

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Palm Lakes Elementary School (4241)

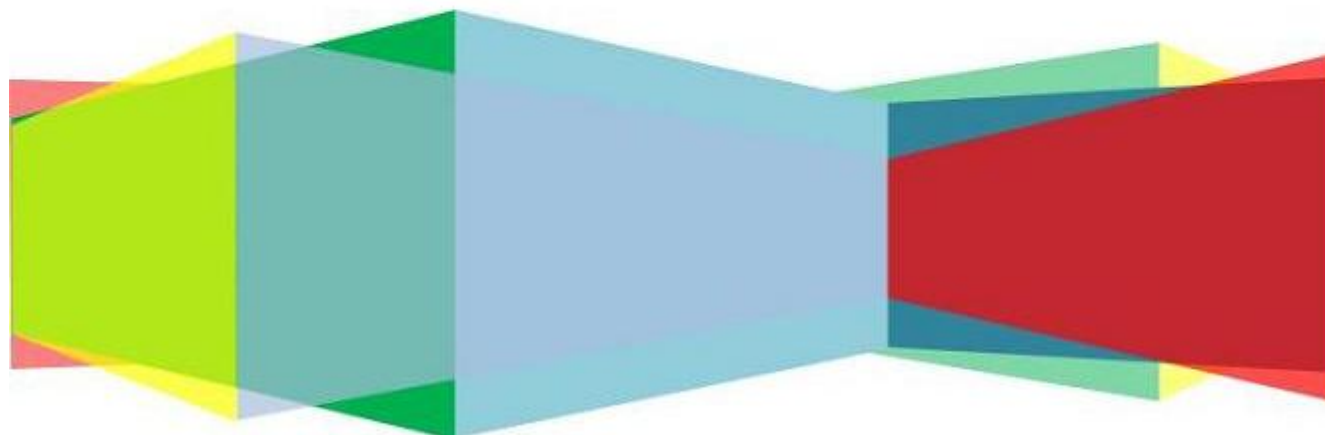
Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Alina Iglesias

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Palm Lakes Elementary educates over 900 students enrolled in pre kindergarten through fifth grade. The student population is predominantly Hispanic and comes from homes where Spanish is the home language. The school was originally built in 1971 and just underwent major construction and renovation. The school is surrounded by single family homes and townhomes which are well maintained and have an increasing market value. These homes are occupied by middle class professional and blue collar workers. In addition, there are a series of apartment complexes that also are within the boundaries of the school. The school feeds into the Hialeah Miami Lakes Feeder Pattern. Palm Lakes is a Title I school servicing Economically Disadvantaged, English Language Learners (ELL), and Special Education (SPED) students.

Palm Lakes Elementary provides a variety of services to students and their families, such as counseling, referrals to community agencies, psychological services and a Parent Resource Center. Our Dade Partners consist of local businesses which provide incentives for students and staff, as well as feedback on school initiatives.

With approximately 120 faculty and staff members, Palm Lakes is able to provide educational services to students through various programs, such as gifted, Special Education, Extended Foreign Language and Academic Excellence.

Once again, Palm Lakes has been recognized as an "A" school under the Governor's A+ Plan based on the results of the 2007 FCAT Administration.

While the school made the "A" under the Governor's A+ Plan, we did not make Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB). We must place greater emphasis on our Economically Disadvantaged and Students with Disabilities (SWD) subgroups in the area of mathematics in order to make AYP. As a result of not meeting the criteria in mathematics, the school is classified as a School in Need of Improvement (SINI).

In order to meet the goals of our School Improvement Plan, we have proposed several objectives that will assist in the realization of our goal.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 75 percent scoring at a Level 3 or higher on the 2008 FCAT-Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 71 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, SPED/SWD students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 89 percent of the students scoring a 3.5 or higher on the 2008 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, 53 percent of fifth grade students will meet high standards on the 2008 administration of the FCAT-Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interactions as evidenced by comparing the monthly parent participation logs for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly learning environment, the student attendance percentage rate will increase to a minimum of 96% as evidenced by the Percentage of Attendance Report for the 2006-2007 school year as compared to the 2007-2008 report.

Given an emphasis on a safe and orderly learning community, the percentage of students who will agree with the statement "I feel safe at my school" will increase to 90% as evidenced through the School Climate Survey.

Given the increased emphasis on the use of technology, 80 percent of students in grades 1-5 will demonstrate an increase of at least .75 on the SuccessMaker gains report in Reading.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades four and five will increase by 5% in the number of students meeting high standards on the mile run.

Given emphasis on the benefits of participating in extracurricular activities, the number of students participating in after school activities will increase by 5 percentage points during the 2007-2008 school year as evidenced by attendance rosters.

Palm Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 60th percentile in 2005 to the 65th percentile on the next publication of the index.



School Improvement Plan 2007-2008



Based on the results of the Organizational Performance Improvement Tool Snapshot survey administered to faculty and staff there are two areas that require attention. The two categories that received the lowest average scores were: Strategic Planning and Process Management. In both of these categories, we received a score of 4.3, which was the lowest score given for a category. It is of utmost importance that we address Strategic Planning since this is a process utilized in our Continuous Improvement Model. Faculty and staff felt a need to know what progress has been made on the work group's part of the plan. They also indicated a desire to share their ideas at the work location. In the category of Process Management, we must strive to provide teachers with the resources needed to perform their jobs and utilize the available data to inform the instructional staff of the quality and effectiveness of their work.

Our goal is to provide opportunities for faculty and staff to join the leadership team in the decision-making process by encouraging participation in the EESAC meetings and by facilitating grade group and department meetings which embrace a model for continuous improvement and meaningful discussions.



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.

4241 - PALM LAKES ELEMENTARY SCHOOL

VISION

Palm Lakes Elementary supports the neighborhood it serves by providing the best possible educational experiences for our students and the surrounding community and the extension of the services of the school to encompass the needs of the whole individual. Our vision is to create citizens that are productive members of society.

MISSION

The mission of Palm Lakes Elementary school is to Strive for Excellence in Education for Kids (SEEK) by providing our students with the tools which will enable them to become life-long, self-sufficient learners. This daily mission of preparing life-long, self-sufficient learners will be achieved through the dedication and commitment of staff, administration, parents and community participation. We are committed to this endeavor and will support, encourage, and engage our students in meaningful activities that will promote their growth toward becoming independent, literate and productive citizens of the world.

