

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Lorah Park Elementary School (3041)

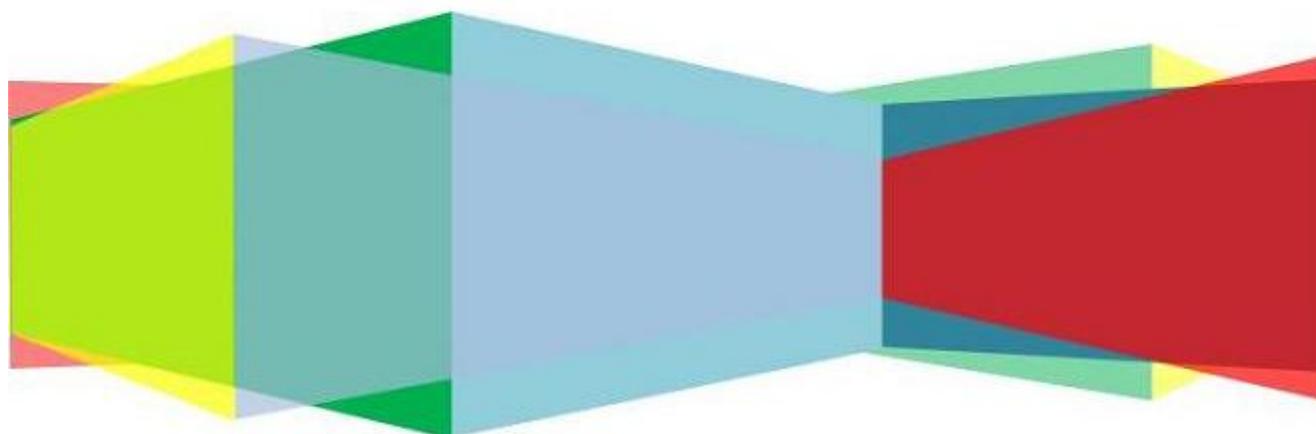
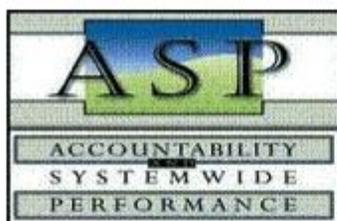
Feeder Pattern - Miami Springs Senior

Regional Center III

District 13 - Miami-Dade

Principal - Mattye Jones

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Lorah Park Elementary School, located at 5160 NW 31 Avenue, Miami, Florida 33142, serves Pre-Kindergarten through fifth grade with a student enrollment of 496. The student population consists of 18 percent Hispanic, 79 percent Black and two percent "Other". The community has a mixture of white and blue collar workers. The school is a strong icon in the community with many children being second and third generation Lorah Park students. In order to meet the various needs of all of the students within the school, several programs are offered at the school site. Lorah Park is a School of Choice with an emphasis on providing students with International Education in English and Spanish. The Dual Language Program was initiated in Pre-Kindergarten, Kindergarten and first grade and currently includes Pre-Kindergarten through fourth grade. Differentiated instruction is implemented within the classrooms and through the tutorial services provided before and after school so that students can receive additional opportunities to master skills and state benchmarks. Saturday School is also available to students for an eight week period to support the reading, mathematics and science instructional skills and strategies. The Academic Excellence Program, string ensemble and chorus program are offered as enrichment to students at the school site. In addition to this, the Special Education (SPED) Program and counselor provide support for our at-risk student population.

Facility/Community

Lorah Park Elementary School was built in 1967. The school consists of an area of 7.70 acres. The school was built during an era of open classrooms referred to as pods. Therefore, the main building has four centrums, or open areas, which are divided into three to four pods each. A Primary Learning Center (PLC) was built in 2002 with a brand, new, state of the art Media Center being built in 2004. The PLC houses the primary grades and has traditional enclosed classrooms. The school does not have portables. As of the most recent data, the school has 93 percent of its students on free or reduced lunch.

Student Demographics

The school serves Pre-Kindergarten through fifth grade with a student enrollment of 496. The student population consists of 19 percent Hispanic, 79 percent Black, and two percent "Other". Student Levels on the 2007 Reading FCAT indicate that 52 percent of Grade 3 students scored at Level 3 or above. Of the students scoring below Level 3, 24 percent of students in this grade scored at Level 1 and 24 percent of students scored at Level 2. In Mathematics, 70 percent of students in Grade 3 scored at Level 3 or above. Of those students scoring below Level 3, 11 percent scored at Level 1 and 19 percent scored at Level 2. Student achievement in Grade 4 Reading indicates that 40 percent of students scored at Level 3 or above. Of the students scoring below grade level in Grade 4, 39 percent scored at Level 1 and 21 percent scored at Level 2. In Mathematics, 42 percent of students in Grade 4 scored at Level 3 and above. Of the students scoring below grade level, 20 percent scored at Level 1 and 38 percent scored at Level 2. Student achievement in Grade 5 Reading indicates that 54 percent of students scored at Level 3 or above. Of the students scoring below grade level in Grade 5, 25 percent scored at Level 1 and 21 percent scored at Level 2. In Mathematics, 44 percent of students in Grade 5 scored at Level 3 and above. Of the students scoring below grade level, 25 percent scored at Level 1 and 31 percent scored at Level 2. Currently our Gifted program services three percent of our students and there is no in-house Voluntary Pre-Kindergarten (VPK) program. The school does, however, have a Title 1 Pre-Kindergarten Program which services 17 students. Finally, according to No Child Left Behind (NCLB), our Black subgroup and our Economically Disadvantaged subgroup did not meet Adequate Yearly Progress (AYP) in Reading and Mathematics. AYP was met by our Hispanic subgroup in Reading and Mathematics and AYP was met in Writing for all of our subgroups.

