comprised of 22 activity leaders, usually college students pursuing degrees in education and nine fully certified teachers who implement the FCAT tutorial and Science SECME programs.

Winston Park K-8 Center endeavors to strengthen its partnership with the community throughout the year. Monthly meetings with the Parent Teacher Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) create an ongoing dialogue which allows for collaborative planning for parent and student programs/events and opportunities to participate in decision making in a non-threatening atmosphere. The school runs a large volunteer program allowing parents and others to actively participate and the school has been recognized for over 27 years of volunteer excellence.

In addition, the school enjoys a collaborative relationship with the University of Miami, Barry University, Florida International University, Nova Southeastern University and Miami Dade College. Strong business partnerships exist with multiple organizations in the community including Publix, IHOP, Papa John's, Target, Hotwheels, the University of Miami Pediatric Van and the Children's Psychiatric Center.

The Florida Department of Education grades Winston Park K-8 Center as an "A" school for the fifth consecutive year recognizing the outstanding performance of our students. The collaborative efforts of staff, students, and parents continue to maintain our high academic standards. Our students' attendance has ranked our school #1 in Regional Center VI and #4 in all of the elementary schools in the district. Time on task is an essential ingredient to our academic success.

School Foundation

Leadership:

Results of this category with an average score of 4.5 indicate that the leadership clearly sets the direction of the work location addressing the needs of all stakeholders. This is evident in the opening of the school agenda and meetings. The school leadership sets a tone in conjunction with the superintendent's message, regional center direction and the thorough review of all available school level data (i.e. School Climate Survey, State Accountability results and overall feedback from employees and staff.) An Instructional Leadership Team consisting of grade level and special area representatives assists the leadership team by focusing on instructional planning and maintaining dialogue and feedback to the administration.

District Strategic Planning Alignment:

Results of this category with an average score of 4.3 indicate that the work location sets direction based on available data from all stakeholders. Analysis of data from various sources (i.e. FCAT, SAT 10, STAR) which address academic achievement determine the school improvement plan objectives and adjustments if needed to on-going strategies. Input from teachers along with members of the EESAC and P.T.S.A. assist the staff in sharpening the school's focus and therefore making necessary adaptations to the academic program. As a result, teachers develop the SIP objectives and define those strategies which will create continuous improvement for our students.

Stakeholder Engagement:

Results of this category with an average score of 4.5 indicate that the work location almost always satisfies its present and future customers. The school conducts Open House Meetings at which parents are clearly and definitively presented with their child's grade level expectations as well as school policies on attendance, discipline and home learning. Monthly newsletters delineating what is happening at the school along with an updated website, a school marquee, P.T.S.A. meetings and parent workshops are utilized to keep communication open and fluid. A review of the climate survey indicates that all stakeholders rate the school as an "A" and the goal is to maintain and improve. Any complaints are handled at the level at which they occur with administration maintaining an open door policy for all stakeholders.

Faculty & Staff:

The results of this category with an average score of 4.4 indicate that there is general satisfaction with how information and data is presented and utilized. The administration works with the Instructional Leadership Team to determine on-going needs for professional development and colleague mentorship. Teachers, whether new or veteran, are paired with peers to coach and assist them as needed. Faculty meetings are designed with a staff development component which will directly impact teaching strategies and student learning. Communication among all stakeholders whether at meetings, conferences, e-mail etc. remains an overall issue. the review of data by all stakeholders remains an area in need of facilitation. A weekly bulletin keeps staff current on school issues and events.

Data/Information/Knowledge Management:

Results of this category with an average score of 4.6 indicate that the work location promotes collaboration among

employees in order to accomplish the school's strategic objectives. This is evident in the weekly grade level and bi-weekly Instructional Leadership Team meetings which address instructional and curriculum concerns. In addition, open dialogue and constructive feedback occurs allowing staff to continually monitor employee needs. In turn, professional growth opportunities are disseminated to all staff. In addition to formal visitations and formal observations verbal and written feedback is regularly provided to all staff.