CORE VALUES

Palm Lakes Elementary encompasses, demonstrates and is committed to teaching values that will assist in the attainment of our mission. These values include: loyalty, tenacity, commitment, patience, creativity, motivation and enthusiasm. We seek to achieve our mission through our dedicated and highly-qualified faculty and staff.

School Demographics

Facility/Community

Palm Lakes Elementary is a neighborhood school established in 1971 on over eight acres of land. It is located at 7450 West 16th Avenue in Hialeah, Florida. The school recently underwent construction to add a two story modular building with twenty-four classrooms, which currently houses all third, fourth, and fifth grade classrooms. Due to this project the existing portables were demolished.

Palm Lakes Elementary School, a Title I school, provides instruction based on the Sunshine State Standards to students in grades pre-kindergarten through fifth. Approximately 76% of the student body qualifies for free or reduced lunch. Additionally, the school has pre-kindergarten classes dedicated to offering services to students with varying exceptionalities.

Student Demographics

The student population is composed of approximately 93 % Hispanic, 5% White, 1% Black and 1% Asian. 73% of third grade students met high standards in Reading, while 17% of students scored at Level 1, and 10% at Level 2 as evidenced by the 2007 FCAT scores. 57% of fourth grade students met high standards in Reading, while 25% of students scored at Level 1, and 18% at Level 2 as evidenced by the 2007 FCAT scores. 58% of fifth grade students met high standards in Reading, while 17% of students scored at Level 1, and 25% at Level 2 as evidenced by the 2007 FCAT scores. During the 2006-2007 school year, Palm Lakes offered the VPK program to 18 four year olds who were selected by a lottery system. Palm Lakes houses two Pre K ESE units for three and four year olds with varying exceptionalities. Last year, the Pre K ESE team serviced over 18 youngsters on a part time and/or full time basis. The gifted program was offered to students in grades kindergarten through fifth and had 94 participants. The school implements a resource model for the gifted students facilitated by two full time teachers. Our SPED/SWD students are serviced through four full time resource teachers and one full time paraprofessional. During the 2006-2007 school year, 98 students participated in the SPED/ESE program. In addition, our school serviced 256 ELL students through self contained units and the resource program. Palm Lakes Elementary is a Title I school based on 76% of the student population that are economically disadvantaged.

Unique Aspects: STRENGTHS

Once again, Palm Lakes has been recognized as an "A" school under the Governor's A+ Plan based on the results of the 2007 FCAT Administration. Additionally, the District has recognized Palm Lakes as a superior school with a Platinum Performance Award. Palm Lakes Elementary has been awarded a Title III grant for technology in the ELL Department as well as an IDEA inclusion grant. The Title III ELL grant has furnished the school with a set of new computers and software for our ELL students.

Faculty and staff are encouraged to apply for grants on a continuous basis. The grant committee is kept abreast of available grants and applies accordingly. Recently, the school received a \$300,000 grant through the Council For Educational Change (PASS Program), which will be implemented over a three year period.

Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in grades kindergarten through fifth. School-to-home connections are fostered through planned activities, workshops and access to websites designed to keep parents abreast of developments in the school and the classroom.

Unique Aspects: AREAS OF CONCERN

The faculty and staff feel the need to improve family involvement, as well as offer the parents workshops that will assist them with parenting skills, behavior management and techniques to help their children.

The faculty and staff provide services to a predominantly Hispanic population. Therefore, many of the students attending the school come from homes where their parents are non- English speakers. This presents a challenge for parents in providing assistance to their children in the English language. There has also been an increase in the number of students attending the school being raised by individuals other than their parents, such as grandparents, aunts/uncles, foster parents and even great grandparents.

Teacher Demographics

The faculty and staff is comprised of 71% (47) Hispanic, 14% (9) Black and 15% (10) White. 89% of the staff at Palm Lakes is comprised of females, while 11% are males. 3% of the staff has earned a Doctoral or Specialist degree, and 33% of the staff has earned a master's degree. Currently one faculty member is a National Board Certified teacher. 3% of the instructional staff are considered beginning teachers, and the average number of years of experience is 11. Although there were eleven new faculty and staff members during the 2006-2007 school year, teacher and staff mobility is rare at Palm Lakes. Last year's vacancies were a result of retirements, out of county and out of state relocations, new positions generated due to class size reduction, and a transfer to high school. This year, we are only expecting two new hires. The Leadership Team is comprised of teachers, curriculum leaders, the UTD Representative, and administration. The following staff members will serve on the 2007-2008 Leadership Team:



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- *Alina Iglesias, Principal
- *Jordana Schneider, Assistant Principal
- *Ivette Garcia, Reading Coach
- *Sophia Salas, EESAC Chairperson/ESOL Representative
- *Dianna Rose, Designated UTD Steward/Media Specialist
- *Isabel Soto, ESE Teacher
- *Dora Fernandez, Mentor Primary Grade Teacher
- *Esther Overton, Mentor Intermediate Grade Teacher
- *Yanissa Delgado, Primary Grades Representative
- *Ronald Smith, Intermediate Grades Representative

In addition, the EESAC Committee, which includes parents and community members is an integral part of the decision making process in the school.

Class Size/ Teacher-to Student Ratio

Attendance Rate The teacher-to student ratio for the 2007-2008 school year in general education classrooms at Palm Lakes is as follows:

Kindergarten 18:1, First grade 19:1, Second grade 22:1, Third grade 20:1, Fourth grade 25:1, and Fifth grade 24:1.

Gifted ratio- Kindergarten/First grade 9:1, Second grade 12:1, Third grade 21:1, Fourth grade 21:1, and Fifth grade 22:1.

SPED ratio- Kindergarten/First grade 19:2, Second grade 13:1, Third grade 10:1 in resource and 8 students participating in Inclusion, Fourth grade 18:1 in resource and 8 students participating in Inclusion, and Fifth grade 14:1 in resource and 8 students participating in Inclusion.