Unique Aspects: Strengths

The advantages that contribute to the success of our school are as follows: We have currently completed three years of the I Choose program, which consists of a Dual Language Model offered to all our students in grades Pre-Kindergarten through 3. For this school year, the program will enter its fourth year of implementation by spiraling to Grade 4. In addition, our school participates in the AT&T "Citibank Family Tech" Grant, which provides our students with personal home computers and family computer training.

Unique Aspects: Areas of Concern

The disadvantages that may impede to the school's success are as follows: The school presently has a high percentage of beginning teachers, 34 percent of our faculty. Of this 34 percent, many are not education majors increasing the need for professional development and peer mentoring. In addition to this, the school's mobility rate is 32 percent, indicating that one third of our students will change schools during a school year. Finally, our average attendance is 95 percent, indicating the five percent of our students are not in school on any given day.

Teacher Demographics

The school's Leadership Team is made up of the Principal, Assistant Principal, Lead Teacher, Reading Coach, Math Resource, School Counselor and one classroom teacher. The Leadership team is 43 percent Black, 43 percent Hispanic, and 14 percent White. The ethnic breakdown of the faculty is 16 Black teachers, 40 percent; 15 Hispanic teachers, 38 percent; and nine White teachers, 22 percent. Currently, we have no vacancies but concerns with the recruitment of new Highly Qualified teachers are finding good



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candidates and finding Education majors who have knowledge of elementary content and pedagogy.

Class Size/Teacher-to-Student Ratio

The average class size in Grades Kindergarten through 3 is 18 students, with a student to teacher ratio of 1:18. The average class size in Grades 4 and 5 is 22 students, with a student to teacher ratio of 1:22. In the SPED resource classes, the student to teacher ratio is as follows: Grade 1 is 1:4 students, Grade 2 is 1:2 students, Grade 3 is 1:9 students, and Grade 4 is 1:5 students. In Grade 5, which has an inclusion model, the SPED teacher services seven students who are housed in two separate classrooms. This brings a student to teacher ratio of 1:3 in one class and 1:2 in the other.

Attendance Ratio

The attendance average for the 2006-2007 school year increased to 94.93 percent from 94.72 percent during the 2005-2006 school year. The District average for the 2006-2007 school year was 94.96 percent, 0.03 points above our school average.

Promotion/Graduation/Retention Rates

The current school-wide retention rate is eight percent. Conversely, the school's promotion rate is 92 percent. During the 2006-2007 school year, the third grade retention percentage was 18.4 percent; 8.9 percent higher than the District's third grade retention percentage of 9.5 percent.

Feeder Pattern

Lorah Park Elementary is located in the Miami Springs Feeder Pattern. The students in our school transition into Miami Springs Middle School, which currently has a grade of "C." None of the schools in our feeder pattern are Zone schools.

Grants/Title 1 Status

The special programs in our school are as follows: Title 1, which grants us federal funds to supplement our educational programs; Academic Excellence Program (AEP), which is offered to high achieving students in the area of Journalism as an enrichment opportunity; Dual Language, offered to all students in Grades Pre-Kindergarten through 4, which provides students with full immersion in a second language; Gifted, which provides accelerated instruction to students with high stanine scores; Reading Plus, which provided individualized reading instruction to students via the computer; Acaletics, which facilitates daily practice in all mathematic strands for our students; Accelerated Reader, which test independent comprehension on instructional level books via the computer; Voyager, which provides intensive intervention in a small group setting to students performing in the lowest 25 percentile.

School Community Relations

The school has representatives from Reading Plus who assist with professional development, on-site implementation of the program, and data analysis. The school also receives assistance from the Region through Curriculum Support Specialists in the areas of Reading/Language Arts, Mathematics and Science. Community sponsored activities consist of Dade partners such as Pizza Hut and Burger King who give us incentives for Reading. In addition, Community members model reading to our students when participating in National Read Aloud Day and Career Day.

Grants

Currently, the school is a part of the Citibank Family Tech Grant which provides the school with personal home computers for students to use. The Grant also provides parent workshops on computer literacy and whole group student instruction on computer programs and tools.

