# SCHOOL IMPROVEMENT PLAN
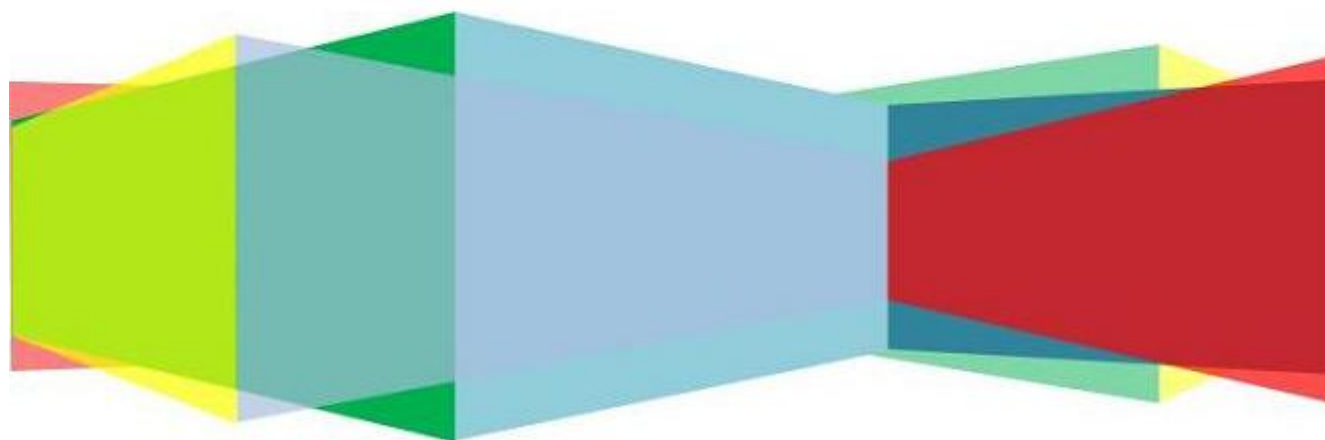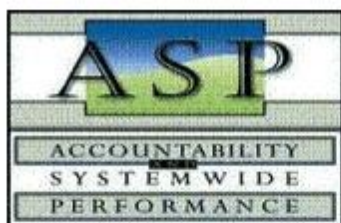## 2007 - 2008

**Arcola Lake Elementary School (0101)**

Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - Vanady Daniels

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

## EXECUTIVE SUMMARY

Our Community

Arcola Lake Elementary School is located at 1037 N.W. 81st Street in Miami, Florida. It was built in 1969 and occupies 9 acres of land. During that time, the community consisted of middle class African American children. It was this population that primarily composed the standard curriculum program. At the same time, students from diverse socioeconomic and ethnic backgrounds were pulled from various areas in the district and transported to the school to attend the large special education program that was a prototype at the time. The school received a grant from CITI SUCCESS FUND for the proposal Good Listeners make Good Readers in the amount of $904.00. Arcola Lake Elementary School is presently a Title I school with 92 percent of the students receiving free or reduced lunch. The physical plant of the school was changed in 1997 from a pod to a self-contained facility. Arcola Lake Elementary is in the Miami Central Feeder Pattern. There is one portable classroom on the school-site. During the 2007-2008 school year, classroom bathrooms in the special education (SPED) building will be renovated.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, the Economically Disadvantaged students will increase mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the SWD will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the number of students achieving high standards on the 2008 FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Given the need to increase the number of students who feel safe at school there will be a 20 percent decrease in the number of students who agree that violence is a problem at our school as evidenced by a decrease of 10 percent of students who strongly agree and a decrease of 10 percent of students who agree that violence is a problem at our school using the 2007-2008 School Climate Survey.

Given the need to utilize computerized programs designed to increase reading fluency, there will be a 10 percent increase in the number of students completing 40 or more lessons on Reading Plus.

Given instruction based on the Miami-Dade County Public Schools' mandated FITNESSGRAM standards, students in grades four and five earning gold and silver awards on the Miami- Dade County Public Schools Physical Fitness Testing Program will increase by 9 percentage points.
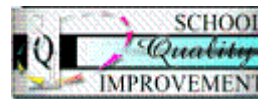
Given the emphasis on the benefits of fieldtrips to enhance the appreciation of performing/visual arts, and Spanish, special area teachers will plan a minimum of two field trips and involve students in enrichment competitions.

Given the need to utilize avaliable resources to improve student achievement, Arcola Lake Elementary School return on investment will increase by at least 1 percentage point.

On the Organizational Performance Improvement Snapshot survey, Performance Results was the lowest ranked category. An opportunity for improvement exists in statement (6a) I can get all the resources I need to do my job, where 21 staff members strongly agreed and 49 agreed. This issue will be addressed by the principal, who will ensure that teachers have necessary items and resources to do their jobs.

On the Organizational Performance Improvement Snapshot survey, District Strategic Planning Alignment was the second lowest ranked category. Therefore, we analyze the findings. An opportunity for improvement exists in the statement (2a) As it plans for the future, my organization asks for my idea where 29 staff members strongly agreed and 35 agreed. In accordance with the aforementioned leadership category, this was one of the lowest ranked questions. This category will be addressed by involving more participants in the development of the School Improvement Plan (SIP) so that all stakeholders will be aware of the SIP's contents, objectives, goals and strategies as well as provide staff members an opportunity to present ideas that will be considered for utilization by the Leadership Team.

# 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.

# 0101 - ARCOLA LAKE ELEMENTARY SCHOOL

## VISION

Vision: The vision for Arcola Lake Elementary School is for the school to become the epitome of educational excellence, providing students with a sound first class foundation in the basic skills; while also providing enrichment experiences that promote, enhance, and build the self-esteem of the total child.

## MISSION

The students, staff and community of Arcola Lake Elementary School, empower all students to learn in an inviting and positive school environment, developing a better understanding among students, parents, teachers, and all members of the Arcola Lake family. The students at Arcola Lake Elementary will be challenged to achieve in a program that promotes academic excellence. Together, we will succeed!

## CORE VALUES
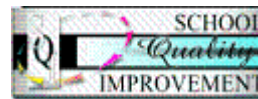
Excellence
Arcola Lake Elementary School will provide the optimum of educational opportunities for all students in an effort to ensure that they are given the opportunity to achieve their highest academic potential.

Integrity
Arcola Lake Elementary School will strengthen its character education program in an effort to build model citizens of their students by teaching how to respect themselves and others, being tolerant of differences and realizing that the key to success is through hard work.

Equity
Arcola Lake Elementary will create an atmosphere where all students are treated with respect and are expected to treat others with respect regardless of race, creed, color, socioeconomic background, gender, or religious affiliation.

Citizenship
Arcola Lake Elementary will instill in students a sense of pride of self, school and community with emphasis placed on the ability to function successfully as a citizen in an ever changing society.