The importance of student attendance is highly emphasized at Palm Lakes. Our counselors and office staff work closely with classroom teachers to promote perfect attendance by providing various incentives for classrooms exhibiting stellar attendance rates. As a result, data gathered from the 2006-2007 school year demonstrates that our attendance rates increased from 95.25% in 2005-2006 to 95.80% in 2006-2007. Additionally, the school's average was higher than the district's 94.96 % average for the 2006-2007 school year.

Promotion/ Graduation/ Retention Rates

Data referent to FCAT scores for the 2005-2006 school year demonstrated that 14 third graders (8.7%) scored below the district's criteria for proficiency thus warranting retention. Due to increased interventions and differentiated instruction, FCAT data for 2007 indicates a positive trend of increased student mastery and a lower retention rate. Only 11 third graders (7.43%) were retained for the 2006-2007 school year. Additionally, 28 students were retained in the remaining grades based on their academic performance.

Feeder Pattern

Palm Lakes Elementary School belongs to the Hialeah-Miami Lakes feeder pattern. Consequently, upon 5th grade promotion, students continue their educational pursuits at Miami Lakes Middle (C school), Jose Marti Middle (C school) and Hialeah-Miami Lakes Senior High (Zone School/ F school).

Special Programs

The Extended Foreign Language Program (EFL) is offered in grades K - 5 in order to provide students with an enriching linguistic model for literacy focused on increasing language proficiency in English, while promoting home language (Spanish) fluency and retention.

Title I Supplemental Educational Services (SES) Tutoring was provided by Education Station and Cool Kids at the school site and by several other vendors via computers or alternate locations. Additionally, all Level 1 and 2 students received reading interventions through hourly teachers and paraprofessionals.

Extended Day Programs at Palm Lakes Elementary were funded by a grant that was awarded to the school. The school offered several enrichment clubs conducted by teachers employed at Palm Lakes. The students were given the opportunity to select among the following: creative writing, drama, dance, geography, sports, art, scrap-booking, critical thinking and chess.

The Academic Excellence Program was offered to students in grades three through five who were eligible with emphasis on developing critical thinking skills. The two components offered were Hands on Science and the Chess program. As part of the AEP program, we also offered a Science Boot Camp to targeted students in an effort to boost science scores and student interest.

School Community Relations/Partners

Palm Lakes Elementary provides a variety of services to students and their families, such as counseling, referrals to community



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agencies, psychological services and a Parent Resource Center. The Parent Resource Center is staffed with a full time Community Involvement Specialist that is able to assist parents with the educational and social-emotional needs of our students. Furthermore, Palm Lakes is now providing ESOL classes to parents and community through the Parent Academy, as well as other workshops of interest to the parents. We are constantly seeking local businesses to support the school wide initiatives by inviting them to become Dade Partners. Our Dade Partners provide incentives for students and staff, as well as feedback on school initiatives.

Support is also provided to the school by the Regional Center Superintendent, as well as the four Directors assigned to assist schools with Curriculum, Personnel, Business, Professional Development and Advocacy. The district office has provided support through the Instructional Review process, which entailed classroom visitations and recommendations for improvement. Additionally, professional development opportunities are available to all teachers through the Professional Development Menu and Registration System, Summer Heat, and the Teacher Education Center.

Grants

Palm Lakes Elementary has been awarded a Title III grant for technology in the ESOL Department as well as an IDEA inclusion grant. The Title III ESOL grant has enabled the removal and replacement of obsolete computers and additionally provided a set of new computers and software for our LEP students.

Faculty and staff are encouraged to apply for grants on a continuous basis. The grant committee is kept abreast of available grants and applies accordingly. Recently, the school received a \$300,000 grant through the Council for Educational Change (PASS Program), which will be implemented over a three year period. The grant funds are being utilized to achieve SACS standards for our media center collection and relocation of the facility. Part of the funding will be used for student, staff and parent incentives. Additionally, an after-school program was supported by funds from this grant.

School Foundation

Leadership:

The administration is comprised of two individuals, one principal and one assistant principal. The principal is beginning her 8th year as the school leader. Her primary goal has been to have parents buy into education, meaning that parents need to be informed and involved in their child's education. She has also strived to foster an environment where the team concept is visible throughout the building. The school also has a leadership team which consists of a reading coach, a mathematics and science curriculum leader, a bilingual department leader, and a special areas department leader. The grade level chairs also provide leadership for the grade groups and input in the decision-making process. The media specialist participates in the leadership team as does the technology coordinator. Feedback is received from EESAC members and from community/business partners involved with the school. Based on the results of the Organizational Performance Improvement Survey, faculty and staff rated the Leadership category the highest with an average score of 4.6. Faculty and staff strongly agreed that the leadership strives to maintain an atmosphere of support and guidance that assists to accomplish the mission of the organization as well as of the individual.

The leadership team has worked diligently to create a school culture that fosters success for students, parents, faculty, and staff. Open lines of communication help send the message of our mission to all of the stakeholders, including students. Parents, students, faculty and staff are encouraged to share concerns and assist in coming up with practical solutions to improve the operation of the school and student achievement. All stakeholders are kept abreast of important information that affects day to day operations.

District Strategic Planning Alignment:

Our primary goal is to educate students to their full potential academically and socially. Our faculty and staff are committed to maximizing students potential in reading, mathematics and writing, as well as all the other subject areas. We are striving for all of our students to perform at or above the state and national average. Each employee is dedicated to meeting those objectives in reading, writing and mathematics while fostering a love for learning. We want our students to be well rounded and culturally diverse citizens that can become leaders in our technologically driven society. Faculty and staff are also committed to informing and educating parents about the education initiatives of our school, district, state, and nation. Based on the Organizational Performance Improvement survey, faculty and staff rated the Strategic Planning category with an average score of 4.3. Emphasis should be placed on seeking employee input in the planning process.

Stakeholder Engagement:

On the School Climate Survey for the 2006-2007 school year, parents rated the school a grade of A-. Parents seemed content with the instructional staff and leadership at the school. Parents indicated that the school is effectively teaching students. Students indicated on the 2006-2007 School Climate Survey that overall, they too are content with the school. The students graded the school an A- as well. Students also indicated satisfaction with the leadership and instructional staff at the school. They also indicated that the school is kept clean and in good condition. Faculty and staff at Palm Lakes rated the school an A-. The overall climate and satisfaction with the school was very positive in all areas surveyed.

