

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Kelsey L. Pharr Elementary School (4401)

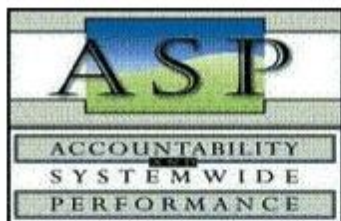
Feeder Pattern - Miami Jackson Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Sandra Clark

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Kelsey L. Pharr Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment, which monitors student achievement through a variety of assessments including bi-weekly, pre and post assessments, which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Kelsey L. Pharr Elementary School recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction.

Given instruction using the Sunshine State Standards, all students in grades three through five will improve their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners students in grades 3-5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grade three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percentage point in the percent of students reaching the State required mastery level of 3.5 or higher on the 2008 FCAT Writing Plus Test.

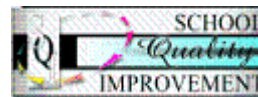
Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by twenty-five percentage points on the 2008 administration of the FCAT Science Test.

Kelsey L. Pharr Elementary School will help all families establish positive home/school learning environments to support the transition of pre-school students. School sponsored activities will increase by five percent and workshops and transition meetings will be held to ensure that all stakeholders are a high priority in the transition process.

Given a school-wide focus on decreasing bullying and/or aggressive behaviors, student referrals will be reduced by three percentage points during the 2007-2008 school year.



School Improvement Plan 2007-2008



Given instruction integrating state of the art technology and other multimedia instructional programs within the existing curriculum, students will improve mathematics and reading skills as evidenced by a five percent point increase in the number of students with acceptable performance in SuccessMaker and Accelerated Reader during the 2007-2008 school year.

Given the schoolwide emphasis on physical fitness, students in grade two through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of physical fitness award recipients on the 2008 FITNESSGRAM Exercise Component Test.

Given the school-wide focus on enrichment activities, student participation in extracurricular activities will increase by twenty-five percent as evidenced by attendance logs.

Kelsey L. Pharr Elementary School ROI ranking will improve by at least one percentile point on the next Return of Investment report.

The Organizational Performance Improvement Snap Shot Survey results indicated great success in the categories of Customer and Market Focus (category 4) and Measurement, Analysis, and Knowledge Management (category 3). Although satisfaction is evident in the above categories, a small percentage of the faculty and staff felt unsure of how well the organization was doing financially (item 7c) and that they do not have access to all the resources they need to do their job (item 6a). Kelsey L. Pharr Elementary School will conduct professional development on school finance to ensure a clear understanding of all the responsibilities including financial management associated with operating an elementary school site. The school will also conduct a survey and class inventory on the resources they have and need in order to do their job. The administration will then provide them with the necessary resources.



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.

4401 - KELSEY L. PHARR ELEMENTARY SCHOOL

VISION

We envision Kelsey L. Pharr Elementary School as a school that is committed to enhancing our students' futures by providing them with the necessary tools to meet and conquer the challenges of the 21st Century. Working with our parents and Dade Partners, we will provide a solid foundation in the basics while challenging students to develop their higher-order thinking skills. Our staff will integrate technology with instruction, utilize assessment to make data-driven decisions, and implement effective interdisciplinary strategies to produce high performing students.

MISSION

At Kelsey L. Pharr Elementary School, we believe that all students are capable of learning. We are committed to addressing the educational and social needs of each child. It is our mission to integrate state of the art technology and other multimedia instructional programs with the existing curriculum to prepare our students for the "Information Age." We will provide a solid foundation in the basics of reading, writing, and mathematics, while developing the higher order thinking skills needed to become life-long learners and productive citizens in our ever-changing society.

CORE VALUES



School Improvement Plan 2007-2008



Kelsey L. Pharr Elementary School, a Controlled Choice School, enriches the community by providing preferential school choice while maintaining the ratio/ethnic diversity and balance of our community. Essential ingredients of Kelsey L. Pharr Elementary are the Family Support Center and the Community Involvement Specialist (CIS). Our center provides information and offers support services to students, parents, and the community at large.

School Demographics

Kelsey L. Pharr Elementary School is a pre-kindergarten through fifth grade school serving approximately four hundred fifty-nine kindergarten through fifth grade students. The school is located in the inner city of Miami-Dade County and has ninety percent of its students eligible for free or reduced lunch. The student population is fifty-three percent Black, forty-six percent Hispanic, one percent White, and one percent other.