## *School Demograhics*

Arcola Lake Elementary School serves 523 students from the surrounding neighborhood, including 368 standard curriculum students, 101 Students with Disabilities (SWD), and 54 English Language Learner (ELL) students.  The school has 476 Economically Disadvantaged students. The ethnic/racial makeup of the student population is 408 Black/Non-Hispanic, 107 Hispanic, and 8 White/Non-Hispanic.   Due to the relatively low-income bracket of the area surrounding the school, the students are in need of support to secure the basic resources.  Arcola Lake Elementary School is unique in that it houses a large population of students with special needs.  Arcola Lake Elementary School employs a total of 95 full time staff members and 20 part-time members. At Arcola Lake Elementary School there are 24 basic education teachers, 23 special education teachers, one guidance counselor, one reading coach, one media specialist, 21 paraprofessionals, five clerical employees, six custodial service workers and six cafeteria workers. Of the full-time staff, 23 percent (27) are White Non-Hispanic, 55 percent (63)  are Black/Non-Hispanic, 20 percent (23)are Hispanic, and 2 percent (2) are Asian/American Indian. Of the teaching staff, 8 percent are new to this school, with the average length of time teaching in Florida at 4 years, 30 have Master's Degrees, 5 percent have Specialist Degrees and one has achieved National Board Certification. Arcola Lake Elementary School is unique in that it houses a large population of students with special needs.

Average class size in grades K-1 is 19 students, in grades 2-3 is 20 students and in grades 4-5 is 20 students. Forty-Five percent of students are on Levels 1 and 2 in reading in grades 3-5 and 40 percent of the students are on Levels 1 and 2 in mathematics in grades 3-5.

Our school has 7 students identified as gifted who are serviced once a week by an itinerant teacher of the gifted in a pull-out setting. There are two Voluntary Prekindergarten (VPK) classes housed at Arcola Lake Elementary School, each servicing 18 students.  The two classes are each staffed by a teacher and an assistant.

The NCLB Sub-groups include the Economically Disadvantaged, Black, Students with Disabilities, Hispanic, and English Language Learners.

Unique Aspects:  Advantages
Arcola Lake Elementary School has a Special Education Center servicing, approximately 70 students.  The exceptionalities served are the Deaf and Hard of Hearing, Physically Impaired, Students with Autism, Visually Impaired, Learning Disabled, Developmentally Delayed and Profoundly Mentally Handicapped Pre-kindergarten Students.  The meshing of the Special and Basic Education Programs under one roof has afforded all staff, the opportunity to share a variety of instructional techniques and expertise that meet the needs of all students. Additionally,it provides basic education students with opportunities to interact with students with special needs, preparing them for similar exposure in the real world.

At Arcola Lake Elementary School, two of the school's strengths are reading and writing. Students have consistently scored well in both areas and the school is always looking to maintain these standards.  In an effort to continue to strengthen reading skills, students with assessed deficiencies in reading will be grouped homogeneously and provided extra time by the classroom teacher to remediate weakness, utilizing Voyager Passport, a research-based program, which will monitor academic growth on a continuous basis. Additionally, the Six Traits of Writing Program has been purchased for all teachers in grades K-5 so that students will be exposed to the writing process systemically and continuously through-out their elementary career. Learning Express has been purchased to score writing prompts for students in grade 3-5 at selected times during the school year to provide objective feedback to staff and students.

Unique Aspects:  Areas of Concern
Maintaining regular student attendance is a challenge in our school.  Additionally, high teacher turnover is another major concern. Arcola Lake Elementary School's opportunities for improvement are to mentor and support new teachers, enhance and establish ability grouping classes, and provide the necessary interventions in order to attain AYP.  The following actions will help Arcola Lake Elementary School meet these goals:  New teachers are paired with veteran teachers as mentors; Supplemental Educational Service Programs will be available to provide tutorial services after school hours; and advanced learners will be enrolled in TEAM classes to receive instruction through enrichment activities.

Teacher Demographics
The Leadership Team of Arcola Lake Elementary School is comprised of the Principal, Assistant Principal, Reading Coach, Media Specialist, EESAC Chairperson, United Teachers of Dade (UTD) Building Steward, School Counselor, Special Education Program Specialist, Professional Development Liaison as well as the grade level chairpersons representing grades PreK-5 in the Basic and Special Education Programs.

Arcola Lake Elementary School employs 95 full-time and 20 part-time staff members.  Twenty-seven (23 percent) staff members are White/Non-Hispanic, 63 (55 percent) are Black/Non-Hispanic, 23 (20 percent) are Hispanic and 2 (2 percent) are Asian/American Indian.  Through-out the past several years there has been a high rate of teacher turnover due to teachers transferring closer to home within Miami-Dade County to reduce the cost of long distance traveling, transferring out of state, or leaving the profession to pursue other careers.  During the past several years, in addition to utilizing Miami Dade County's tracking system, Arcola Lake Elementary School has recruited teachers at individual College Employment Fairs, at Miami-Dade County's Teacher Fair and has participated in the Visiting International Faculty (VIF) Program that recruits teachers from Jamaica.

Class Size/Teacher-to Student Ratio
The average class size for general education by grade level is:
K – 18 students
1 – 18 students
2 – 20 students
3 – 18 students
4 – 18 students
5 – 20 students

The average class size for SPED classes by exceptionality is:

Autistic –  5 students per class
Deaf/Hard of Hearing  – 4 students per class
Visually Impaired – 4 students per class
Physically Impaired – 7 students per class
Pre-K SPED – 4 students per class

The student to teacher ratios by grade level are:
Kindergarten – 4 classes of 18 students
First Grade – 4 classes of 18 students
Second grade  - 4 classes of 20 students
Third Grade – 5 classes of 18 students
Fourth Grade – 4 classes of 18 students
Fifth Grade – 4 classes of 20 students

Attendance Rate
Attendance at Arcola Lake Elementary School increased from 93.12 percent in 2005 - 2006 to 94.54 percent during the 2006-2007 School year.  Attendance at Arcola Lake Elementary School was .42 percent below that of the District's 94.96 percent rate for the 2006-2007 school year.

Promotion/Retention Rates
During 2006-2007 the retention rate at Arcola Lake Elementary School was 8.82 percent (K-5). The promotion rate at Arcola Lake Elementary School was 91.18 percent (K-5) for the 2006-2007 school year.

Feeder Pattern
Our school is part of the Miami Central Feeder Pattern.  There are nine elementary schools, two middle schools and two high schools in the Miami Central Feeder Pattern.  Our fifth grade students transition into Madison Middle School, which is a School Improvement Zone School, with a current grade of an "F".

Special Programs
Arcola Lake Elementary School is a Title I School due to the high percentage (92 percent) of students who receive free/reduced price lunch.  As a Title I school, extra funds are allocated to fund supplementary staff and materials for the enhancement of the academic program and to maximize student achievement.  Arcola Lake Elementary School employs a Community Involvement Specialist to help boost parental awareness of and participation in school activities, and additional classroom teachers to further reduce the student-teacher ratio.  Funds are allocated to purchase supplies, materials and programs over and above funds allocated through basic education funding.