Based on the Organizational Performance Improvement Survey, faculty and staff rated the Customer and Market Focus category with an average of 4.5. Faculty and staff agrees that they know who their most important customers are, identify what their needs are and able to assist in solving their problems.

Faculty & Staff:

One of the missions of the leadership team has been to establish an atmosphere of collaboration and support among the individual grade groups and departments. As a result, teacher assignments are given careful consideration each year to help build strong and united groups that will work harmoniously to accomplish the vision and mission of the school. Grade group planning is encouraged to assist with the implementation of the pacing guide in all subject areas. Non-instructional staff is also motivated and encouraged to work as one in order to improve the efficiency of the work being accomplished.

Based on the Organizational Performance Improvement Survey, faculty and staff rated the Human Resource Focus category with an average of 4.4. Faculty and staff agree that the school is a safe workplace.

Data/Information/Knowledge Management:



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One of the missions of the leadership team has been to establish an atmosphere of collaboration and support among the individual grade groups and departments. As a result, teacher assignments are given careful consideration each year to help build strong and united groups that will work harmoniously to accomplish the vision and mission of the school. Grade group planning is encouraged to assist with the implementation of the pacing guide in all subject areas. Non-instructional staff is also motivated and encouraged to work as one in order to improve the efficiency of the work being accomplished.

Based on the Organizational Performance Improvement Survey, faculty and staff rated the Human Resource Focus category with an average of 4.4. Faculty and staff agree that the school is a safe workplace.

Education Design:

One of the missions of the leadership team has been to establish an atmosphere of collaboration and support among the individual grade groups and departments. As a result, teacher assignments are given careful consideration each year to help build strong and united groups that will work harmoniously to accomplish the vision and mission of the school. Grade group planning is encouraged to assist with the implementation of the pacing guide in all subject areas. Non-instructional staff is also motivated and encouraged to work as one in order to improve the efficiency of the work being accomplished.

Based on the Organizational Performance Improvement Survey, faculty and staff rated the Measurement Analysis and Knowledge Management category with an average of 4.5. Faculty and staff agree that they know how to analyze the quality of their work to see if changes are needed. They also agree that they know how to measure the quality of their work and use the analyses for making decisions about their work.

Performance Results:

While the School Improvement Plan process has assisted with the academic achievement of the students, it has also assisted us with targeting other areas of need. Student attendance is one area which we have placed great emphasis on the past few years. As a result, we have seen improvement in the attendance averages from year to year. We have also worked diligently to improve parent participation at school functions, workshops, and meetings in order to inform parents of the educational offerings available to our students and the demands that they must meet in order to be promoted. Through the efforts of faculty and staff, we have been able to identify students that meet eligibility for participation in the gifted program as well as the Special Education program. As a result, a second gifted unit was added last school year and an inclusion program is now in place for the SPED students in grades 3, 4, and 5. Based on the Organizational Performance Improvement Survey, faculty rated the Business Results category with an average of 4.4. Faculty and staff agree that the organization has high standards and ethics, they are satisfied with their jobs and that the organization obeys laws and regulations set forth.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 read fluently at or above grade level and acquire a love for reading.

Needs Assessment

Reading

Results on the 2007 FCAT-Reading indicate that all subgroups met AYP in Reading. Although there was a decrease in the percentage of students meeting high standards from 75% to 74%, 68% of students in the lowest 25th percentile made learning gains, while 64% of the students tested made learning gains. The most significant increase in learning gains was evidenced by the 20% increase in the number of students in the lowest 25th percentile exhibiting learning gains.

Students in third grade obtained 50% of the Reference and Research Cluster correct. Additionally, third grade students scored at 65% on the Main Idea/Purpose Cluster questions, an increase from 59% in 2006. Fourth grade students showed a 25% increase in the Reference and Research Cluster scoring at the 75th percentile. Furthermore, fourth grade students scored at 60% on the Main Idea/Purpose Cluster questions, also demonstrating an increase in this competency.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 75 percent scoring at a Level 3 or higher on the 2008 FCAT-Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use CrISS Strategies to facilitate reading instruction.	Instructional Staff, Administrator	8/20/07	6/05/08	District-wide Literacy Plan	500
Utilize the QuickReads program with At-Risk third graders to improve student's fluency.	Reading Coach, Administrators, Hourly Teachers	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize additional SPED teacher to expand the school's Inclusion model to increase student achievement and provide SPED students an opportunity to participate in the least restrictive environment.	Classroom Teachers, ESE Teachers, Assistant Principal, Hourly Teachers, Paraprofessionals	8/20/07	6/05/08	Inclusion of SWD	0
Encourage articulation among classroom, CCHL, SPED and ELL teachers to monitor pacing of the curriculum (CRP), discuss long range planning and data analysis.	Reading Coach, Curriculum Coordinator, Instructional Staff, Administrator	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Implement Voyager Program with Tier 1 & 2 students in grades K through 5.	Classroom Teacher, Hourly Teacher, Administrator, Reading Coach	9/10/07	6/05/08	District-wide Literacy Plan	12000
Use differentiated instruction to meet individual student needs.	Reading Teachers, Administrator	8/20/07	06/05/08	District-wide Literacy Plan	0
Incorporate the computer-based Success Maker program and purchase Accelerated Reader books/test to promote reading and improve students' basic reading skills.	Instructional Staff, Administrator, Media Specialist and Reading Coach	8/20/07	06/05/08	District-wide Literacy Plan	0
Provide after school tutoring for selected Level I, Level II and/or lowest quartile students for Economically Disadvantaged twice a week by SES Services, using a Pre and Post Test to monitor progress.	Hourly Teachers, Administration, SES Vendors	9/24/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs

Houghton-Mifflin Reading Series, Voyager, SuccessMaker Enterprise, QuickReads

Professional Development

Introduction to Houghton-Mifflin Reading Series
DIBELS Training
CrISS Strategies
Wild About Words Training

Evaluation

Seventy-five percent of students in grades 3 - 5 will score Level 3 or higher on the 2008 FCAT-Reading as compared to the 2007 FCAT-Reading.