The students are of a diverse population with a number of different ethnicities, races, and cultures. Approximately thirty-seven percent of the students are of English Language Learners, with twenty-seven students at ESOL Level 1, twenty-seven at ESOL Level 2, twenty-six at ESOL Level 3, and thirty-eight at ESOL Level 4. Sixty-one of our students receive Special Education Services (SPED), eight are gifted, thirteen are speech impaired, thirty are specific learning disabled, thirteen are language impaired, one is educable mentally handicapped, three are developmentally delayed, and one is other health impaired. Overall, we have a high number of economically disadvantaged students with high absenteeism and poor parental involvement.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snap Shot Survey results, the faculty knows and understands the school's mission and works towards achieving that mission (item 1a). However, the Leadership Team needs to work on asking the staff members for feedback (item 1g). Faculty meetings will involve open discussion, where the staff will have an opportunity to share their ideas and provide feedback to the Leadership Team.

At Kelsey L. Pharr Elementary School, the Leadership Team assesses how well the school is performing along multiple indicators and uses that information as goals are developed and reviewed.

District Strategic Planning Alignment:

According to the Organizational Performance Snap Shot Survey results, staff members are aware of their progress, as well as the school's progress (item 2c). The teachers are provided with student data on their classes biweekly. Additionally, the staff knows Kelsey L. Pharr's plans that will affect their work (item 2b). The plan is clearly stated during faculty meetings and grade level meetings. Kelsey L. Pharr Elementary School encourages faculty input as it plans for the future (item 2a). This type of open discussion will take place during faculty meetings and grade level meetings.

At Kelsey L. Pharr Elementary School, all employees are involved in the process of increasing student performance on assessments and eliminating the achievement gap between all Sub groups. Additionally, employees are constantly making efforts to increase safety at school and the quantity and quality of opportunities for communication with stakeholders.

Stakeholder Engagement:

Kelsey L. Pharr Elementary School offers various services to bridge the gap between school and community. A major component of our partnership is our Community Involvement Specialist (CIS). The CIS provides information and other support services to the parents. The CIS bridges the communication gap between the teacher and the parent, which increases student achievement. The Parent Teacher Association (PTA) assists in promoting an awareness of school and parenting activities. Additionally, the school's PTA raises funds to support programs that nurture the educational setting. The Educational Excellence School Advisory Council (EESAC) allows the major stakeholders (parents, teachers, businesses, and students) to have input in the school improvement process. To further assist our parents, the Young Men Christian Association (YMCA) provides after-school care, and Easter Seals of Miami-Dade Inc. provides second through fifth grade students with a free tutorial and enrichment program.

Almost all students leaving Kelsey L. Pharr Elementary School, after fifth grade, attend Allapattah Middle School. The staff from Kelsey L. Pharr Elementary School works closely with the staff from Allapattah Middle School on articulation issues to ensure that entering sixth graders are prepared with the backgrounds they need to be successful in middle school. Kelsey L. Pharr Elementary School is pleased to be part of a close relationship with Domino's Pizza. This organization enables us to reward student achievement with incentives. In an effort to involve our students in serving the community, they participate in the 5000 Role Model Program and the United Way Campaign.

Faculty & Staff:

The faculty is highly qualified with an average of twenty-six staff members that have more than ten years experience with Miami-Dade County Public Schools. The staff is approximately thirty percent Hispanic, fifty percent Black, seventeen percent White, and two percent Other. Approximately, seventeen percent are males and eighty-three percent are females. Instructional staff attendance is above the ninety percent level. Ninety-three percent of the staff are full time employees and seven percent are part time employees. Of this group, two are administrators, twenty-six are classroom teachers, six are special area teachers, two are special education services teachers, one is an ESOL teacher, one is a guidance counselor, two are reading coaches, one is a media specialist, three are office personnel, five are cafeteria workers, one is a Community Involvement Specialist, three are paraprofessionals, four are custodial service workers, and two are security guards. Of the teaching staff, seven teachers are new to this school.