• The Academic Excellence Program provides enrichment activities to selected high achieving students in grades 3-5 after school in journalism and chess.
• The Gifted Program provides enrichment activities to qualified students once a week in a pull-out setting.
• Supplemental Educational Services are provided to students in grades K-5 whose parents sign up for these reading and mathematics programs that are offered after school and on Saturdays.
• The Family Christian Association After School Care services and provides an academic tutorial/enrichment component along with a nutritious snack and an organized program of physical activity.
• A Learning Place for High Achievers (ALPHA) provides tutorial and social services to third/fourth grade at-risk students.
• The Bilingual Tutorial Program provides after school tutoring to English Language Learners in their home language in mathematics, science and/or social students.

School Community Relations/Partners

• Arcola Lake Elementary School students have had a long-term relationship with the Continental Bank of Miami.  In addition to donated holiday gifts for all students at Arcola Lake Elementary School, the bank's staff assisted students with the banking procedures in Arcola Lake Elementary School's School to Work Banking Initiative which sponsored a student operated school store.
• The Dorrin Rolle Brain Bowl was an activity sponsored by the Commissioner to foster competition between neighboring schools in the acquisition of information on African-American contributions to our society.
• The Miami Alumnae Chapter of Delta Sigma Theta annually Sponsors a Pajama Party in the Media Center for grades Pre K-2.

• Jorge and Jerry's Supermarket has been the sponsor of Arcola Lake Elementary School's Annual Family Math night by inviting our parents and students to hold this activity at the Market and providing giveaways to students and door prizes to parents.
• The Miami Chapter of the LINKS provided tutorial services to second grade students in mathematics on Saturdays.
• Local business leaders, service providers and professionals participate annually in Arcola Lake Elementary School's Career Day activities.


Grants
In September of 2007 Ms. Diamond's third grade class received a grant from CITI SUCCESS FUND for the proposal,Good Listeners make Good Readers,in the amount of $904.00.

## *School Foundation*

### Leadership:

At Arcola Lake Elementary School, we examined the findings of the Organizational Performance Improvement Snapshot survey. Of the questions asked of staff concerning the leadership of the school, the most favorable item (ranked the highest) was (1a) I know my organization's mission, where 54 staff members strongly agreed and 36 agreed. In addition, another favorable question was (1b) My supervisor uses our organization's values to guide us, where 41 staff members strongly agreed and 42 agreed. The Arcola Lake staff members believe that our leader knows the mission and uses its values to guide our school. In accordance with this, a favorable result was also garnered to the statements, (1d) My supervisor shares information about the school, where 41 staff members strongly agreed and 43 agreed, (1c) My supervisor creates an environment that helps me do my job, where 39 staff members strongly agreed and 45 agreed, (1e) My supervisor encourages learning to advance my career, where 37 staff members strongly agreed and 43 agreed, and (1f) My organization lets me know what is important, where 34 staff members strongly agreed and 46 agreed. This information is very helpful by providing insight into favorable aspects at the school. However, an opportunity for improvement exists in the statement (1g) My organization asks me what I think, where 27 staff members strongly agreed and 41 agreed. The leadership team will address this issue by producing a questionnaire so that teachers can give anonymous feedback. Administration will review the questionnaires to address teacher needs and concerns. In addition, staff members will have a suggestion box placed in the front office that is checked daily to encourage more staff input.

### District Strategic Planning Alignment:

On the Organizational Performance Improvement Snapshot survey, this section was one of our lowest ranked categories. Therefore, we analyzed the findings. Of the questions asked of staff concerning the strategic planning in the school, the most favorable items were (2b) I know the parts of my organization's plans that will affect me and my work where 30 staff members strongly agreed and 47 agreed, and (2c) I know how to tell if we are making progress on my work group's part of the plan, where 35 staff members strongly agreed and 42 agreed. However, an opportunity for improvement exists in the statement (2a) As it plans for the future, my organization asks for my ideas, where 29 staff members strongly agreed and 35 agreed. In accordance with the aforementioned leadership category, this was one of the lowest ranked questions. This category will be addressed by involving more participants in the development of the School Improvement Plan (SIP) so that all stakeholders will be aware of the SIP's contents, objectives, goals and strategies as well as provide staff members to present ideas that will be considered for utilization by the Leadership Team.

### Stakeholder Engagement:

On the Organizational Performance Improvement Snapshot survey, this category was ranked third highest. Most of the staff members responded favorably to (3a) I know my organization's mission, where 57 staff members strongly agreed and 32 agreed, (3b) I keep in touch with my customers, where 45 staff members strongly agreed and 32 agreed, (3c) My customers tell me what they need and want, where 30 staff members strongly agreed and 48 agreed, and (3e) I am allowed to make decisions to solve problems for my customers, where 28 staff members strongly agreed and 48 agreed. This favorable result shows that the staff members of Arcola Lake Elementary School hold their parents and students in high regard and utilize as many means necessary to establish and maintain communication with students. However, an opportunity for improvement exists in statement (3d) I ask my customers if they are satisfied or dissatisfied with my work, where 32 staff members strongly agreed and 49 agreed. This issue will be addressed by providing one-to-one meetings for teachers and students where teachers counsel students in their work and students share concerns with the teacher.

### Faculty & Staff:

On the Organizational Performance Improvement Snapshot survey, the Faculty and Staff category received an average ranking. Most of the staff members responded favorably to (5a) I can make changes that will improve my work, where 35 staff members strongly agreed and 46 agreed, (5b) The people I work with cooperate and collaborate as a team, where 40 staff members strongly agreed and 39 agreed,(5c) My supervisor encourages me to advance my career, where 36 staff members strongly agreed and 39 agreed, and (5e) I have a safe work place, where 34 staff members strongly agreed and 45 agreed. This favorable result shows that the staff members of Arcola Lake Elementary School believe that this school is facilitated by cooperative staff members and that they feel safe at the school site. However, an opportunity for improvement exists in statement (5f) My supervisor and my organization care about me, where 33 staff members strongly agreed and 41 agreed,and (5d) I am recognized for my work, where 32 staff members strongly agreed and 36 agreed. This issue will be addressed by the principal, who will incorporate more formal acknowledgements of outstanding work and special days.

## Data/Information/Knowledge Management:

On the Organizational Performance Improvement Snapshot survey, the Faculty and Staff category received an average ranking. Most of the staff members responded favorably to (5a) I can make changes that will improve my work, where 35 staff members strongly agreed and 46 agreed, (5b) The people I work with cooperate and collaborate as a team, where 40 staff members strongly agreed and 39 agreed, (5c) My supervisor encourages me to advance my career, where 36 staff members strongly agreed and 39 agreed, and (5e) I have a safe work place, where 34 staff members strongly agreed and 45 agreed. This favorable result shows that the staff members of Arcola Lake Elementary School believe that this school is facilitated by cooperative staff members and that they feel safe at the school site.