Bi-weekly benchmark assessments will be administered utilizing the FCAT Testmaker Program
Cold read passages will be provided on a monthly basis in order to monitor student progress on individual benchmarks.
DIBELS will be administered first, third and fourth nine weeks.
District issued portfolio passages will be administered to all third grade students.
STAR test will be administered on a quarterly basis.
Houghton-Mifflin Integrated Theme Test will be administered at the end of each theme in the reading basal.
District Interim Assessments will be administered to identify strengths and weaknesses with the benchmarks.
SES Providers will administer Pre and Post test to monitor progress.

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

Mathematics Statement

Palm Lakes Elementary's goal is to produce logical and critical thinkers.

Needs Assessment

Results on the 2007 FCAT-Mathematics indicate that we did not make AYP in all of the subgroups. Only 28% of the Students with Disabilities scored at or above grade level in mathematics. 54% of the Economically Disadvantaged students scored at or above grade level. 76% of students in the lowest 25th percentile made learning gains, while 65% of students tested made learning gains. Students meeting high standards in mathematics increased from 64% to 70%.

Analyses of results indicate that we need to place greater emphasis on Data Analysis, Algebraic Thinking and Number Sense in grade 4. In grade 5, greater emphasis must be placed on the Operations and Data Analysis Strands.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 71 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, SPED/SWD students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parent workshops on utilizing Riverdeep at home to reinforce basic computation skills.	Classroom Teachers, Administrator, Curriculum Leaders, CIS	9/05/07	6/05/08	District-wide Literacy Plan	0
Incorporate Successmaker to remediate and/or enrich students' mathematical experience.	Classroom Teacher, Administrator	9/17/07	6/05/08	Academic Enrichment Opportunities	500
Administer monthly multiplication drills in grades three through five.	Mathematics Teachers, Administrator	8/20/07	6/05/08	Continuous Improvement Model	0
Provide Bi-weekly mathematics hands-on lessons utilizing manipulatives.	Mathematics Teachers, Math Leader, Administrator	8/20/07	6/05/08	Academic Enrichment Opportunities	500
Encourage articulation among classroom, CCHL, SPED and ELL teachers to monitor pacing of the curriculum, discuss long range planning and data analysis.	Curriculum Coordinators, Instructional Staff, Administrator	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Provide lowest 25 percentile students with an additional Successmaker Mathematic session daily.	Administration, classwork teachers	09/17/07	6/05/08	Continuous Improvement Model	0
Schedule Title One Mathematics Leader and hourly personnel to provide small group instruction with fifth grade students to facilitate instruction.	Administration, Title One Mathematic Teacher, Classroom teachers	8/20/07	6/05/08	Academic Enrichment Opportunities	9000

Research-Based Programs

Scott Foresman Mathematics, Riverdeep, Successmaker Enterprise

Professional Development

Riverdeep, Successmaker Enterprise
District offered workshops:
MILE
Hands On Equations

Evaluation



School Improvement Plan

2007-2008



Seventy-one percent of students in grades 3-5 will score at level 3 or higher on the 2008 FCAT-Mathematics as compared to the 2007 FCAT-Mathematics.

SPED/SWD students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

Economically Disadvantaged students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT-Mathematics Assessment.

Administer Bi-weekly benchmark assessments to determine mastery utilizing the FCAT Testmaker program.

Monthly multiplication drills will be administered to monitor mastery of basic facts as evidenced by students scoring 70% or higher on assessments.

Weekly teacher made tests will be administered to monitor attainment of skills as evidenced by students scoring 70% or higher on assessments.

Administer Pre-Post tests to tutoring students to assess progress.

Administer District Interim Assessment at the end of each fourth nine weeks.

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

Writing Statement

Students at Palm Lakes Elementary will develop their writing skills and express their thoughts and opinions on paper so they can communicate effectively.

Needs Assessment

Review of the 2007 FCAT Writing+ results indicate that the percentage of students achieving high standards increased from 80 to 88 percent and that the school's writing average was a 3.7. Palm Lakes Elementary was able to increase the mean scale score on the Writing+ test from 288 in 2006 to 292 in 2007. We will continue to place an emphasis on developing more effective writers starting in the primary grades. Grade level expectations for writing were developed by grade groups in preparation for the new school year.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 89 percent of the students scoring a 3.5 or higher on the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer monthly writing prompts to monitor progress and growth.	Language Arts Teachers, Administrator	8/20/07	6/05/08	Continuous Improvement Model	0
Hold Multicultural Fair to publish/showcase students and class written books.	Instructional Staff, Administration	09/06/07	6/05/08	Diversity & Educational Equity	0
Provide professional development using the ideas based in "Mechanically Inclined" by Jeff Anderson for teachers to use with their writing curriculum, which emphasizes grammar and mechanics.	Reading Coach, Administration, Language Arts Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Incorporate at least one technique from 'Revision Toolbox' a month in grades 3 - 5. Implement one Writing Picture Level a month in grades K - 2.	Intermediate Language Arts Teachers, Administrator	8/20/07	6/05/08	District-wide Literacy Plan	0
Encourage articulation among classroom, SPED and ELL teachers to monitor pacing of the curriculum, discuss long range planning and data analysis.	Reading Coach, Curriculum Coordinator, Instructional Staff, Administration	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Provide third grade students writing instruction from fourth grade teachers and/or curriculum leaders	Administrator, Scheduling Committee, Curriculum Leaders	10/01/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

Revision Tool Box (Grades 3 -5)
 Writing Pictures (Kindergarten - 2nd Grade)
 Mechanically Inclined (Kindergarten- 5)

Evaluation

Eighty-nine percent of students will achieve high standards on the 2008 FCAT Writing+.

Monthly writing prompts will be administered in order to monitor progress as evidenced by 70% of students scoring 4.0 or higher.

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

Students will become inquisitive scientific learners who will use the scientific process to find solutions to questions.

Needs Assessment

Results on the 2007 FCAT-Science indicate that only 51 percent of fifth grade students are meeting high standards in Science. Results indicate that the mean scale score dropped from 291 in 2006 to 286 in 2007. Palm Lakes Elementary mean scale score of 286 is still below the district's mean scale score of 295.