Education Design:

Results of this category with an average score of 4.3 indicate the work location provides opportunities for the sharing of positive and negative experiences among all stakeholders in order to achieve better performance. The leadership team sets an example by maintaining an open door policy. The Instructional Leadership Team works diligently at focusing on the academic and instructional processes and suggesting adjustments as needed. In addition, this team along with the EESAC reviews the school's budget to determine how the services are being delivered in order to support every day operations. The school is committed to maintaining a diverse and highly qualified staff.

Performance Results:

Results of this category with an average score of 4.5 indicate a general satisfaction with the school's efforts to improve performance. The school has maintained its "A" state accountability grade for five consecutive years. In addition, the student attendance ranks the school as number four in the district. Student referrals are handled promptly and expeditiously addressing the cause and issuing appropriate consequences. The suspension rate is less than .1 percent as strict adherence to the Code of Student Conduct is paramount.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be literate members of society.

Needs Assessment

Scores of the 2006 FCAT Reading Test indicate that 87 percent of students in grades three through five achieved high standards in reading and 72 percent made learning gains. These scores reflect an increase of 11 percentage points in the number of students achieving high standards, and a decrease of one percentage point in the number of students making learning gains. Scores also indicate a decrease of four percentage points in the number of students in the lowest twenty-five percent who made learning gains in reading. Students in grade three had the highest percentage achieving high standards, 81 percent, while students in grades four and five performed at 78 percent.

An analysis of the mean percent correct scores by content cluster area indicates that students in grade three performed best in the Reference and Research content cluster, students in grade four performed best in the content areas of Words and Phrases, and students in grade five performed best in the Comparisons content clusters. It also indicates that students in grade five had a four percentage point decrease in the mean percent correct score in the content cluster of Words and Phrases and an eight percentage point decrease in the mean percent correct score in the content cluster of Reference and Research. In general, students in grades three through five scored the lowest in the content clusters of Reference and Research and Comparisons with an average mean percent correct score of 64 and 63 respectively.

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, 88 percent of students in grades three through six will score at a level three or higher as documented by the scores of the 2006 FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|---------------------------------|--------|
| | | START | END | | |
| Implement the Competency-Based Curriculum, Sunshine State Standards and the Comprehensive Research Based Reading Plan. | Principal Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement the District Language Arts/Reading Pacing Guide. | Principal Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Disaggregate and analyze data from the 2006 FCAT Reading Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading benchmarks. | Principal Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Monitor reading practices through the use of reading logs in grades kindergarten through six. | Reading Coach Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize Reciprocal reading strategies and implement through the content area curriculum on a weekly basis. | Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize an in house Student Academic Achievement Plan to address the needs of those students not meeting grade level standards in reading. | Assistant Principals Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Create a rotating schedule to provide small group reading instruction a minimum of two times a week for students performing below grade level (FCAT Levels 1 and 2) in grades three through five utilizing Computer Curriculum Corporation (SuccessMaker) Reading Component, Riverdeep, BookAdventure.com, Academy of Reading and FCAT Explorer applications in the | Assistant Principals Classroom Teachers Paraprofessionals | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

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| classroom centers/computer labs. | | | | | |
| Provide small group instruction via the After School Care FCAT Tutorial Program that emphasizes instruction in compare/contrast and reference/research benchmarks for those students performing below grade level in grades three through five and monitor progress through Interim Assessment scores. | Principal Reading Coach Selected Teachers | 10/9/2006 | 5/4/2007 | District-wide literacy plan | \$5000.00 |
| Implement the Strategic Steps to Reading Success Program (Spanish edition) through the Spanish curriculum in grades three through five to reinforce reading instruction and target students in the Limited English Proficient (LEP) subgroup. | Assistant Principals Spanish S Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Schedule teacher-conducted workshops to familiarize parents with reading applications available online, such as FCAT Explorer, and Riverdeep to support acquisition of reading skills at home. | Principal Technology Coach Reading Coach Selected Teachers | 10/9/2006 | 5/4/2007 | District Strategic Plan | \$0.00 |
| Sponsor a Curriculum Fair to increase parental awareness of effective reading skills. | Principal Assistant Principals Instructional Team Leaders Classroom Teachers | 3/19/2007 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | Principal Assistant Principals Counselors Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize the Student Performance Indicators database to identify students performing in the lowest quartile to ensure they receive additional instructional support through small group instruction and computer based reading skills applications. | Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize the E-Reader software program to provide oral reading support for Students with Disabilities (SWD) as needed. | Assistant Principals Selected Teachers | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Instruct students in grade six in the use of Five graphic organizers, Two column notes, Compare/Contrast, Cause/Effect, Summary Frame, Main Idea details that will be used across the curriculum to enhance reading comprehension. | Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Schedule Intensive Reading/Intensive Reading Plus courses for all grade six | Principal Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