## Education Design:

On the Organizational Performance Improvement Snapshot survey, this category ranked average. Most of the staff members responded favorably to (4a) I know how to measure the quality of my work, where 37 staff members strongly agreed and 46 agreed, (4b) I know how to analyze the quality of my work and see if changes are needed, where 40 staff members strongly agreed and 41 agreed, and (4c) I use these analyses for making decision about my work, where 41 staff members strongly agreed and 40 agreed. This favorable result reveals that the staff members of Arcola Lake Elementary School believe that this school utilizes data driven instruction to promote student achievement. However, an opportunity for improvement exists in statement (4d) I know how the measures I use work in the (School Improvement Plan) SIP, where 32 staff members strongly agreed and 44 agreed, and (4e) I get all of the important information I need to do my work, where 30 staff members strongly agreed and 48 agreed. This issue will be addressed by the principal, who will ensure that teachers have necessary data sheets in their Regional Center III Data Protocol Binder to be able to do their work and by holding a seminar to examine SIP.

## Performance Results:

On the Organizational Performance Improvement Snapshot survey, this category scored the lowest. Most of the staff members responded favorably to (6b) I collect information about the quality of my work, where 28 staff members strongly agreed and 37 agreed, (6c) we have good processes for doing our work, where 27 staff members strongly agreed and 49 agreed, and (6d) I have control over my work processes, where 27 staff members strongly agreed and 43 agreed. This favorable result shows that the staff members of Arcola Lake Elementary School believe that this school utilizes data driven instruction to promote student achievement. However, an opportunity for improvement exists in statement (6a) I can get all the resources I need to do my job, where 21 staff members strongly agreed and 49 agreed. This issue will be addressed by the principal, who will ensure that teachers have necessary items and resources to do their jobs.

## *Schools Graded 'C' or Below*

**Professional Development:**

Teachers will be involved in professional development activities that will be on the topics of DIBELS electronic and paper assessment in which teachers of K-5th grade will take part; FLKRS, consisting of the ECHOS and DIBELS assessment for Kindergarten teachers; the Plan, Do, Study, Act process to implement the continuous school improvement for all teachers; Inclusion 101 Training for all the teachers to implement state mandated accommodations and instructional strategies for SPED students in an inclusion environment. Teachers of advanced academic classes will be involved in implementing a mathematics/science instructional model, and how to utilize the Student Active Interdisciplinary Learning Series (SAILS) Curriculum and Shared Inquiry through Junior Great Books.

**Disaggregated Data :**

Student achievement data compiled by Edusoft will be used to determine the effectiveness of the instructional strategies and interventions employed. After disaggregating the data, an instructional timeline will be created to encompass Sunshine State Standards.  For the 2007-2008 school year, the data protocols provided by Regional Center III, as part of the Schools Targeted for Academic Reform (STAR) project, will be used to facilitate data analysis.

**Informal and Formal Assessments:**

Ongoing formal and informal assessments to be used during the school year to measure student progress are as follows: Tri-weekly assessments based on instructional focus calendar activities; LearningExpress writing prompt assessments; District-authored interim assessments; District-authored pre/post writing assessments; DIBELS, FLKRS; FCAT Writing +; FCAT Reading and Mathematics; Norm-Referenced Tests (NRT); and Reading Plus assessments.

**Alternative Instructional Delivery Methods :**

Alternative instructional delivery methods provided to English Language Learners (ELL) and Students will Disabilities (SWD) will be provided to accommodate their special needs.  After–school tutoring will be provided to selected ELL students in their home-language in mathematics, science and social studies.  After-school tutorial services will be available through Supplemental Education Services.  The Saturday Academy will also serve the academic needs of ELL and SWD students in reading, mathematics, and science.  The Family Christian Association of America (FCAA) was selected as Arcola Lake's before and after school care service provider because they serve special education students as well as basic education students and provide tutorials and enrichment services in their program for all students who attend.

## Schools Offering Primarily Grades 6 through 12

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

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

***Florida Education Priorities***

| 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 |
|---|---|---|---|---|---|
| ☑ | ☑ | ☐ | ☐ | ☐ | ☑ |

***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. |
|---|---|---|---|---|
| ☑ | ☑ | ☑ | ☐ | ☑ |

**Reading Statement**

All students will be able to read on or above grade level.
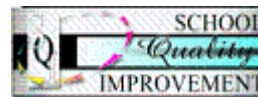
### Needs Assessment

After conducting a thorough assessment of the 2007 FCAT reading data, it revealed that 45 percent of the students in grades three through five are reading below grade level as evidenced by scores falling below Level 3. An in-depth analysis of each grade yielded the following: 47 percent of the students in grade three scored below Level 3. The data shows that these students are most successful with comparison. These same students struggled with Reference/Research, Main Idea/Author's Purpose. Of the grade four students, 60 percent scored below Level 3. The data shows that these students are most successful with Main Idea/ Author's Purpose. These same students struggled with Words and Phrases and Reference/Research. In grade five, 53 percent of the students scored below Level 3. The data shows that these students are most successful with Comparisons. These same students struggled with Words/Phrases and Main Idea/Purpose.

Overall, according to the 2007 administration of the FCAT 55 percent of students are reading at or above grade level. 53 percent of students made a year's worth of progress in reading, including 58 percent of "struggling" students. When evaluated by the specific subgroups designated by the No Child Left Behind Act, the data shows that the Students with Disabilities subgroup needs improvement, with 21 percent scoring at or above grade level in reading, the Economically Disadvantaged students with 47 percent at or above grade level in reading and Black students with 46 percent at or above grade level in reading. Fifty-one percent of students in the Hispanic students scored at or above grade level in reading.

### NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------|-------|-------|----------|-------|-----------------|-----------|-----|-----|
| ☑ | ☐ | ☑ | ☐ | ☐ | ☐ | ☑ | ☑ | ☑ |

Miami-Dade County Public Schools

School Improvement Plan
2007-2008

SCHOOL
Quality
IMPROVEMENT

## Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Establish "critical care" classes at each grade level for students scoring at Levels 1-2 on the FCAT Reading Test, and High Risk on the DIBELS assessment, in order to provide 30 to 60 additional minutes of daily reading intervention using the Voyager Passport program. | Administration | 8/20/2007 | 6/5/2008 | District-wide Literacy Plan | 0 |
| Implement departmentalization for selected students in grades four and five to provide students with meaningful instruction that is content specific. | Reading Coach, Administration | 8/20/2007 | 6/5/2008 | District-wide Literacy Plan | 0 |
| Utilize Accelerated Reader in grades one through five to increase students' reading stamina and lexile scores. | Administration, Reading Coach, Classroom Teacher, Media Specialist | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 4800 |
| Implement tri-weekly benchmark-based testing in grades three through five to assess mastery of instructional focus lessons. | Administration, Reading Coach | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Provide an eight-week Saturday Academy for all third-fifth grade students to improve reading skills. | Administration, Classroon Teachers, Reading Coach | 1/2008 | 6/5/2008 | Continuous Improvement Model | 4200 |
| Administer diagnostic, progress, and post assessments for all students in the area of reading, such as DIBELS, FLKRS, and District Interim Tests. | Administration | 8/20/2007 | 6/2008 | Continuous Improvement Model | 0 |
| Utilize word walls in core subject areas to enhance vocabulary and language development. | Administration, Reading Coach, Classroom Teachers | 8/20/2007 | 6/5/2008 | District-wide Literacy Plan | 0 |
| Conduct regional data debriefing protocols with teachers and administrators to disaggregate student performance data, analyze the results, and provide instructional strategies to improve areas of weaknesses. | Administration, Classroom Teachers | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Implement the Continuous Improvement Model for all students using the Plan Do Study Act Cycle for school improvement. | Reading Coach, Administration | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Utilize the resources of the media center to support parent involvement activities by opening the media center before school for parents and students. | Administration, Media Specialist | 8/20/07 | 6/2008 | District-wide Literacy Plan | |
| Employ school site reading coach to provide assistance and support to classroom teachers with techniques of interventions, differentiated instruction, and data analysis. | Administration, Reading Coach | 8/20/07 | 6/2008 | District-wide Literacy Plan | |
| Utilize CRISS strategies to infuse reading strategies across the curriculum. | Administration, Classroom Teachers | 8/20/07 | 6/2007 | District-wide Literacy Plan | 0 |