Data/Information/Knowledge Management:



School Improvement Plan

2007-2008



According to the Organizational Performance Self-Assessment Survey results, our staff felt that they were well trained in the process of analyzing their work to see if changes are needed (item 4b) and knowing how to measure the quality of their work (item4a). By using this information all staff can measure and monitor the quality of their work. However, a small percentage of the staff felt that they do not receive all of the important information they need to complete their work (item4e), and they need periodic reports on how the school is doing. The reading coaches will attend weekly grade level meetings to ensure that the staff understands the progress of their students and the school. They will review the biweekly and monthly assessments of each individual class. The administration along with the reading coaches will also ensure that the staff has a full understanding of the school's expectations. Professional development will be provided to teachers as needed.

Education Design:

Kelsey L. Pharr Elementary School students are highly mobile and have a high absenteeism rate. In order to address these needs, Kelsey L. Pharr has developed an attendance and tardy policy. Students who improve their attendance are rewarded every nine weeks through various incentive programs. We are offering an increased number of after school activities and parent workshops in hopes of lowering our mobility rate. We have low parental involvement. Therefore, we are increasing our parent workshop offerings, awarding prizes for attendance at parent activities, and promoting the Parent Academy. There is a lack of connection between the activities of the students at school and the skills necessary to secure a career. In order to address this need, we are implementing the Kids And the Power Of Work (KAPOW) program for fifth graders, Easter Seals Tutorial Program for second through fifth grade students, and a Career/Truck Day for all students.

Performance Results:

According to the Organizational Performance Self-Assessment Survey results, the Business Results category average score was at a 4.2. This shows that most of the staff members agree with the fact that the organization obeys laws and regulations and maintains high standards and ethics. Additionally, survey results indicate that the staff is satisfied with their professional responsibilities.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on multiple intelligences, differentiated instruction, cooperative learning and CRISS strategies.

Disaggregated Data :

In August, the school faculty participates in a school-wide data disaggregation where they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss bi-weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

During the months of October, January and May grade level teams meet to discuss data results from the District FCAT Interim assessment to make necessary adjustments to their instruction to meet individual student needs.

Informal and Formal Assessments:

The formal assessments to be used during the school year to measure student progress in Reading and Math will be the Florida Comprehensive Assessment Test, the District's Interim Assessments, and DIBLES Assessment.

The informal assessments to be used during the school year to measure student progress in Reading will be the bi-weekly reading assessments, the Houghton Mifflin weekly skills test, and quarterly simulation tests.

The informal assessments to be used during the school year to measure student progress in Math will be the bi-weekly mathematics benchmark tests and quarterly simulation tests.

Alternative Instructional Delivery Methods :

The alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies will be Success Maker, small group interventions, one-on-one individual teacher instruction, after school tutoring, Saturday academy, cooperative learning groups, and hands-on instructional activities.



School Improvement Plan
2007-2008



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 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

Our goal at Kelsey L. Pharr Elementary School is to have all students reading at or above grade level.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that forty-nine percent of students have met the state required mastery level, fifty-seven percent have made annual learning gains, and fifty-four percent of the lowest twenty-five percent have made annual learning gains. Specifically, forty-six percent of third grade students, sixty-three percent of fourth grade students, and forty percent of fifth grade students scored at the State required mastery level. The 2007 Adequate Yearly Progress (AYP) Report indicates that thirty-seven percent of black students, forty-four percent of English language learner students, forty percent of economically disadvantaged students scored at or above mastery level in reading, thus not making adequate yearly progress for the 2007 school year. However, fifty-one percent of hispanic students made adequate yearly progress in reading, thus meeting the state requirement for adequate yearly progress (AYP). This indicates a need for improved student performance in Reading.

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

Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades three through five will improve their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, English Language Learners students in grades 3-5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize SuccessMaker software data and reports to monitor monthly progress and student gains.	Principal Assistant Principal Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize technology such as Pearson Learning SuccessMaker, Accelerated Reader (AR), Riverdeep, and FCAT Explorer that will facilitate computer-assisted instruction to reinforce, enhance, and monitor students' reading skills as reflected in the Sunshine State Standards.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	Education Innovation	0
Provide professional growth activities and resources for teachers through mentoring, modeling lessons, and training using Project CRISS, Sunshine State Benchmarks, Best Practices, and higher order thinking skills.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide and monitor small group tutoring that will emphasize remediation in the Sunshine State Standards after school in reading for all students and all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Tests.	PrincipalAssistant PrincipalReading Coaches	09/04/07	06/05/08	District-wide Literacy Plan	10000