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| students scoring FCAT levels 1 or 2 in the 2006 FCAT Reading Assessment. | |
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Research-Based Programs

The core reading program is the Houghton Mifflin Reading Program. Voyager Passport is used as an additional intervention with Tier 2 students. The computer-based Computer Curriculum Corporation (SuccessMaker) program is used as a remedial/supplemental resource. The Spanish edition of the Curriculum Associates Strategic Steps to Reading Success Program is used to reinforce the reading instruction and to target students in the Limited English Proficient (LEP) subgroup.

Professional Development

Professional development for teachers will include training on the Houghton Mifflin Reading Program and the reading assessment instruments, i.e. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Early Success, Soar to Success; CRISS training for selected teachers, and training in the use of the Student Performance Indicators database and the Pinnacle Electric Grade Book System.

Evaluation

Daily, weekly, monthly and interim assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. Data will be compiled and shared by grade level teachers. The 2007 FCAT Reading Test will serve as the summative evaluation. Additional assessment instruments that will be used are Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Diagnostic Assessment of Reading (DAR), Early Success, Soar to Success, and the MDCPS Reading Standards Interim assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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|--|---|--|---|--|
| 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 2 STATEMENT:

All students will be able to function on or above grade level in mathematics.

Needs Assessment

Scores of the 2006 FCAT Mathematics Test indicate that 82 percent of students in grades three through five achieved high standards in math and 72 percent made learning gains. A comparison with the scores from the 2005 FCAT Math Test indicates an increase in the percentage of students achieving high standards and a decline of one percentage points in learning gains. Scores in the 2006 FCAT Mathematics Test indicate that students in grade three maintained the mean percent correct scores in Measurement and Geometry and Algebraic Thinking. Scores in Number Sense increased by 8 percentage points and Data Analysis scores showed a decrease of 14 percentage points. Students in grade four maintained the mean percent correct scores in Data Analysis increased in Measurement and Geometry by 12 and 14 percentage points respectively and declined in the clusters Number Sense and Algebraic Thinking by 3 and 14 points respectively. Students in grade five maintained the same mean percent correct scores in Number Sense, Geometry and Algebraic Thinking. They had a decline of nine percentage points in the Measurement cluster and eight percentage points in the Data Analysis cluster. The students in grades three to five scored equal to or above the state and district averages in all content clusters.

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, 83 percent of students in grades three through six will score at a level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Implement the grade level Mathematics Competency Based Curriculum, Sunshine State Standards, and the Comprehensive Math and Science Plan. | Principal Assistant Principals Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the District Mathematics Pacing Guide at all grade levels. | Principal Assistant Principals Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Disaggregate and analyze data from the 2006 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for mathematics. | Principal Assistant Principals Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize the Student Performance Indicators database to identify students performing in the lowest quartile to ensure they receive additional instructional support through small group instruction and computer based mathematical skills applications. | Assistant Principals Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize an in-house Student Academic Achievement Plan to address the needs of those students not meeting grade level standards in math. | Assistant Principals Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide a math tutorial through the After School Care program for students who scored below a Level 3 in the 2006 FCAT and monitor progress through the Interim Assessments. | Principal Reading Coach Selected Teachers | 10/9/2006 | 5/4/2007 | District Strategic Plan | \$5000.00 |
| Create a rotating schedule to provide small group instruction in mathematics for students performing below grade level (FCAT Levels 1 and 2) in grades three through five utilizing Computer Curriculum Corporation (SuccessMaker), Riverdeep and FCAT Explorer applications in the classroom | Assistant Principals Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