## Research-Based Programs

The research-based programs are as follows:
• Houghton-Mifflin Reading Program
• Voyager Passport

## Professional Development

Professional development (PD) will be ongoing and will occur through the following:
• Grade level meetings
• CRISS training
• Houghton Mifflin PD
• Guided Reading PD
• DIBELS PD
• Voyager Passport
• Interim Assessment Data Chats
• Data Analysis
• Item Specifications

## Evaluation

Summative evaluation for this objective will be the 2008 FCAT Reading Test.  Formative assessments will include:  DIBELS (Dynamic Indicators of Basic Early Literacy Skills), CELLA (Comprehensive English Language Learner Assessment), tri-weekly benchmark assessments, District Interim Assessments, Accelerated Reader Reports, Voyager Passport (OPM's), WJ-III Test of Ability (Deaf/hard of Hearing) and DAR (Diagnostic Assessment of Reading).

## Mathematics Goal

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

**Florida Education Priorities**

| 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 |
|---|---|---|---|---|---|
| ✔ | ✔ | ✔ | ☐ | ☐ | ✔ |

*Miami-Dade County Public Schools*

*District Strategic Plan*

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|---|---|---|---|---|
| ✔ | ✔ | ☐ | ☐ | ☐ |

**Mathematics Statement**

Students will increase their academic performance in mathematics.

*Needs Assessment*

Arcola Lake Elementary School did not meet AYP requirements in mathematics. In order to address this important area of need, an analysis was made of the mathematics data based on grade level and subgroups. The 2007 FCAT data revealed that 45 percent of the students in grades three through five are working below grade level in mathematics as evidenced by scores falling below Level 3 on the 2007 mathematics FCAT. An in-depth analysis of the each grade showed the following: 29 percent of students in grade three are working below grade level in mathematics. These students are most successful with Number Sense and Measurement. However, students in this grade level need additional help with Geometry, Data Analysis and Algebraic Thinking.

In grade four, 52 percent of students are working below grade level in mathematics as evidenced by scores on the 2007 Mathematics FCAT administration. These students are most successful with Geometry and Number Sense however; deficiencies exist in the following areas:  Measurement, Algebraic Thinking, and Data Analysis

Lastly, in grade five, 62 percent of the students are working below grade level in mathematics as evidenced by scores on the 2007 Mathematics FCAT administration. These students are most successful with Geometry; however, deficiencies exist in the following areas: Number Sense, Measurement, Algebraic Thinking and Data Analysis.

An analysis of individual subgroups according to the Federal No Child Left Behind Act was also scrutinized. In mathematics, some gains were witnessed in student achievement. For example, 64 percent of the Hispanic students scored at or above level three on the 2007 administration of the Florida Comprehensive Assessment Test. However, Black, Economically Disadvantaged, and SWD need improvement in mathematics according to NCLB guidelines. Fifty-three percent of the Black subgroup, 55 percent of the Economically Disadvantaged subgroup, and 35 percent of Students with Disabilities scored at or above level three on the 2007 administration of the FCAT.

### *NCLB Subgroup Target*

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------|-------|-------|----------|-------|-----------------|-----------|-----|-----|
| ☑ | ☐ | ☑ | ☐ | ☐ | ☐ | ☑ | ☐ | ☑ |

# School Improvement Plan
## 2007-2008

## Measurable Objective

Given instruction based on the Sunshine Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, the Economically Disadvantaged students will increase mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the SWD will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Implement tri-weekly benchmark-based testing in grades one through five to assess mastery of instructional focus lessons. | Grade Level Chairpersons,Administration | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Utilize computer assisted programs (VMath, FCAT Explorer and Scott Foresman/Addison Wesley's Take it to the Net, supplemental program software and technology bases reinforcement tools) for all students to monitor independent mathematics activities and improve skill mastery as evidenced by computer generated reports. | Grade Level Chairpersons, Administration | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Implement the use of cooperative learning groups to provide an opportunity for students to use higher order thinking skills, manipulatives, and project-based mathematics activities. | Grade Level Chairpersons, Administration | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Conduct regional data debriefing protocols with teachers and administrators to disaggregate student performance data, analyze the results, and provide instructional strategies to improve areas of weaknesses. | Grade Level Chairpersons, Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Provide small group instruction for all students to target mathematics deficiencies including but not limited to: number sense, data analysis, geometry and spatial sense, algebraic thinking and operations in order to differentiate instruction. | Grade Level Chairpersons, Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Implement departmentalization for selected students in grades 4-5. | Grade Level Chairpersons, Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Utilize the Jeopardy game method in order for students to use critical thinking skills in competitive settings for mathematics tournaments and brainbowls. | Administration | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 500 |
| Continue the intensified eight week Saturday Academy for all third – fifth grade students and parents to improve mathematics skills. | Administration, Classroom Teachers | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 2100 |
| Implement Continuous Improvement Model for all students to monitor student progress and improve academic achievement. | Grade Level Chairpersons, Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Administer diagnostic, progress, and post assessments for all students in the area of mathematics. | Administration, Classroom Teachers | 8/20/07 | 6/2008 | Continuous Improvement Model | 0 |
| Utilize CRISS strategies to infuse reading strategies across the curriculum. | Administration, Classroom Teachers | 8/20/07 | 6/2008 | District-wide Literacy Plan | |

## Research-Based Programs

Scott Foresman/Addison Wesley Textbook Program

VMath Voyager Mathematics Program

## Professional Development

Professional development (PD) will be ongoing and will occur through the following:
 Grade level meetings
 Regional Data Debriefing Protocols
 Item Specifications
    CRISS

**Evaluation**

Results of the 2008 FCAT Mathematics Test.

Tri-weekly benchmark assessments

District Interim Assessments

Scott Foresman/Addison Wesley diagnostic readiness assessments

Scott Foresman/Addison Wesley chapter and unit outcome tests

## Writing Goal

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

**Florida Education Priorities**

| 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 |
|---|---|---|---|---|---|
| ☐ | ☑ | ☑ | ☐ | ☐ | ☐ |

**Miami-Dade County Public Schools**

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|---|---|---|---|---|
| ☑ | ☑ | ☑ | ☐ | ☐ |

**Writing Statement**

Students will improve their academic performance in writing.