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 meeting high standards on the 2008 administration of the FCAT Reading Test.

Given Instruction based on the Sunshine State Standards, the number of students in the Black subgroup meeting high standards in grades three through five will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

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

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

Given Instruction based on the Sunshine State Standards, the number of students in the Economic Disadvantaged subgroup meeting high standards in Grades 3 through 5 will increase to 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 4 will improve their writing skills as evidenced by a one percent increase in the number of students achieving high standards on the 2008 Administration of the 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 Science Test as compared to the 2007 administration of the 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 year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of student referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, 60 percent of students in grades three through five (Reading Level 1.5 and above) will complete at least 30 program sessions of the Reading Plus program.

Given instruction based on the M-DCPS mandated FITNESSGRAM, student award recipients will increase by three percent in the 2007-2008 school year as compared to the percent of award recipients during the 2006-2007 school year.

Given emphasis on the benefits of learning a second language, the number of students participating in the Dual Language Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

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

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, two areas for improvement are: "My work location removes things that get in the way," and "I know how well my work location is doing financially." These two areas were the lowest scoring on the OPIS, with scores below 4. To address these two areas the administration has implemented scheduled grade level planning and a curriculum leaders team with representatives from each faculty sub-group. In order to address the issue of "removing things that get in the way," members of the administrative team (Principal, Assistant Principal, Lead Teacher, Reading Coach) will be an active part of the grade level planning. At weekly Leadership Team meetings, the grade levels are assigned to each member and that member attends the grade level planning session. By doing this, the administrative team will have constant feedback on faculty concerns and difficulties and can thus identify and remediate problems more readily. To address financial concerns, the administrative team has put in place a curriculum leaders team that will convene to discuss all pertinent school matters. Faculty representatives will partake in decision making and act as liaisons to their respective grade levels. If faculty and staff feels that it has input in organizational decisions then organizational plans and programs will become more personalized and thus, more important to stakeholders. Stakeholders will also be better informed about their organization and will be able to better align initiatives to school goals and programs.



School Improvement Plan 2007-2008



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.

3041 - LORAH PARK ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

Facility/Community

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School Foundation

Leadership:

Strong leadership is evident at Lorah Park Elementary with the Organizational Performance Improvement Snapshot Survey averaging between "Strongly Agree" (5.0) and "Agree"(4.0). The strongest component under the leadership section, according to all stakeholders, was a clear knowledge of the school's mission(4.5). Another area of strength includes supervisors using work location values to guide school programs and initiatives (4.4). The weakest area in this section was the organization asking stakeholders what they think (3.8). This area has been targeted by the leadership team through the systematic use of grade level meetings. All weekly meetings have been scheduled on a pre-determined day and each meeting will have a representative from the leadership team. This will enable constant communication and feedback between grade levels and the leadership team.

District Strategic Planning Alignment:

The area of strategic planning scored an average of 4.0 which is "Agree" on the Organizational Performance Improvement Snapshot Survey. Stakeholders responded that they are aware of whether or not they are making progress towards the school-wide plan(4.2). The ability to present ideas was the lowest scoring (3.9) within this segment. This area will be targeted through the implementation of a curriculum leaders team. This team has one representative from each faculty sub-group and will convene to make school-wide decisions and plan for school-wide initiatives.

Stakeholder Engagement:

Communication with the school's parents and students scored between "Strongly Agree"(5.0) and "Agree"(4.0) on the Organizational Performance Improvement Snapshot Survey with knowledge of who the most important customers are rating the highest (4.7). The results of the Organizational Performance Improvement Snapshot Survey indicate that the school has frequent communication with its customers (4.6). Asking customers for their satisfaction levels (3.9), were the lowest scoring component in this section. This area is targeted with the yearly climate survey and with the implementation of periodical parent conference days.

Faculty & Staff:

All components of the Human Resource Focus scored an average between 4.0 and 5.0 on the Organizational Performance Improvement Snapshot Survey. The strongest sections within this component were feeling safe in the workplace (4.4). Most stakeholders feel that they have the power to make changes to improve their work (4.2)and that their supervisor and work location cares about them(4.2). Being recognized for work accomplished was the weakest component, with an average score of 3.9. Tri-weekly data chats where data teams look for strengths as well as weaknesses will target this components as group and individual strengths and achievements are celebrated.

Data/Information/Knowledge Management:

All components of the Measurement, Analysis, and Knowledge Management section scored an average between 4.0 and 5.0 on the Organizational Performance Improvement Snapshot Survey. The strongest section within this component was knowing how to analyze the quality of work at the workplace and seeing if changes are needed(4.5). The two weakest components were getting all of the important information needed to complete work (4.2) and getting all of the information needed about how the work location is doing (4.2). The two weakest components will be targeted with increase communication between grade level teams and the leadership team. Weekly meetings are pre-scheduled and assigned to members of the leadership team so that there can be constant communication between stakeholders.