Measurable Objective

Given instruction using the Sunshine State Standards, 53 percent of fifth grade students will meet high standards on the 2008 administration of the FCAT-Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Display intermediate science projects as models for the primary grades.	Classroom Teachers, Administration	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Conduct weekly science labs in grades K-5.	Classroom Teachers, Administration	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Align instruction to District recommended scope and sequence/ curriculum maps.	Classroom Teacher, Administrator	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Implement the Hands on Science component to the Academic Excellence Program.	AEP Facilitators, Administration	10/01/07	6/05/08	Academic Enrichment Opportunities	0
Encourage articulation among classroom, CCHL, SPED and ELL teachers to monitor pacing of the curriculum, discuss long range planning and data analysis.	Reading Coach, Curriculum Coordinator, Instructional Staff, Administration	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Schedule classes to participate in enrichment lessons with the "MAD Scientist" in the science lab.	Administration, Part time staff, Teachers	9/10/07	6/05/08	Academic Enrichment Opportunities	0
Provide professional development for teachers on the newly adopted Scott Foresman Science series.	Administrators, Curriculum Leader, Teachers	10/8/07	06/05/08	Continuous Improvement Model	5500

Research-Based Programs

Scott Foresman Science, FOSS Kits

Professional Development

School site workshops provided by Professional development Liaison focusing on implementing the new science series, including the use of the district provided science kits.

District offered workshops

Evaluation

This goal will be evaluated by fifty-three percent of the fifth graders tested scoring a level 3 or higher on the 2008 FCAT Science.

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 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"/>

Parental Involvement Statement

Palm Lakes Elementary will provide more opportunities for parents to become involved in student's education, which will yield more involved parents and improve student academic performance.

Needs Assessment

Results from a Title One Parent survey indicated that parents would like to be provided with more information on FCAT strategies, parenting skills and how to cope with students with disabilities.

Parent participation logs from 06-07 indicate that 3,090 parents participated in a school function or activity. There was an increase from the previous year. Our goal is to increase participation by a minimum of 5 percent of parents attending school functions.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interactions as evidenced by comparing the monthly parent participation logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Coordinate parenting classes on discipline and strategies to help raise productive individuals provided by Children's Psychiatric Center.	Counselor, Administration	9/20/07	6/05/08	Student Wellness	0
Conduct a community resource fair showcasing the District's Parent Academy and the school's Parent Resource Center.	Community Involvement Specialist, Administration	9/05/07	6/05/08	Improve Public Perception	0
Invite parents and community members to share their vocational experiences through our annual Career Day event.	Student Services, Community Involvement Specialist, PTA, Administration	3/03/08	5/09/08	Academic Enrichment Opportunities	0
Provide parents with a monthly newsletter and a monthly calendar of workshops, orientations, programs and other school activities to increase participation.	Administrators, Curriculum Leaders, Instructional Staff, Community Involvement Specialist	8/20/07	6/05/08	Exchange Meaningful Information	0
Host ELL classes for parents through the Parent Academy.	Administration, Community Involvement Specialist, Hialeah Senior High Adult Center	8/20/07	6/05/08	Diversity & Educational Equity	0
Provide parents with helpful techniques on how to best raise a child with ADHD and provide discipline strategies provided by Children's Psychiatric Center.	Counselor, Administration	9/5/07	6/05/08	Inclusion of SWD	0
Hold evening functions such as plays, Family Literacy Nights, Multicultural Fair and performances that will showcase student talents and allow parents to participate in school events.	Administration, Instructional Staff Counselor, Community Involvement Specialist	8/20/07	6/05/08	Diversity & Educational Equity	0
Participate in KAPOW program to promote career awareness and promote school to work connections.	Administration, Classroom teachers, Counselor	8/20/07	6/05/08	Business Process Redesign	0
Share budget expenditures and concerns with EESAC.	Administrator, EESAC Committee	7/02/07	6/05/08	Improve Public Perception	0

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

Provide workshops for parents on various topics:
 Effective parenting classes
 FCAT Strategies for Reading and Mathematics
 ADD/ADHD
 Writing Workshop
 Using Computer Based Instruction, e.g. Riverdeep, FCAT Explorer

Evaluation

This goal will be evaluated by monthly parent participation logs which will reflect a 5 percent increase in parent participation.

Seven percent of parents will participate in a Parent Academy sponsored workshop.

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Palm Lakes Elementary's goal is to create and maintain a safe and orderly learning environment where students, faculty and staff are able to learn and work effectively.

Needs Assessment

Based on the most recent School Climate Survey, 86 percent of parents, 86 percent of students and 98 percent of staff members feel that the school provides a safe learning environment. This demonstrated sentiment of security contributed to an increase in the percentage of attendance to 95.80 in 2006-2007.

Measurable Objective

Given an emphasis on a safe and orderly learning environment, the student attendance percentage rate will increase to a minimum of 96% as evidenced by the Percentage of Attendance Report for the 2006-2007 school year as compared to the 2007-2008 report.

Given an emphasis on a safe and orderly learning community, the percentage of students who will agree with the statement "I feel safe at my school" will increase to 90% as evidenced through the School Climate Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Connect-Ed communication system with parents to promote student attendance.	Administration, Computer Specialist	8/20/07	6/05/08	Truancy Prevention	0
Identify students with excessive absences and initiate the Truancy Intervention Program (TIP) and/or school site intervention conferences.	Administration, Counselor, Teachers, Social Worker	8/20/07	6/05/08	Truancy Prevention	0
Conduct conferences and/or home visits for truant students.	Community Involvement Specialist, Student Services Staff, Assistant Principal	8/20/07	6/05/08	Truancy Prevention	0
Provide perfect attendance awards to students throughout the school year.	Administration, PTA, Classroom Teachers	8/20/07	6/05/08	Truancy Prevention	0
Provide incentives to students and classes with good attendance records.	Administration, PTA	8/20/07	6/05/08	Truancy Prevention	0
Provide training for Security guards on maintaining safe school environment.	Security Guards, Administration	7/01/07	9/28/08	Safe and High-quality Facilities	0
Provide training and safety tips sessions at faculty meetings to serve as the first level of security within the school.	Administration, Classroom teachers	8/20/07	6/05/08	Safe and High-quality Facilities	0

Research-Based Programs

Truancy Intervention Program (TIP)

Professional Development

Provide information on the district's new Attendance Policy at the Opening of Schools meeting with faculty and staff.
 Provide information on the school board policy for Reporting Incidents during a faculty meeting.
 Discuss and share the Code of Ethics during a faculty meeting.
 Invite guest speaker to share information on the Personnel Investigative Model (PIM).
 District Truancy Intervention Program (TIP) Workshop

Evaluation

This goal will be evaluated by an increase in student attendance as reflected on the Percentage of Attendance Report 2007-2008.