*Needs Assessment*

After conducting a thorough review of the 2008 FCAT Writing+ results, the data revealed that 69 percent of the students in grade four are meeting state standards. The average score on the FCAT Writing+ was 3.5 (3.4 narrative, 3.6 expository). Out of the 50 students tested with a narrative essay, 66 percent scored 3.5 or above. Out of the 45 students tested with an expository essay, 71 percent scored 3.5 or above. This demonstrates a specific need for improvement in narrative writing. Additionally, this data analysis reveals that there is a great need to increase the number of students scoring above 4.0 (the new standard).

*NCLB Subgroup Target*

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|---|---|---|---|---|---|---|---|---|
| ☑ | ☐ | ☐ | ☐ | ☐ | ☐ | ☑ | ☐ | ☐ |

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the number of students achieving high standards on the 2008 FCAT Writing +.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Conduct regional data debriefing protocols with teachers and administrators to disaggregate student performance data, analyze the results, and provide instructional strategies to improve areas of weaknesses. | Fourth Grade Chairperson, Administration | 8/20/07 | 6/5/08 | District-wide Literacy Plan | 0 |
| Provide small group instruction for students to target deficiencies in writing including, but not limited to: focus, organization, vocabulary development, and improper responses to type of prompt in order to differentiate instruction. | Fourth Grade Chairperson, Administration | 8/20/2007 | 6/5/08 | District-wide Literacy Plan | 0 |
| Implement the Continuous Improvement Model for all students using the Plan, Do, Study, Act Cycle for school improvement. | Fourth Grade Chairperson, Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Implement The Six Traits of Writing in grades K-5 to provide a schoolwide spiraling process for developing writing proficiency across the grade levels. | Grade Level Chairpersons, Administration | 8/20/07 | 6/5/08 | District-wide Literacy Plan | 7200 |
| Administer pre, progress, and post assessments for all students in the areas of writing to assess proficiency of expository and narrative essay development. | Fourth Grade Chairperson, Administration | 8/20/07 | 6/5/08 | District-wide Literacy Plan | 0 |
| Utilize the Learning Express writing prompts in third and fourth grades as formative assessments to determine mastery of writing skills and areas of weaknesses. | Administration, Classroom Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 11148 |
| Train students to work in cooperative learning groups in order to facilitate peer evaluations of essay reviews. | Administration, Classroom Teachers | 8/20/07 | 6/2008 | District-wide Literacy Plan | 0 |
| Utilize CRISS strategies to infuse reading strategies across the curriculum. | Administration, Classroom Teachers | 8/20/07 | 6/2008 | District-wide Literacy Plan | 0 |

## Research-Based Programs

Houghton Mifflin writing extension series

Write Traits, the development of the six traits of effective writing as a framework for writing assessment is based on the independent research of teachers in Portland Public Schools and by the research of Paul Diederich, Donald Murray, and Alan Purves. Diederich, P. (1974); Jarner, D.;Kozol, M. ;Nelson, s.;& Saksberry, T. (2000); Spandel, V. (2001). Hilocks, G., Jr.(1986); Bransford, J. D.; Brown, A. L. & Cocking, RR. (eds.) (2000).

## Professional Development

Six Traits of Writing provided by the publisher

District/Regional writing workshops

CRISS

## Evaluation

Results on the 2008 FCAT Writing + Test.

District-authored writing prompts for pre/post assessments.

LearningExpress writing prompts

Six Traits of Writing Program assessments

## Science Goal

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

**Florida Education Priorities**

| 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 |
|:---:|:---:|:---:|:---:|:---:|:---:|
| ✔ | ✔ | ☐ | ☐ | ☐ | ✔ |

*Miami-Dade County Public Schools*

**District Strategic Plan**

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|:---:|:---:|:---:|:---:|:---:|
| ✔ | ✔ | ✔ | ☐ | ☐ |

**Science Statement**

Students will increase their academic performance in science.

### *Needs Assessment*

The 2007 FCAT Science Test data shows that 18 percent of fifth grade students scored a Level 3 or above. A further analysis of the FCAT data shows that 50 percent of Physical/Chemical and Scientific Thinking content cluster points were earned, 42 percent of Life and Environmental content cluster points were earned, 40 percent of Earth and Space content cluster points were earned and 42 percent of Scientific Thinking points were earned.

## Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 FCAT Science Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Participate in school-wide science fair projects for students in kindergarten through grade five in order to facilitate entry into the annual Youth Fair. | All Grade Chairpersons, Administration | 8/20/07 | 6/5/08 | Academic Enrichment Opportunities | 0 |
| Conduct regional data debriefing protocols with teachers and administrators to disaggregate student performance data, analyze the results, and provide instructional strategies to improve areas of weaknesses. | All Grade Chairpersons, Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Implement the Continuous Improvement Model for all students using the Plan, Do, Study, Act Cycle for school improvement. | All Grade Level Chairpersons, Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Utilize the Jeopardy game method in order for students to use critical thinking skills in competitive settings for science projects. | Administration | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Continue the intensified eight-week Saturday Academy for all third - fifth grade students to provide tutorial instruction in the area of science. | Administration, Classroom Teachers | 8/20/07 | 6/05/08 | Continuous Improvement Model | 1700 |
| Pilot the Study Buzz, web-based science program in one (1) fifth grade class to help students learn how to focus their study time to prepare for provincial exams. | Administration, Fifth grade teacher | 9/4/07 | 6/08 | Continuous Improvement Model | |
| Utilize CRISS strategies to infuse reading strategies across the curriculum. | Administration, Classroom Teachers | 8/20/07 | 6/08 | Continuous Improvement Model | |
| Engage students in hands-on weekly lab activities that will enhance skills in the following areas: scientific thinking, critical thinking, and reading comprehension. | Administration, Classroom Teachers | 8/20/07 | 6/2008 | District-wide Literacy Plan | 0 |
| Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives. | Administration, Media Specialist | 8/20/07 | 6/2008 | District-wide Literacy Plan | 0 |
| Administer diagnostic, progress, and post assessments for all students in the area of science. | Administration, Classroom Teachers | 8/20/07 | 6/2008 | District-wide Literacy Plan | 0 |

## Research-Based Programs

The research- based program is as follows:  Scott Foresman Science Textbook series (Grades kindergarten through five, August, 2007-June, 2008).

## Professional Development

Scott-Foresman Science Text

CRISS

## Evaluation

The summative assessment will be the 2008 FCAT Science test.  In order to monitor the students' progress based on the Continuous Improvement Model, the following formative assessments will be implemented:  Pre- and Post- Assessments (grades three through five), tri-weekly prompts and quizzes (grades three through five), and WJ-III Test of Academic Ability given quarterly to Hard of Hearing (SWD's grades kindergarten through five) students.