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|--|--|-----------|-----------|----------------------------|--------|
| centers/computer labs and monitor progress through program reports. | | | | | |
| Implement the Calendar Math Program in grades kindergarten through six to increase effective metacognitive teaching strategies. | Principal Assistant Principals Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the Spanish Edition of the Strategic Steps to Math Success in grades two through five CCHL mathematics instruction. | Assistant Principals Selected teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct workshops to increase parental awareness of available internet resources, i.e. FCAT Explorer, Riverdeep, mhl.com (MacMillan McGraw Hill Math Textbook site), that support acquisition of SSS skills at home. | Principal Assistant Principals Instructional Team Leaders Selected Teachers | 10/9/2006 | 5/4/2007 | District Strategic Plan | \$0.00 |
| Sponsor a Curriculum Fair to increase parental awareness of effective mathematical skills. | Principal Assistant Principals Instructional Team Leaders Classroom Teachers | 3/19/2007 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | Principal Assistant Principals Counselor Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

The core mathematics program is the McMillan/McGraw Hill Mathematics Program. The web based Riverdeep program is used as a remedial / supplemental resource. The Spanish Edition of the Curriculum Associates Strategic Steps to Math Success Program is used to target students in the LEP subgroup.

Professional Development

Professional development training for teachers will include model lessons for all mathematics teachers in using innovative mathematics instruction to increase use of manipulatives and to enhance the mathematics curriculum, the use of the Student Performance Indicators data base and the Pinnacle Electronic Grade Book System.

Evaluation

Daily, weekly, and interim assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. The District Interim Math Assessments will be directed and monitored by the mathematics teachers, the administration, and the District Division of Mathematics and Science. Compiled data will be shared with all mathematics teachers. The 2007 FCAT Mathematics Test will serve as the summative evaluation.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| 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 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Scores of the 2006 FCAT Writing Test indicate that 85 percent of all curriculum students in grade four achieved or exceeded the high standard score of 3.5 in the 2005 administration. A comparison of the scores of standard curriculum students indicates a higher percentage of students achieved high standards in the FCAT Expository Writing Test, versus the Narrative Writing Test. The mean score of grade four students in the 2006 FCAT Writing Test declined from 4 to 3.8 for the narrative prompt and increased from 4.1 to 4.3 for the expository prompt. The combined mean score increased from 4 to 4.1 This reflects greater mastery of the expository writing style.

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, 86 percent of students in grade four will score at 3.5 or higher as documented by scores on the 2007 FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|---------------------------------|-----------|
| | | START | END | | |
| Implement the Competency Based Curriculum, Sunshine State Standards, and the Writing Across the Curriculum Program to demonstrate and apply writing skills. | Principal Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Disaggregate and analyze data from the 2006 FCAT Writing Test to identify strengths and weaknesses in student performance to direct instruction. | Principal Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Develop and utilize monthly prompts (alternating narrative and expository) at each grade level to be scored using a writing rubric and recorded on teacher's logs. | Instructional Team Leaders Reading Coach Classroom Teachers | 11/6/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize student rubrics for self and peer evaluation in grades two through six. | Instructional Team Leaders Reading Coach Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide small group instruction a minimum of three times a week via classroom settings and the After School Care FCAT Tutorial Program to enhance writing gains among students scoring three and below in the District Writing Plus pre-test. | Principal Reading Coach Selected Teachers | 10/9/2006 | 5/30/2007 | District Strategic Plan | \$5000.00 |
| Implement instruction on word processing and writing skills through the use of THE WRITER hardware and Inspiration software in grades three through five co-teaching classrooms. | Selected Teachers | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Utilize EReader software program to provide aural feedback to SWD students during writing activities. | Selected Teachers | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Implement "Exploding Sentence" activity into the daily language arts routine at all grade levels. | Instructional Team Leaders Reading Coach Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

| | | | | | |
|--|--|-----------|-----------|-----------------------------|--------|
| Sponsor a Curriculum Fair to increase parental awareness of effective writing skills. | Principal Assistant Principals Instructional Team Leaders Reading Coach Classroom Teachers | 3/19/2007 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | Principal Assistant Principals Counselors Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement instruction of advanced vocabulary in grades Kindergarten through six through the use of "College Words." | Instructional Team Leaders Reading Coach Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Infuse use of word processor in writing instruction to use Microsoft Word's Readability Scale and Thesaurus to increase sentence complexity and more sophisticated and precise word choice. | Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Curriculum Mapping by grading period to align instruction to SSS and Curriculum Pacing Guides to address particular standards earlier in the school year, thus allowing reinforcement throughout the year. | Principal Assistant Principals Reading Coach Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

The writing component of the Houghton Mifflin Reading Program will be implemented.