This goal will be evaluated by an increase of 4 percent on the School Climate Survey.

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

Miami-Dade County Public Schools

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

Technology Statement

Palm Lakes Elementary's goal is to produce a technologically savvy community of teachers and students who can function in an ever-changing technologically infused society.

Needs Assessment

Results of the 2006-2007 FCAT Reading indicate that 26% of students in grades 3,4, and 5 are not meeting high standards. Thus, students will utilize the SuccessMaker Program on a daily basis. The program provides individual remediation using data gathered about each individual's performance and needs.

Measurable Objective

Given the increased emphasis on the use of technology, 80 percent of students in grades 1-5 will demonstrate an increase of at least .75 on the SuccessMaker gains report in Reading.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train students on login procedures	Classroom Teacher, Microsystems Technician	8/20/07	9/28/07	Academic Enrichment Opportunities	0
Increase targeted student session time on the Successmaker Program	Classroom Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Gather and compare bi-monthly Successmaker and Edusoft reports in order to redirect instruction and planning.	Classroom Teacher, Microsystems Technician	8/20/07	6/05/08	Continuous Improvement Model	0
Provide instruction on researching techniques using the World Wide Web.	Media Specialist, Classroom Teacher	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Utilize the computer lab to provide students with opportunities to develop internet research and word processing skills.	Administration, Microsystems Technician, Instructional Staff	8/27/07	6/05/08	District-wide Literacy Plan	0
Provide professional development for teachers on use of SuccessMaker program.	Microsystems Technician, Administration	8/20/07	6/05/08	Exchange Meaningful Information	0
Provide Electronic Gradebook training for new staff members and electronic gradebook attendance procedures for all staff members.	Electronic Gradebook Managers, Administration	8/6/07	6/05/08	Exchange Meaningful Information	0

Research-Based Programs

SuccessMaker Enterprise

Professional Development

SuccessMaker training will be provided for faculty in order to facilitate data analysis.

Evaluation

This goal will be evaluated by a .75 increase in the Student Gains Report of the SuccessMaker Program.

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

Health & Physical Fitness Statement

Palm Lakes Elementary's goal is to improve cardiovascular, stamina, endurance, performance and overall fitness level in students.

Needs Assessment

The school has been unable to train students on the mile run for the last two years, due to construction. Last year, the school received a waiver for this objective. The most recent data available is from the 2004-2005 school year. The 2004-2005 annual Fitness Gram Test results indicate that 30 percent of students have not met high standards on the mile run test. Only 155 earned gold and 87 earned silver cards.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades four and five will increase by 5% in the number of students meeting high standards on the mile run.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement jump rope activities bi-weekly specifically targeting 4th and 5th grades.	Physical Education Instructors, Administration	8/20/07	6/05/08	Student Wellness	0
Increase running distance gradually in order to improve endurance on the Fitness Gram Test.	Physical Education Instructors, Administration	8/20/07	6/05/08	Student Wellness	0
Encourage student awareness of proper nutrition through planned lessons.	Physical Education Instructors, Classroom Teachers, Food and Nutrition Staff, Administration	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Provide Aerobic activities on a weekly basis.	Physical Education Instructors, Administration	8/20/07	6/05/08	Student Wellness	0
Establish Rhythm and Dance activities on a weekly basis.	Physical Education Instructors, Administration	8/20/07	6/05/08	Student Wellness	0

Research-Based Programs

Fitness Gram

Professional Development

The Physical Education faculty will attend District Physical Education workshops in order to achieve the professional development goals of the district.

Food and Nutrition staff will attend District meetings and workshops in order to provide proper nutrition for students and faculty.

Evaluation

The results of the 2007-2008 Fitness Gram will be evaluated by a 5 percent increase in the number of students meeting high standards on the mile run.

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

Palm Lakes Elementary's goal is to provide meaningful and enriching academic activities for all students.

Needs Assessment

Based on the number of students scoring Level 5 on the FCAT Reading and Mathematics tests, there is a need to improve critical thinking skills across the board for our students.

Measurable Objective

Given emphasis on the benefits of participating in extracurricular activities, the number of students participating in after school activities will increase by 5 percentage points during the 2007-2008 school year as evidenced by attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote literacy by holding monthly meetings for Book Club members.	Media Specialist, Administrators	8/20/07	6/05/08	District-wide Literacy Plan	0
Purchase materials to support after school programs.	Administration, Academic Activities Director	9/24/07	6/05/08	Academic Enrichment Opportunities	500
Recruit students to join the Future Educators of America (FEA)club, thus providing opportunities to mentor primary students.	FEA Sponsor, Administrators	8/27/07	6/05/08	Academic Enrichment Opportunities	0
Implement Chess group through Academic Excellence Program (AEP).	AEP Facilitator, Administration	9/27/07	6/05/08	Academic Enrichment Opportunities	0
Provide community service through community canned food /toy drive by the Future Educators of America in conjunction with the PTA.	Administration, FEA Sponsor, PTA	10/01/07	12/22/07	Improve Public Perception	0
Implement Hands on Science activities with fourth and fifth grade students afterschool.	Administration, AEP Facilitator	9/27/07	6/05/08	Academic Enrichment Opportunities	3300
Establish incentives program in order to promote after school program attendance.	Administration, AEP Facilitator, SES Vendors	9/27/07	6/05/08	Academic Enrichment Opportunities	0

Research-Based Programs

FOSS Kits
Scott Foresman Science Series

Professional Development

Facilitators of the after school activities and clubs will attend the Chess in the Schools workshop and Hands on Science Workshops provided by Academic Excellence Program.