Education Design:

All components of the Process Management section scored an average between 4.0 and 5.0 on the Organizational Performance Improvement Snapshot Survey. The strongest section within this component was collecting data about work quality(4.2). The two weakest components were getting all of the resources needed to complete the job (4.0) and having control over work processes (4.0). The two weakest areas were targeted as communication between the leadership team and grade levels was increased to weekly, pre-scheduled meetings. At this time, stakeholders can provide suggestions on school initiatives and ask for the resources necessary to complete tasks.

Performance Results:



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All components of the Business Results section scored an average between 4.0 and 5.0 on the Organizational Performance Improvement Snapshot Survey. The staff indicated that laws and regulations are adhered to at the work site (4.7) and that the organization has high standards and ethics(4.5). The two lowest areas, removal of things that impede process(3.7) and knowledge of financial status (3.5), indicate areas for future improvement on the part of the organization. These two areas have been targeted by the leadership team through the use of regularly scheduled grade level meetings to monitor initiatives and curriculum leaders to disseminate information.

Schools Graded 'C' or Below

Professional Development:

The initial phase of the 2007-2008 professional development plan includes review sessions for Edusoft, Reading Plus and Reciprocal Teaching. All these topics will support our new, strengthened implementation of the Continuous Improvement Model. An Edusoft review will decrease the turn-around time for data collection and enable teachers to gather their own data and analyze it prior to Data Conferences held every three weeks. Reading Plus will begin its full implementation this August. During the 2006-2007 school year the program was piloted as an intervention tool and only began school-wide in January. The program is a useful tool for individualized, differentiated instruction but needs more fidelity of implementation for increased success. Finally, Reading Comprehension continues to be a challenge for 50 percent of our students. A review of Reciprocal Teaching will introduce new teachers to a solid approach to teaching comprehension and refresh veteran teachers' techniques when teaching the subject.

In addition to the opening-of-schools refresher courses we will continue to implement peer modeling and in-house training by our Reading Coach, Mathematics Resource Teacher and Dual Language Teachers. The Reading Coach will continue to act as a liaison between the Division of Language Arts/Reading and the school-site. The Mathematics Resource Teacher will facilitate the implementation of Acaletics and provide mentoring to beginning teachers. Teachers new to the Dual Language program will receive professional development from the District's Bilingual Department as well as peer modeling from our veteran Dual Language Spanish Language Arts teachers.

In addition to this, the school's administration will enroll teachers in District Professional Development in accordance with District mandates and each teacher's individual Professional Development Plan.

Disaggregated Data :

FCAT 2007 data indicates our implementation of intervention groups for students scoring at a Level 1 or a Level 2 was effective with 69 percent of students showing learning gains in Reading. Furthermore, programs such as Voyager, Early Success, Soar to Success and Reading Plus were effective in meeting the needs of the lowest 25 percent as evidenced by 63 percent of those students showing learning gains in Reading.

FCAT 2007 data indicates that our co-teaching model for differentiated instruction in the area of Mathematics was extremely effective for students in the lowest 25 percent with 77 percent of those student showing learning gains. The model was not as effective as the intervention groups utilized in Reading with only 56 percent of all students showing learning gains in Mathematics.

FCAT 2007 achievement data indicates that more attention needs to be placed on differentiated instruction for an increased percentage of students achieving at grade level, evidenced by a score of Level 3 and above on FCAT Reading and Mathematics tests. On the 2007 administration of the test, 57 percent of students met high standards in Reading and 60 percent met high standards in Mathematics. Black and Economically Disadvantaged sub-groups need to be offered additional opportunities to practice skills as they had lower achievement levels than the Hispanic sub-group.

Informal and Formal Assessments:

Formal assessments to be used during the school year include the District's Pre and Post-tests in Writing as well as the Interim Assessments in Reading, Mathematics and Science. In addition to this, the school has purchased Rally Publishing's Test Rehearsals for Reading, Mathematics and Science in order to measure growth at key points throughout the year.

Informal assessments to be used during the school year include the school made progress monitoring tests that will be administered every three weeks. These tests are benchmark specific and will be utilized to check for progress and reteach skills when necessary. In addition to this, teachers will supplement the testing program with their own classroom assessments designed to measure mastery of specific skills.

Alternative Instructional Delivery Methods :



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Tri-weekly assessments will provide school instructional personnel with each student's strengths and weaknesses for each subject. Assessment data will be utilized to form skill-based groups in order to remediate deficiencies. Furthermore, tri-weekly data will be analyzed to ensure that the Black sub-group and the Economically Disadvantaged subgroup are showing adequate growth and acquisition of new skills.