Professional Development

Professional development training for teachers will include: CRISS, workshops for scoring of student writing samples using the rubric, and the use of the Student Performance Indicators data base and the Pinnacle Electronic Grade Book.

Evaluation

Writing pre and post-tests, weekly, and monthly writing assessments will be used to monitor the writing objective. The 2007 FCAT Writing Test will serve as the summative evaluation.

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 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 type="checkbox"/> |

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

An analysis of the 2006 FCAT Science Test scores indicates a mean scale score of 320, an increase of eight points over the previous administration of the FCAT Science Test. Specifically 48 percent of the students in grade five scored a level 3 or higher. The score also indicates that students in grade five performed above both the district and the state average. A more detailed analysis of the content cluster percent scores indicates that students' scores remained the same in both Life and Environment, and Scientific Thinking clusters. Scores also indicate a decrease of 2 percent in the Physical and Chemical cluster, and a 5 percent decrease in the Earth and Science cluster.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a level 3 or higher in the the 2007 FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|------------------------------|------------|
| | | START | END | | |
| Implement the grade level Science Competency Based Curriculum, Sunshine State Standards, and the Comprehensive Math and Science Plan. | Principal Assistant Principal Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the district Science Pacing Guide. | Principal Assistant Principal Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement school site developed assessments for grade five and utilize acquired data to analyze progress and guide instruction. | Principal Assistant Principal Classroom Teachers | 9/22/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement the HP Technology for Teaching Grant Initiative Project, Ever Changing Landscape - A Study of South Florida Plant Adaptations, through which students in grades five and six collect, interpret, and report data gathered from observations of the Winston Park K-8 hammock field study. | Principal Assistant Principal Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$37000.00 |
| Implement the Florida School Yard Wildlife Project by creating and maintaining an Everglades hammock model to provide a sanctuary for the Blue Morpho and Atala butterflies knowledge of the Life/Environment. | Principal Assistant Principal Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$800.00 |
| Foster interest and enthusiasm for careers in which science and mathematics form the basis for participation in the SECME Program. | Principal SECME Sponsor | 9/18/2006 | 5/30/2007 | School-to-Career | \$0.00 |
| Enable parents to become actively involved in their children's science education, as well as increasing their awareness of the Sunshine State Standards, by conducting a Science Family Night Workshop and distributing Science Activities for Families to Share. | Principal Assistant Principal Science Teachers | 2/2/2007 | 3/29/2007 | District Strategic Plan | \$0.00 |
| Sponsor a Curriculum Fair to increase | Principal | 3/26/2007 | 5/8/2007 | District Strategic | \$0.00 |

| | | | | | |
|---|---|-----------|-----------|-------------------------|--------|
| parental awareness of effective scientific process skills. | Assistant Principal Instructional Team Leaders Classroom Teachers | | | Plan | |
| Analyze and publish findings from the HP Technology for Teaching Grant Initiative Project, Ever Changing Landscape - A study of South Florida Plant Adaptations on the school's webpage and at the annual curriculum fair to increase grade five and six student's knowledge of the Scientific Process. | Principal Assistant Principal Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide a dedicated space for "Science Resource" materials in support of inquiry based investigations, emphasizing use of the science process skills school wide. | Principal Assistant Principal Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | Principal Assistant Principal Counselor Instructional Team Leaders Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

The Harcourt-Brace Science Series textbook and lab program will be implemented.

Professional Development

Professional development will include: Increasing content knowledge of the Sunshine State Standards Science Strands, emphasizing the Nature of Science, the modeling of Best Practices to facilitate effective instructional strategies, and assessing and analyzing data with particular emphasis on the use of the Student Performance Indicators data base.