Evaluation

Attendance Rosters will reflect a 5 percentage point increase in the number of students participating in after school programs during 2007-2008 as compared to 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 type="checkbox"/>

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

Return On Investment Statement

Palm Lakes Elementary will rank at or above the 65th 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 2003, Palm Lakes Elementary ranked at the 60th percentile on the State of Florida ROI index.

Measurable Objective

Palm Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 60th percentile in 2005 to the 65th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Administration	7/02/07	6/05/08	Business Process Redesign	0
Become more informed about the use of financial resources in relation to school programs.	Administration, EESAC Committee, Faculty and Staff	8/20/07	6/05/08	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administration, Leadership Team, EESAC Committee	8/20/07	6/05/08	Business Process Redesign	0
Continue sharing use of facilities with community agencies.	Administration, CIS, Title I SES Facilitator,	8/20/07	6/05/08	Improve Public Perception	0

Research-Based Programs

Houghton-Mifflin
 Scott-Foresman Mathematics
 Scott Foresman Science
 SuccessMaker

Professional Development

Reading workshops, CRISS training
 Monthly Reading inservices
 Quarterly budget conferences
 Regional and District mandated administrator workshops

Evaluation

On the next State of Florida ROI index publication, Palm Lakes Elementary will show progress toward reaching the 65th percentile.

EESAC Compliance

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

Budget:

In addition to the funds generated through the School Based Budget, Palm Lakes also receives federal funds through the Title I program to support the educational initiatives at the school. Student Enhancement funds are utilized primarily for hourly personnel to assist in the classrooms and for tutoring services. Title I funds allow the administration to purchase additional teachers and part time paraprofessionals to assist with implementing the district mandated interventions. Additionally, to assist with parental involvement and the resources available to them, a full-time Community Involvement Specialist position is purchased. Title I funds, as well as EESAC funds have allowed the administration to keep the technology at the school up to date. From the purchases of classroom computers to the upgrade of the closed circuit television system, funds are fully expended each year to improve the school. The EESAC committee is kept abreast of all budgetary matters that impact the operation of the school as well as student achievement throughout the course of the year. Each year, the EESAC votes on the expenditure of the EESAC funds and provides feedback regarding other school funding sources.

Training:

Training is offered to all the employees at the school site via school level workshops or district sponsored workshops. A needs assessment is conducted at the beginning of each school year to determine what professional development activities are needed for the faculty and staff. Additionally, select staff is trained each year to assist with meeting the needs of exceptional students, such as the visually impaired or orthopedically impaired. Results of the professional development survey are discussed with the EESAC committee to develop a schedule for professional development. This year, a Professional Development Liaison will serve as the facilitator for all professional development activities at the school site.

Instructional Materials:

Funds allocated for instructional materials such as textbooks are expended in a timely manner in order to provide the necessary and appropriate materials needed for delivery of instruction. Additionally, manipulatives for mathematics and science are purchased to facilitate the instruction of these subject areas. Classroom libraries, dictionaries, overhead projectors, charts, computer software, library books and technological tools are visible and utilized in every classroom. EESAC funds are targeted to support the attainment of necessary materials. This year, all kindergarten through fifth grade teachers received new science textbooks and supplemental materials to increase students' knowledge of science content matter.

Technology:

Currently, the school has over 400 computers available to students and staff. Internet access is available on these computers as well as educational programs that assist with remediation and enrichment in various subject areas. Students are able to access FCAT Explorer, Riverdeep, Accelerated Reader and the Successmaker Enterprise programs. Teachers utilize the computers as well for various purposes including the electronic grade book, records and forms management, to analyze student data through SPI and for various other task such as communicating with parents through email and the school's website. The school was awarded a Title III grant to replace and upgrade an obsolete ESOL computer lab and add an additional lab for ESOL students. Additionally, a new computer lab with 24 work stations for students, parents and staff has been completed as part of our two story modular building. The modular building classrooms are also equipped with Smartboard Technology, ceiling mounted LCD projectors and laptops for each teacher. For several years, the EESAC committee has voted to expend available Title I funds to upgrade technology at the school.

Staffing:



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As a result of the Class Size Reduction Act, the school has hired new personnel each year for the last couple of years. Some retirements and resignations have also given the school the opportunity to interview candidates for open teaching positions. The personnel committee assists in the selection of new teachers and shares the vision of the administration to hire individuals that will complement and work collaboratively with the existing staff. There has been a balance of new hires which include experienced teachers transferring from other schools, new beginning teachers and 3100's who have worked at the school. Members of the EESAC committee acknowledge that it has become a tremendous challenge to hire a diversified staff due to the lack of teacher candidates.

Student Support Services:

The student services team works vigorously to support the needs of the students, parents and staff. Our highly qualified and dedicated counseling team provides a wealth of resources and support to the parents and students. Additionally, they serve as a liaison between the teacher, parent, and community agencies that serve the school.

Other Matters of Resource Allocation:

The EESAC committee recognizes the need for an increase in the allocation of funding for additional personnel for security. Last school year, new hand held radios were purchased to add to the existing radios, in order to have a better communication system throughout the school. Additionally, a repeater/booster was ordered to improve the reception of the radios in the new building and school grounds.

Benchmarking:

The EESAC committee and leadership team recognizes the need for increased strategic planning and more collaboration between EESAC and school personnel. Additionally, the need exists for data analysis and monitoring to be a collaborative effort within the school. As a result of recommendations from region and district instructional review teams, the school will implement bi-weekly benchmark assessments by purchasing and utilizing the FCAT Testmaker program.

School Safety & Discipline:

The EESAC committee recognizes the need to maintain a safe and secure learning environment. As such, the committee regularly reviews safety concerns that are brought before the committee. Many parents and staff members have expressed concern regarding the number of entry points to the school grounds. As a result, several of the gates on the south side of the school are now kept locked. Emergency evacuation routes have been updated and re-routed in order to keep these gates locked.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	12500
Mathematics	10000
Writing	0
Science	5500
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3800
Return On Investment	0
Total	31800



School Improvement Plan 2007-2008



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