Tri-weekly data will also provide instructional personnel with data pertaining to which skills have been mastered and which students need enrichment. Students showing strong performance will then be given additional, challenging tasks. Their performance will also be monitored to ensure that they continue to perform at high levels of achievement.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

Scores on the 2007 FCAT Reading Test indicate that 43 percent of the students in grades three through five scored below grade level as evidenced by scores of Level 1 and Level 2 on the test. AYP was not met with overall school achievement being 50 percent; one percentage point below the required score of 51 percent and eight percentage points below the 2007-2008 goal of 58 percent. Students within the Black subgroup and the Economically Disadvantaged subgroup did not meet AYP with scores of 49 percent at or above grade level, a difference of one percentage point below the overall average of 50 percent. The Hispanic subgroup did meet AYP with 55 percent of students at or above grade level; three percentage points below the 2007-2008 goal of 58 percent. Learning gains by the overall population and the lowest 25 percent were higher than 50 percent; however, 31 percent of students are not making adequate learning gains in the overall population and 37 percent of students in the lowest 25 percent are not making adequate learning gains. The percent of students proficient in Reading on the 2007 FCAT Reading test decreased by four percentage points from the 2006 administration of the test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 meeting high standards on the 2008 administration of the FCAT Reading Test.

Given Instruction based on the Sunshine State Standards, the number of students in the Black subgroup meeting high standards in grades three through five will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students achieving in the lowest quartile and provide before, after and Saturday school tutorial based on data analysis of the tri-weekly scores aligned to the Continuous Improvement Model.	Reading Coach	9/17/2007	5/30/2008	Continuous Improvement Model	10000
Encourage participation in the Citibank/Family Tech grant, facilitated by the Lead Teacher, to allow students to complete extra web-based interventions at home.	Lead Teacher	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Continue the use of hourly personnel, within budget constraints, to implement small group interventions such as Early Success, Soar to Success and Voyager to high-risk students. Student groups will be monitored and updated by administrators according to DIBELS Data, Interim Assessment Data and Benchmark exam data.	Administrators	9/17/2007	5/30/2008	District-wide Literacy Plan	0
Provide monthly FCAT parent/child workshops to disseminate educational strategies and hands-on materials that parents can use at home with their children. Workshops will be organized by the Reading Coach and grade level chairpersons will compile the materials based on the most recent assessment data.	Reading Coach, Grade Level Chairpersons	9/18/2007	3/01/2008	Exchange Meaningful Information	0
Provide professional development activities aligned to the Continuous Improvement Model that include but are not limited to information about successful research-based strategies to improve the delivery of instructional lessons and the utilization of data to make instructional decisions. Provide site-based professional development conducted by the Reading Coach as well as District sponsored professional development.	Administrators, Reading Coach, Curriculum Support Personnel	8/20/2007	5/30/2008	Continuous Improvement Model	0
Expand the utilization of the Reading Plus Program in Grades 3 to 5 to include all students reading at a 1.5 reading level and above. Schedule school-wide computer lab sessions monitored by the classroom teacher bi-weekly to promote fidelity of program implementation.	Reading Coach, Classroom Teachers	9/4/2007	5/30/2008	Continuous Improvement Model	0
Utilize the Regional Center III Data Debriefing Protocol to monitor progress and guide instruction as periodic progress monitoring is analyzed by data teams.	Administrators, Instructional Personnel	9/13/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

Lorah Park Elementary will use Houghton Mifflin Reading, Miami-Dade County Edition; Voyager Passport; Fast Forward, Reading Plus, and STARS and CARS.

Professional Development

Lorah Park Elementary will provide professional development in Guided Reading, The Big 5, STAR/ Accelerated Reading, Reciprocal Teaching, DIBELS, FLKRS:ECHOES, Houghton Mifflin Reading Core, CRRP, Edusoft, Reading Plus, and Data Driven Instruction.



School Improvement Plan 2007-2008



Evaluation

Lorah Park Elementary will evaluate progress towards goals through student achievement on the 2008 FCAT SSS Reading component, student growth evident on District Interim Exams (Pre and Post tests), student growth evident on the administrations of the DIBELS exam, and student growth evident on individual reports generated by the Reading Plus program.

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

Mathematics Statement

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

Needs Assessment

Scores on the 2007 FCAT Mathematics Test indicate that 40 percent of the students in grades three through five scored below grade level as evidenced by scores of Level 1 and Level 2 on the test. AYP was not met with overall school achievement being 54 percent; two percentage points below the required score of 56 percent and eight percentage points below the 2007-2008 goal of 62 percent. Students within the Black subgroup and the Economically Disadvantaged subgroup did not meet AYP with scores of 54 percent at or above grade level, a difference of two percentage points below the target average of 56 percent. The Hispanic subgroup did meet AYP with 58 percent of students at or above grade level; four percentage points below the 2007-2008 goal of 62 percent. Learning gains by the overall population and the lowest 25 percent were higher than 50 percent; however, 44 percent of students are not making adequate learning gains in the overall population and 23 percent of students in the lowest 25 percent are not making adequate learning gains. The percent of students proficient in Mathematics on the 2007 FCAT Mathematics test decreased by four percentage points from the 2006 administration of the test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 62 percent on the 2008 administration of the FCAT Mathematics Test.