Evaluation

School site developed assessments will be used to analyze progress and redirect instruction for reinforcement and/or enrichment. The 2007 FCAT Science Test will serve as the summative evaluation.

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of the parental sign-in sheets for the 2005-2006 school year indicate that over 79 percent of parents attended the school's Open House. Six workshops were held to provide parents with the information necessary to become partners in their children's education. An average of 51 percent of the targeted parents attended these workshops. Overall, 42 percent of our total parent population attended one of these workshops. There is a need to involve parents and generate greater parental participation at these events.

Measurable Objective

Given the need to increase parental involvement, 43 percent of the parents of students in grades K through six will attend workshops that provide information on ways to assist their children with their schoolwork as documented by parental sign-in sheets.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|-----------|----------------------------|--------|
| | | START | END | | |
| Provide a resource fair before open house to inform parents about community involvement (i.e. Dade partners, volunteer procedures, extra curricular activities offered by the school) and upcoming workshops at the school site. | Principal Assistant Principal Selected Teachers | 9/5/2006 | 9/13/2006 | District Strategic Plan | \$0.00 |
| Sponsor Open House meetings to inform parents about: attendance policy, uniforms, materials etc. | Principal Assistant Principal Teachers | 9/5/2006 | 9/13/2006 | District Strategic Plan | \$0.00 |
| Plan and deliver workshops addressing each of the major school improvement goals. | Principal Assistant Principal Instructional Leadership Team Selected Teachers | 10/10/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Assign each grade level a designated parent workshop presentation. | Principal Assistant Principal | 10/10/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Schedule workshops to precede or follow PTSA meetings to encourage and facilitate attendance. | Principal Assistant Principal | 10/10/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide on-going translations at all formal meetings and with all home-school communiqué. | Principal Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Advertise and disseminate school events via the school marquee, the school website, flyers, M-DCPS Parent Academy, and the Neighbor's section in the Miami Herald. | Principal Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Update the school's website and increase the number of individual classroom websites. | Principal Assistant Principal Selected Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Sponsor multiple activities that involve parents in sharing student success such as Honor Roll, Student of the Month, Winter and Spring Musical, Art Show and Curriculum Fair. | Principal Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

| | | | | | |
|--|----------------------------------|-----------|-----------|----------------------------|--------|
| Communicate with the home regarding parental workshops through monthly bilingual calendar/newsletter, school web-site and marquee. | Principal Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
|--|----------------------------------|-----------|-----------|----------------------------|--------|

Research-Based Programs

Developing and Improving Positive School Cultures Through Family Engagement, Comprehensive Evaluation for Family Engagement, and Family Friendly Schools Five Step Process.

Professional Development

Parents will be encouraged to participate in the many workshops/ trainings offered by MDCPS and local community agencies such as: Instructional Technology Conference, P.T.A/P.T.S.A training meetings, Town Hall Meetings, Educational Excellence School Advisory Council workshops, and all school level sponsored workshops.

Evaluation

Parental sign-in logs documenting at least seven workshops presented by the school to parents on ways to assist their children with their schoolwork will serve as evaluation and will be monitored on a monthly basis.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The results of the spring administration of the School Safety Survey show that 82 percent of the students in grades two through five have knowledge of the peer mediation program. Responses on this survey indicated that 24 percent of students in grade two eached specific information on how to access the program.

Measurable Objective

Given classroom guidance interventions at least 85 percent of students in grades two through six will indicate knowledge of the peer mediation program as measured by the spring administration of the School Safety Survey.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|------------|----------------------------|--------|
| | | START | END | | |
| Present the purpose, structure, and procedures of the peer mediation program to students in grades two through six during classroom guidance lessons. | Assistant Principal Counselor | 9/18/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Introduce the peer mediators to all students on school announcements. | Counselor | 10/3/2006 | 12/21/2006 | District Strategic Plan | \$0.00 |
| Provide all peer mediators with t-shirts to facilitate identification. | Principal Counselor | 9/18/2006 | 12/21/2006 | District Strategic Plan | \$0.00 |
| Create a schedule for classroom visitations by assigned mediators to reinforce availability of mediation to all students. | Counselor | 10/3/2006 | 12/21/2006 | District Strategic Plan | \$0.00 |
| Present the peer mediation program during annual Peace Rally through student created skit. | Counselor | 3/29/2007 | 3/29/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Peace Works - Peace Education Foundation

Conscious Discipline

Professional Development

Train teachers in classroom implementation of Conscious Discipline.