## Parental Involvement Goal

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

**Florida Education Priorities**

| 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 |
|---|---|---|---|---|---|
| ☐ | ☑ | ☑ | ☐ | ☐ | ☑ |

**Miami-Dade County Public Schools**

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|---|---|---|---|---|
| ☑ | ☐ | ☑ | ☐ | ☐ |

## Parental Involvement Statement

Increase Parent participation in school-sponsored activities.

### Needs Assessment

Parent participation logs indicate that 80 percent of parents/guardians participated in at least one or more parental engagement activity during the 2006-2007 school year. This is an increase of five percent from the 2005-2006 school year.

# School Improvement Plan
## 2007-2008

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Distribute a Parent/Student Handbook (in English and Spanish) to provide pertinent school information regarding district and school policies and procedures. | Community Involvement Specialist, Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 600 |
| Present empowering workshops for parents to be conducted by the Miami-Dade County Parent Academy. | Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 0 |
| Provide a parent survey to determine training topics of interest to parents. | Community Involvement Specialist, Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 0 |
| Utilize the Connect Ed, communication system to provide parents/guardians with emergency communication, survey, and community outreach notifications. | Community Involvement Specialist, Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 0 |
| Issue quarterly parent/guardian report cards (in English, Spanish, and Creole) in an effort to assess parents' participation as it relates to their children's academic achievement at school. | Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Employ a Community Involvement Specialist to foster parent-school participation, and serve as the liasion between the school and the community, conduct home visits, and assist with communication efforts. | Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 29213 |
| Establish a Parent Engagement Center, which provides materials, learning activities and services for parents. | Community Involvement Specialist, Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 0 |
| Provide grade level workshops for parents/guardians, which address test strategies, grade level curriculum and expectations to enable parents/guardians to better assist their children with homelearning activities. | Community Involvement Specialist, Administration | 8/20/07 | 5/6/08 | Other/ Not Applicable | 0 |

## Research-Based Programs

Passport

National Standards for Parent/Family Involvement Programs.

## Professional Development

Monthly meetings for Community Involvement Specialist.

Parent Acaddemy Workshops

## Evaluation

Title I monthly parent contact report

Parent sign-in sheets for school-sponsored activities

Parent Academy documentation

## Discipline & Safety Goal

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

***Florida Education Priorities***

| 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 |
|---|---|---|---|---|---|
| ☐ | ☑ | ☐ | ☐ | ☐ | ☑ |

***Miami-Dade County Public Schools***

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|---|---|---|---|---|
| ☑ | ☑ | ☑ | ☐ | ☐ |

### Discipline & Safety Statement

Decrease the perception of violence as a problem at Arcola Lake Elementary School.

### *Needs Assessment*

The data analyzed from the student section of the School Climate Survey shows a need to create a learning environment where each student feels safe. According to the data 72 percent of the students responded that violence is a problem at our school. When asked if violence was a problem at our school 33 percent strongly agreed and 39 percent of students agreed that violence was a problem at our school. As a staff, we need to address students' inability to manage their anger beforehand and offer students a means by which to share their problems with trusted personnel in order to prevent further confrontations.

### Measurable Objective

Given the need to increase the number of students who feel safe at school there will be a 20 percent decrease in the number of students who agree that violence is a problem at our school as evidenced by a decrease of 10 percent of students who strongly agree and a decrease of 10 percent of students who agree that violence is a problem at our school using the 2007-2008 School Climate Survey.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Review and use the guidelines of the Student Code of Conduct manual for elementary students to address problem behaviors at school. | School Counselor, Administration | 8/20/07 | 6/5/08 | Safe and High-quality Facilities | 0 |
| Provide counseling interventions for students who violate the student code of conduct. | School Counselor, Administration | 8/20/07 | 6/5/08 | Safe and High-quality Facilities | 0 |
| Provide peer mediation practices at the school site for students to resolve their conflicts. | School Counselor, Administration | 8/20/07 | 6/5/08 | Safe and High-quality Facilities | 0 |
| Recommend outside agency services to families experiencing problems that may be impeding students' success. | School Counselor, Administration | 8/20/07 | 6/5/08 | Safe and High-quality Facilities | 0 |
| Implement a school wide discipline plan and individual classroom management plans. | School Counselor, Administration | 8/20/07 | 6/5/08 | Safe and High-quality Facilities | 0 |
| Use Student of the Month Award to encourage positive behavior and reward students who demonstrate exceptional deportment. | School Counselor, Administration, Classroom Teacher | 8/20/07 | 6/5/08 | Safe and High-quality Facilities | 0 |
| Implement an anti-bullying campaign to establish a means by which students may anonymously report bullying. | School Counselor, Administration | 8/20/07 | 6/5/08 | Safe and High-quality Facilities | 0 |
| Implementing the Walksafe Program to increase student awareness of pedestrian safety. | Administration, Classroom Teachers | 10/3/07 | 1/11/08 | Student Wellness | 0 |

### Research-Based Programs

Evaluation of School-Based Violence Prevention Programs
Faith Samples & Larry Aber

Conflict Resolution Program

Positive Behavior Support

### Professional Development

Positive Behavior Support

Conflict Resolution

District-sponsored training for school counselors.

Anti-Bullying

Walksafe Program

### Evaluation

Results of the 2007-2008 School Climate Survey will evidence that there will be a 20 percent decrease of students who feel violence is a problem at school.

## Technology Goal

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

**Florida Education Priorities**

| 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 |
|---|---|---|---|---|---|
| ☑ | ☑ | ☐ | ☐ | ☐ | ☐ |

**Miami-Dade County Public Schools**

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|---|---|---|---|---|
| ☑ | ☐ | ☐ | ☐ | ☐ |

**Technology Statement**

The use of technology will increase annually at Arcola Lake Elementary School.

*Needs Assessment*

Based on the 2006-2007 Reading Plus Implementation Report only 5 percent of students completed 40 or more lessons on Reading Plus. Therefore, a need exists to increase the number of students completing 40 or more lessons on Reading Plus.

## Measurable Objective

Given the need to utilize computerized programs designed to increase reading fluency, there will be a 10 percent increase in the number of students completing 40 or more lessons on Reading Plus.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Utilize the Reading Plus program for students in need of remedial instruction in the areas of fluency, vocabulary and comprehension. | Classroom teacher, Administration | 8/20/2007 | 6/5/2008 | District-wide Literacy Plan | 0 |
| Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives. | Administration, Media Specialist | 8/20/07 | 6/2008 | District-wide Literacy Plan | 0 |
| Administer and analyze Reading Plus assessments to determine areas of strengths and instructional needs. | Administration, Classroom Teachers | 8/20/07 | 6/2008 | District-wide Literacy Plan | 0 |

## Research-Based Programs

Reading Plus

## Professional Development

Professional development will be ongoing and will occur through Reading Plus training (August, 2007-May, 2008)

Data analysis

## Evaluation

Reading Plus Implementation Report (2007-2008)

## Health & Physical Fitness Goal

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

### Florida Education Priorities

| 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 |
|---|---|---|---|---|---|
| ☐ | ☑ | ☑ | ☐ | ☐ | ☑ |

### Miami-Dade County Public Schools

### District Strategic Plan

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|---|---|---|---|---|
| ☐ | ☑ | ☑ | ☐ | ☐ |

**Health & Physical Fitness Statement**

To increase annual health and physical fitness results of student performance.