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

Given Instruction based on the Sunshine State Standards, the number of students in the Economic Disadvantaged subgroup meeting high standards in Grades 3 through 5 will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize hands-on manipulatives with additional strategies during instructional time to service kinesthetic learner.	Administrators, Instructional Staff	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide professional development activities aligned to the Continuous Improvement Model that include but are not limited to information about successful research-based strategies to improve the delivery of instructional lessons.	Administrators, District Personnel	8/20/2007	5/30/2008	Continuous Improvement Model	0
Identify students achieving in the lowest quartile and provide before, after, and Saturday school tutorials based on data analysis of the present scores aligned to the Continuous Improvement Model. Tutorial groups, materials and target skills will be monitored by the Mathematics Resource Teacher.	Administrators	9/17/2007	3/01/2008	Continuous Improvement Model	5000
Schedule Mathematics Computer Lab sessions, conducted by the classroom teacher, on a weekly basis, to provide students with additional learning opportunities via the FCAT Simulator.	Administrators	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Utilize hourly personnel, within budget constraints, to assist with differentiated instruction within the mathematics instructional block.	Administrators	8/20/2007	5/30/2008	Continuous Improvement Model	0
Continue to implement the Continuous Improvement Model with emphasis on data analysis and targeted, differentiated instruction.	Administrators	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize the Regional Center III Data Debriefing Protocol to monitor progress and guide instruction as periodic progress monitoring is analyzed by data teams.	Administrators, Data Teams	9/13/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

Lorah Park Elementary will utilize Scott Foresman: Addison Wesley Mathematics.

Professional Development

Lorah Park Elementary will provide professional development in Acaletics, Accelerated Math, FCAT Simulator, and Differentiated Instruction.

Evaluation

Lorah Park Elementary will evaluate progress towards goals through student achievement on the 2008 FCAT SSS Mathematics component, student growth evident on District Interim Exams (Pre and Post tests), student growth evident on Acaletics progress tests and on tri-weekly progress monitoring tests, and reports generated from FCAT Simulator indicating student use and achievement levels.

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

Miami-Dade County Public Schools

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

Writing Statement

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

Needs Assessment

Scores on the 2007 FCAT Writing+ Test indicate that 25 percent of the students in grade four scored below grade level as evidenced by scores of 3.0 and below. AYP was met by all subgroups with overall school achievement being 93 percent and showing an increase of nine percentage points from the 84 percent meeting high standards in 2006.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction based on the Sunshine state standards, students in Grade 4 will improve their writing skills as evidenced by a one percent increase in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify a target group of students (30 percent of grade four) comprising of the lowest scoring on the FCAT Writing+ Test and provide opportunities for extended day and Saturday School, as budgetary constraints allow, to the targeted group to allocate students additional learning opportunities.	Reading Coach	8/20/2007	5/30/2008	Continuous Improvement Model	5000
Implement "Writing Across the Curriculum" with a focus on various types of graphic organizers to develop and organize students' thought processes. Writing prompts and assignments will be generated by classroom teachers and documented in lesson plans.	Reading Coach, Instructional Staff	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Conduct "Writer of the Month" activities on a monthly basis to instill a sense of authorship in our students.	Media Specialist	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide parents and students with effective writing strategies in the areas of expository and narrative writing at monthly workshops to encourage the home – school connection.	Administrators, Grade Level Chairpersons	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement "Effective Writing Strategies" to promote higher-level writing skills as opposed to format writing. Professional Development and monitoring will be provided by the administration.	Administrators, District Personnel	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide professional development activities aligned to the Continuous Improvement Model that include but are not limited to information about successful research-based strategies to improve the delivery of lessons in writing.	Administrators	8/20/2007	5/30/2008	District-wide Literacy Plan	0

Research-Based Programs

Lorah Park Elementary will utilize Houghton Mifflin Reading, Miami-Dade County Edition.

Professional Development

Lorah Park Elementary will provide professional development in Holistic Scoring, The Writing Process, Revision Toolbox, CRRP, and FCAT Writing

Evaluation

Lorah Park Elementary will evaluate progress towards goals through student achievement on the 2008 FCAT SSS writing component, student growth evident on District Pre and Post assessments, and student growth evident on monthly "Writer of the Month" activities.

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

Miami-Dade County Public Schools

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

Science Statement

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

Needs Assessment

Scores on the 2007 FCAT Science Test indicate that 69 percent of the students in Grade 5 scored below grade level as evidenced by scores Level 1 or Level 2 on the test.