Evaluation

Data from the spring administration of the School Safety Survey will document that at least 85 percent of the students in grades two through six are familiar with the school's peer mediation program. A midyear survey will serve to monitor progress.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

Riverdeep usage reports indicate 20 minutes for "Time on Task" per student in grades one through six. The data indicates the need to implement interventions targeting increase usage.

Measurable Objective

Given instruction on the use of available technological resources students in grades one through six will increase their use of technology by 25 percent as documented by the difference between the September and April Riverdeep usage report.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|---------------------------------|--------|
| | | START | END | | |
| Provide the opportunity for implementation of specified technological resources through the HP Technology for Teaching Grant. | Principal Selected Teachers | 8/14/2006 | 5/30/2007 | Mentoring Opportunities | \$0.00 |
| Create a rotating schedule for computer lab usage to maximize student access to technological resources. | Assistant Principal Media Specialist Paraprofessionals | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide access to technology through the implementation of SECME. | Principal A.E.P. Sponsors | 9/8/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide professional development for the staff in the use of technological resources. | Principal Assistant Principal Selected Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide workshops in the use of technology programs i.e. FCAT Explorer, Riverdeep, and web based applications. | Principal Selected Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Easy Tech
Riverdeep

Professional Development

Professional Development will be provided in the use/management of the following: Riverdeep Program, FCAT Explorer Program, Student Performance Indicator Database, Atomic Learning, Project Based Learning, Pinnacle Electronic Gradebook and Technology Toolkit (e-mail).

Evaluation

A comparison of the September to April Riverdeep Usage Report to measure increase in usage will be used as an evaluation. Progress will be monitored by monthly usage reports.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The school will promote interests and skills that encourage lifetime fitness for students.

Needs Assessment

Data from the 2005-2006 FITNESSGRAM test program indicate that 26 percent of students in grades second through five were award recipients. This score reflects a one percent decline from the previous year. Seventy-four percent of students in grades two through five did not meet the minimum health-related standards.

Measurable Objective

Given instruction in the Sunshine State Standards, 30 percent of students in grades second through six will become award recipients following the administration of the spring 2007 FITNESSGRAM TEST.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|---------------------------------|--------|
| | | START | END | | |
| Implement a scope and sequence that gradually incorporates the required minimum health related standards established by the Presidential Fitness Program. | Assistant Principal P.E. Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Ensure that the daily calisthenics opening routine addresses cardiovascular, flexibility and muscular strength and endurance. | Assistant Principal P.E. Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Administer a pre and post FITNESS-GRAM test to establish individual goals and determine end of the year progress. | Assistant Principal P.E. Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Require students to keep a personal record of their fitness progress. | Assistant Principal P.E. Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Participate in the Jump Rope for Heart day for students in grades two through six. | Assistant Principal P.E. Teachers | 3/1/2007 | 3/29/2007 | Community Partnerships | \$0.00 |

Research-Based Programs

Moving Into the Future - National Standards for Physical fitness.

Professional Development

Professional development will be provided on the use of the FITNESSGRAM test software for the physical education teachers.

Evaluation

The FITNESSGRAM TEST Program will be used to measure student physical fitness progress. Progress will be monitored by a quarterly review of individual student reports.

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

The school's activities calendar data indicates that three different clubs offer students the opportunity to pursue interests in the musical field. In the 2005-2006 school year an Art Club was created to provide extra-curriculum activities in the art field. The Art Club's attendance logs indicate 13 percent of students in grade five participated in at least 80 percent of the clubs activities.