*Needs Assessment*

Based on data collected during the 2006-2007 school year, 41 percent of the students in grades four and five earned awards on the Miami- Dade County Public Schools Physical Fitness Testing Program. According to the FITNESSGRAM, only 74 students out of the 180 that were tested received an award (gold or silver) on the test.

Miami-Dade County Public Schools

## Measurable Objective

Given instruction based on the Miami-Dade County Public Schools' mandated FITNESSGRAM standards, students in grades four and five earning gold and silver awards on the Miami- Dade County Public Schools Physical Fitness Testing Program will increase by 9 percentage points.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Institute calisthenics for all students in grades two through five in order to promote physical fitness at an early age as a means to assist students enhance physical fitness and wellness | Physical Education Coach, Administration | 8/20/07 | 6/2008 | Student Wellness | 0 |
| Contact parents/guardians of students experiencing difficulties in physical dexterity in an effort to encourage parents to enroll their children in after school and weekend sports activities. | Physical Education Coach, Administration | 8/20/07 | 6/2008 | Student Wellness | 0 |
| Conduct on-going meetings with administration, leadership teams, and physical education teachers to evaluate strategies in order to provide meaningful activities in physical fitness. | Physical Education Coach, Administration | 8/20/07 | 6/2008 | Student Wellness | 0 |

## Research-Based Programs

Welk, G. J., Morrow, J. R. J., Falls, H. B. (Eds.). (2002). Fitnessgram Reference Guide. Dallas, TX: The Cooper Institute.

## Professional Development

District-sponsored training for teachers of physical education.

## Evaluation

Physical Fitness Test results

Physical fitness logs

## Electives & Special Areas Goal

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

***Florida Education Priorities***

| 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 |
|---|---|---|---|---|---|
| ☐ | ☑ | ☑ | ☐ | ☐ | ☑ |

***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. |
|---|---|---|---|---|
| ☑ | ☑ | ☐ | ☐ | ☐ |

## Electives & Special Areas Statement

To increase the number of students participating in field-trips relating to the arts.

### *Needs Assessment*

During the 2006 -2007 school year, students did not participate in field-trips or enrichment activites relating to visual/performing arts, and Spanish.

## Measurable Objective

Given the emphasis on the benefits of fieldtrips to enhance the appreciation of performing/visual arts, and Spanish, special area teachers will plan a minimum of two field trips and involve students in enrichment competitions.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Enrich the curriculum of music by participating in fieldtrips to musicals and performing arts. | Special Area Chairperson,Administration | 08/20/07 | 06/2008 | Academic Enrichment Opportunities | 0 |
| Enrich the curriculum of visual arts by exposing students to out-of-school experiences at the Children's Art Museum. | Special Area Teachers, Administration | 08/20/07 | 06/2008 | Academic Enrichment Opportunities | 0 |
| Enrich the curriculum of Spanish S and Spanish SL by involving students in competitions and fieldtrips relative to Hispanic Heritage. | Administration, Spanish Teachers | 8/20/07 | 6/2008 | Academic Enrichment Opportunities | 0 |

## Research-Based Programs

Smith, M. K. (2002) 'Howard Gardner and multiple intelligences', the encyclopedia of informal education, http://www.infed.org/thinkers/gardner.htm.

## Professional Development

District-sponsored workshops for teachers of special areas.

## Evaluation

Fieldtrip participation as evidenced by official fieldtrip rosters.

## Return On Investment Goal

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

**Florida Education Priorities**

| 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 |
|---|---|---|---|---|---|
| ☐ | ☑ | ☐ | ☑ | ☐ | ☐ |

***Miami-Dade County Public Schools***

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|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☑ | ☐ |

**Return On Investment Statement**

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

*Needs Assessment*

The most recent data supplied from the FLDOE indicates that in 2004, Arcola Lake Elementary School ranked at the first percentile on the state of Florida ROI Index.

## Measurable Objective

Given the need to utilize avaliable resources to improve student achievement, Arcola Lake Elementary School return on investment will increase by at least 1 percentage point.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|---|---|---|---|
| Become more informed about the use of financial resources in relation to school programs. | Administration | 8/20/07 | 6/5/08 | Exchange Meaningful Information | 0 |
| Collaborate with the District on resource allocation. | Administration | 8/20/07 | 6/5/08 | Continuous Improvement Model | 0 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, or volunteer networks. | Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 0 |
| Consider shared use of facilities, partnering with community agencies. | Administration | 8/20/07 | 6/5/08 | Improve Public Perception | 0 |

## Research-Based Programs

Not Applicable

## Professional Development

School site training on the ROI index given by the principal.

## Evaluation

On the next State of Florida ROI index publication, Arcola Lake Elementary School will show progress toward increasing the ROI index.

## *EESAC Compliance*

| YES | NO | |
|:---:|:---:|---|
| ☑ | ☐ | *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.* |

### Budget:

EESAC has been a part of the funding source for many programs such as: School-Wide Banking, an incentive program for discipline, Jeopardy (a program that sparked student interest in Mathematical application). EESAC assisted in the funding which sent the sponsor for Arcola's Chess club to Chicago to support students competing in the National Title One Chess Competition.

### Training:

EESAC provided the staff with training in the budget. EESAC provided FCAT Training in the criteria for improving school scores. EESAC provided instruction for student discipline and how to maneuver in the school system.

### Instructional Materials:

EESAC paid for the Jeopardy program, and supplemental materials for tutoring.

### Technology:

EESAC provided the upgrades for all computers in the school by providing Microsoft Office for all of the grade level chairpersons and a pack for the computer lab as well as the lockdowns to protect technological hardware devices.

### Staffing:

EESAC has been instrumental in helping the school principal with finding staff members to fill needed position at the school.

### Student Support Services:

EESAC has purchased incentive items for the Character Education program and given students incentives for achieving gains in core subjects. Additionally, EESAC has purchased chorus robes and a stereo to enhance the music education program.

### Other Matters of Resource Allocation:

EESAC has purchased awards and trophies for the 5th grade promotional exercises and annual school science fairs.

### Benchmarking:

EESAC has been instrumental in funding materials that will help with benchmarking and have even contributed to the purchase of the Acaletics math program.

### School Safety & Discipline:

EESAC members have provided feedback to ways in which to motivate students to be in school with support the safety and discipline policies at school.

## *Budget Summary*

| BY GOAL | TOTAL BUDGET |
|---|---:|
| Reading | 9000 |
| Mathematics | 2600 |
| Writing | 18348 |
| Science | 1700 |
| Parental Involvement | 29813 |
| Discipline & Safety | 0 |
| Technology | 0 |
| Health & Physical Fitness | 0 |
| Electives & Special Areas | 0 |
| Return On Investment | 0 |
| Total | 61461 |

Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives.  As a result of this review, modifications to the SIP will be made in the following areas

_____

_____

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*