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 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Examview Science component to assess student knowledge and identify benchmarks for instruction in science.	Administration	8/20/2007	5/30/2008	Continuous Improvement Model	800
Monitor instruction of science through lesson plans and classroom observation logs to ensure that all teachers are using District Pacing Guides that address the Sunshine State Standards and completing science labs to promote hands-on learning.	Administrators, Instructional Personnel	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide professional development on the components of the newly-adopted Science series. Professional development will be conducted for the different grade levels by the Science Leader (Grade 5 Science Teacher).	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Increase student participation in a school-wide science fair to provide a medium for student exhibition.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Increase exposure to science related topics by utilizing Reading First Through Science to integrate the curriculum. Lessons will be planned and implemented by the classroom teacher as evidenced by lesson plans.	Administrators, Instructional Personnel	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide professional development activities aligned to the Continuous Improvement Model that include but are not limited to information about successful research-based strategies to improve the delivery of lessons in science.	Administrators, District Personnel	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide a Science lab to establish continuous hands-on learning activities, provide enrichment activities to high-performing students, and facilitate grouping by targeted skills. Science lab will be scheduled and monitored by the administration.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	36000
Utilize the Regional Center III Data Debriefing Protocol to monitor progress and guide instruction as periodic progress monitoring is analyzed by data teams.	Administrators, Data Teams	9/13/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

Lorah Park Elementary will utilize Scott Foresman Science.

Professional Development

Lorah Park Elementary will provide professional development in Edusoft, Examview and Scientific Process Skills.

Evaluation

Lorah Park Elementary will evaluate progress towards goals through student achievement on the 2008 FCAT SSS science component, and student growth evident on Edusoft Examview assessments.

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

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

Needs Assessment

During the 2006-2007 school year, parental involvement was comprised of an average of 44 percent of the student population being represented at school events and workshops. This indicates that 56 percent of the student population is not represented at school events.

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 year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct home visits to provide materials and information necessary for academic success.	Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	26000
Provide an in-school resource center for parents to distribute information and encourage participation in the District's Parent Academy.	Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Encourage participation in the Citibank/Family Tech grant to bridge the technological gap.	Lead Teacher	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Hold regular parent/teacher conferences with parents in which student's strengths and weaknesses are discussed to collaboratively plan goals for the child.	Administrators, Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Maintain a Compact with parents to attend monthly workshops and training sessions to assist parents with activities and strategies conducted at home.	Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Increase the number of primary activities offered to parents in order to promote parental involvement in the grades where students are learning the essentials of Reading and Mathematics. Primary meetings will be arranged by the Community Involvement Specialist and materials for the meetings will be prepared by the primary teachers.	Administrators, Grade Level Chairpersons, Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Maintain communication to parents via the Internet, monthly calendars and flyers to strengthen the home – school connection.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Continue monthly FCAT parent workshop to provide parents with instructional strategies and materials for continued learning at home. Workshops will be organized by the Reading Coach and grade level chairpersons will compile the materials based on the most recent assessment data.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Lorah Park Elementary will provide professional development for the Parent Academy, and Title 1 meetings for the Community Involvement Specialist.

Evaluation

Lorah Park Elementary will show an increase in parental participation when comparing parent sign-in sheets, parent conference logs, school communication logs and parent enrollment in the Parent Academy from the 2007-2008 school year to the 2006-2007 school year.

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

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

Discipline & Safety Statement

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

Needs Assessment

The results of the Student Case Management System summary of the 2006-2007 school year indicate that there were 78 student referrals. Of the total number of Student Case Management referrals for General Disruptive Conduct, one case resulted in a student suspension.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of student referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Do The Right Thing Program to recognize acts of good citizenship.	Lead Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Counsel at-risk students on a one-to-one basis in order to foster tolerance and instill anger management strategies.	Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Review Student Code of Conduct with parents and students annually to clarify expectations.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement Assertive Discipline Plan in all classrooms to maintain a safe and productive environment.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Lorah Park Elementary will evaluate progress towards goals through a decreased number of student referrals as evidenced by results of the Student Case Management System summary from 2007-2008 as compared to the 2006-2007 summary.

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

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

Technology Statement

Students in Lorah Park Elementary will integrate technology into learning processes in order to increase achievement in all curricular areas.

Needs Assessment

Student participation in the Reading Plus program during the 2006-2007 school year indicates that 82 percent of students completed less than 30 sessions of the Reading Plus program.

Measurable Objective

Given an emphasis on the use of technology in education, 60 percent of students in grades three through five (Reading Level 1.5 and above) will complete at least 30 program sessions of the Reading Plus program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct RPA Testing on all students to identify their initial independent reading level.	Reading Coach	9/4/2007	5/30/2008	Continuous Improvement Model	0
Identify and provide incentives to students who increase reading levels on the Reading Plus program to encourage student effort and increase motivation.	Reading Coach	9/4/2007	5/30/2008	Continuous Improvement Model	0
Analyze students' use of Reading Plus program by producing bi-weekly reports which indicate student use and achievement levels.	Reading Coach	9/4/2007	5/30/2008	Other/ Not Applicable	0
Provide computer lab schedule for all classes in grades three through five to facilitate fidelity of the Reading Plus program.	Administrators	9/4/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Lorah Park Elementary will utilize the Reading Plus program.