Measurable Objective

Given the need to increase opportunities for students to develop an appreciation of the fine arts at least 14 percent of students in grade five will join the art club and be actively engaged in activities that enrich the content area curriculum through art as evidenced by club membership rolls.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Schedule Art Club meetings for Wednesday afternoons to facilitate attendance. | Assistant Principal Art Club Sponsor | 9/25/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Recognize art club members for their services during a ceremony at the end the year. | Principal Assistant Principal Art Club Sponsor | 5/21/2007 | 5/23/2007 | Expanding arts opportunities | \$0.00 |
| Feature the club members involved in the different school projects (re-painting the map of the United States in the school's covered patio, creating a the butterfly garden, constructing a fish pond, painting murals in the cafeteria) in the school's morning announcements. | Principal Art Club Sponsor | 9/25/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Create an art display for the school's Curriculum Fair to recognize the work of students in grades two through five with a section dedicated to the work of the art club members. | Assistant Principal Art Club Sponsor | 3/26/2007 | 5/16/2007 | Expanding arts opportunities | \$0.00 |

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

Club membership rolls will document a membership of at least 14 percent of the grade five student population. Progress will be monitored by a monthly review of attendance sheets.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Winston Park K- 8 Center will rank at or above the 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that Winston Park K-8 Center ranked at the 73rd percentile on the State of Florida ROI index for the 2003-2004 school year, an increase of eight percentage points from the ROI index for the 2002-2003 school year.

Measurable Objective

Winston Park K-8 Center School will improve its ranking on the State of Florida ROI index publication from the 73rd percentile in the 2003-2004 school year to the 74th 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 | 5/26/2006 | District Strategic Plan | \$0.00 |
| Collaborate with the district on resource allocations. | Principal | 8/8/2005 | 5/26/2006 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants, private foundations, volunteer networks. | Principal Assistant Principal Teachers | 8/8/2005 | 5/26/2006 | District Strategic Plan | \$0.00 |
| Consider shared use of facilities, partnering with community agencies. | Principal | 8/8/2005 | 5/26/2006 | District Strategic Plan | \$0.00 |

Research-Based Programs

n/a

Professional Development

Grant Writing Workshops

Evaluation

Progress documented on the next State of Florida ROI index publication will be used as evaluation. Progress will be monitored by a monthly review of the school's financial status report.

EESAC Compliance

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

Budget:

The EESAC has full knowledge of the funds available in the school's budget and in the EESAC budget structure. The members have listened to current budgetary restraints and have recommended that EESAC monies be designated to whatever the needs of the school are following the final school level budget meetings.

Training:

The EESAC recommended continuing the school's on-going efforts to encourage all staff to participate in professional development which enhances their knowledge base and skill level.

Instructional Materials:

The EESAC is apprised of the instructional materials being used by students and recommended that the school continue to purchase all necessary materials to support the educational programs.

Technology:

The EESAC recommended that the school continue to increase the number of computer stations in every classroom as funds become available either through the school budget and/or fund raising. Members are also aware that their school is currently participating in Phase II of the District Initiative of the Electronic Gradebook and full implementation is expected by the end of the first semester.

Staffing:

The EESAC has been thoroughly briefed on the staff allocations and the commitment of the administration to maintain the class size reduction mandate in all classrooms.

Student Support Services:

The EESAC recommended training for prospective parent volunteers to work with students in reading. They also recommend and support whatever additional support services, the school can afford to assist students. One such program is the After School Care Tutorial Program with certified teachers as in the tutors.

Other Matters of Resource Allocation:

The EESAC actively supports school initiatives which increase additional funds to support school programs, such as Attendance rewards and other recognition like enhancements for students.

Benchmarking:

The EESAC has been informed of the District's progress monitoring system and the expected benchmarks for all students. Teachers work towards these benchmark through ongoing assessments.

School Safety & Discipline:

The EESAC is well informed of the efforts to maintain a safe and secure environment for staff and students and that the 2005-06 School Climate Survey clearly indicates that 94 percent of the parents agree that their child's school is safe and secure.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$5,000.00 |
| Goal 2: Mathematics | \$5,000.00 |
| Goal 3: Writing | \$5,000.00 |
| Goal 4: Science | \$37,800.00 |
| 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: | \$52,800.00 |

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