Professional Development

Lorah Park Elementary will provide professional development in Reading Plus.

Evaluation

Lorah Park Elementary will evaluate progress towards goals through increased student participation in the Reading Plus program as evidenced by biweekly reports of student completion of program sessions.

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

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

Health & Physical Fitness Statement

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

Needs Assessment

The results of the 2006 FITNESSGRAM indicate that 29 percent of students tested were not award recipients in the 2006-2007 school year. Of the 71 percent of students in grades two through five receiving awards, 51 students received Gold status and 48 students received Silver status.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM, student award recipients will increase by three percent in the 2007-2008 school year as compared to the percent of award recipients during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize National Health calendar to highlight aspects of good nutrition.	Cafeteria Manager	8/20/2007	5/30/2008	Student Wellness	0
Identify current levels of physical fitness by administering a fitness screening to provide a baseline measure.	P.E. Teacher	8/20/2007	5/30/2008	Student Wellness	0
Provide incremental practice sessions of tested skills on the FITNESSGRAM to ensure success on the assessment.	P.E. Teacher	08/20/2007	05/30/2008	Student Wellness	0
Ensure that recess activities adhere to district mandates to provide students with unrestricted physical activity.	Administrators	8/20/2007	5/30/2008	Student Wellness	0
Conduct health and nutrition modules with faculty and staff to ensure all stakeholders are acquiring and maintaining healthy habits.	Administrators	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Conduct on-going lessons focusing on nutrition and good exercise habits as evidenced in lesson plans to assure implementation.	Administrators	08/20/2007	05/30/2008	Student Wellness	0

Research-Based Programs

Lorah Park Elementary will utilize the FITNESSGRAM.

Professional Development

Lorah Park Elementary will provide professional development on FITNESSGRAM.

Evaluation

Lorah Park Elementary will evaluate progress towards goals through an increased percentage of award recipients on the annual FITNESSGRAM assessment as compared to the FITNESSGRAM results of 2006-2007.

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

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

Electives & Special Areas Statement

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

Needs Assessment

Student enrollment in the school's Dual Language Program during the 2006-2007 school year was 376 students; 73 percent of the total student population. The program was offered to all students in Pre-Kindergarten through third grade during the 2006-2007 school year. The school's proposal is to increment one grade level a year until the entire student body participates in the Dual Language Program.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in the Dual Language Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute information about the Dual Language Program at the Open House Resource Fair to promote our program.	Lead Teacher	9/1/2007	9/30/2007	Dual Language	0
Display posters giving information about the program at various local community agencies and businesses to advertise bilingual education.	Lead Teacher	8/20/2007	5/30/2008	Dual Language	0
Conduct mass mailings to recruit students from various communities.	Lead Teacher	8/20/2007	5/30/2008	Dual Language	0
Participate in Dual Language Road Shows once a year in order to recruit future students.	Lead Teacher	8/20/2007	5/30/2008	Dual Language	0
Conduct annual dual language show and invite community agencies and prospective families to showcase accomplishments.	Administrators	8/20/2007	5/30/2008	Dual Language	0

Research-Based Programs

Lorah Park Elementary will utilize Extended Foreign Language (EFL), "Cancionero", "Lectura" by Scott Foresman, "Pan y Canela" – Guided Reading Program, and "Ele Fonetica" – Extended Phonics Program.

Professional Development

Lorah Park Elementary will provide professional development in Extended Foreign Language Program Summer Institute, in-house teacher mentoring and off-campus site visitations to other EFL programs.

Evaluation

Lorah Park Elementary will evaluate progress towards goals through increased student enrollment in the Dual Language Program as compared to enrollment during the 2006-2007 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs to utilize funds more effectively.	Administrators	8/20/2007	5/30/2008	Business Process Redesign	0
Collaborate with the district on resource allocation to ensure that necessary funds are allocated.	Administrators	8/20/2007	5/30/2008	Business Process Redesign	0
Consider reconfiguration of existing resources and/or taking advantage of a broader resource base, e.g. private foundations, volunteer networks to utilize outside resources.	Administrators	8/20/2007	5/30/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies to build strong partnerships.	Administrators	8/20/2007	5/30/2008	Business Process Redesign	0
Analyze student data to target areas for improvement and purchases tools that will increase achievement.	Administrators	8/20/2007	5/30/2008	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Lorah Park Elementary will show progress toward reaching the 9th percentile.

EESAC Compliance

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

Budget:

The EESAC reviewed budget and discussed modes of expenditures.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

The EESAC monitored student population and supported small classroom sizes.

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC allocated funds for supplemental materials and activities.

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10000
Mathematics	5000
Writing	5000
Science	36800
Parental Involvement	26000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	82800

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