Research-Based Programs

CORE: Houghton Mifflin Reading Program

INTERVENTION: Voyager Passport, and SuccessMaker, Reading Plus

Professional Development

District-sponsored in-services in the areas of reading comprehension, instructional focus calendar as a planning tool, differentiated instruction, Project CRISS strategies, data-driven instruction, and other areas that focus on improvement of reading comprehension. Provide ongoing in-services that focus on the implementation of each component of the Continuous Improvement Model.

Additional in-services will include those sponsored by the District's Division of Language Arts/Reading and Reading First.

Evaluation:

All strategies will be evaluated by:

District Interim reading assessments,
DIBELS,
On going Progress Monitoring (OPM),
Reading Plus and Success-Maker Reports
Reading benchmark assessments by Language Arts teachers

Evaluation



School Improvement Plan 2007-2008



The success of meeting the objectives will be measured by the scores on the 2008 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, Dynamic Indicators of Basic early Literacy Skills (DIBELS), SuccessMaker Computer Program, Voyager Passport and by school developed bi-weekly benchmark assessments.

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 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"/>

Mathematics Statement

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

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that thirty-eight percent of students have met the State required mastery level and forty-five percent have made annual learning gains. Specifically, fifty-three percent of third grade students, forty-one percent of fourth grade students, and nineteen percent of fifth grade students scored at the State required mastery level. The 2006 Adequate Yearly Progress (AYP) Report indicates that thirty-five percent of all students tested scored at the State required mastery level. In addition, the Hispanic subgroup scored at thirty-nine percent, the Economically Disadvantaged subgroup scored at thirty-four percent, and the African American subgroup scored at thirty-one percent, not making adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Analysis of the Content Clusters indicate that the content cluster with the lowest proficiency in grade three was Geometry/Spatial Sense, Data Analysis with forty-three percent, and the highest proficiency in Number Sense, Measurement, and Algebraic Thinking with fifty percent. In grade four the lowest content cluster was Algebraic Thinking and Data Analysis with forty-three percent, and the highest content cluster was Geometry/Spatial Sense with fifty-seven percent. In grade five the lowest content cluster was Number Sense with thirty-one percent, and the highest content cluster was Geometry/Spatial Sense with forty-six percent. This indicates a need for improved student performance in mathematics.

NCLB Subgroup Target

School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grade three through five will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the the Sunshine State Standards, English Language Learners in grades three through five will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement data-driven instruction according to bi-weekly assessment results.	Principal Assistant Principal Math and Science Facilitator	09/14/07	02/04/08	Continuous Improvement Model	0
Provide staff development on instructional strategies in mathematics, assessment and analysis of assessment data, and differentiated instruction for third through fifth grade General Education students, Black students, Hispanic students, and Economically Disadvantaged students.	Principal Math and Science Facilitator	08/16/07	06/05/08	Continuous Improvement Model	0
Utilize and monitor computer-assisted programs to enrich and remediate mathematical skills and monitor performance for third through fifth grade General Education students, Economically Disadvantaged Students, Black students, and Hispanic students.	Principal Math and Science Facilitator	08/20/07	06/05/08	Alternative Education	0
Provide support to teachers and students in both effective teaching strategies and learning techniques to improve the mathematics skills of third through fifth grade General Education students, Black students, Hispanic students, and Economically Disadvantaged students.	Principal Math and Science Facilitator	08/20/07	06/05/08	Exchange Meaningful Information	0
Identify third through fifth grade General Education students, Black students, Hispanic students, and Economically Disadvantaged students scoring at achievement Levels 1 and 2 on the 2007 FCAT and provide tutorial assistance in mathematics during and after school hours to address the mathematics deficiencies.	Principal Assistant Principal Math and Science Facilitator	09/04/07	06/05/08	Alternative Education	0

Research-Based Programs

CORE: Scott Foresman-Addison Wesley Mathematics
INTERVENTION: SuccessMaker

Professional Development

Kelsey L. Pharr Elementary School will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training utilizing CReating Independence through Student-owned Strategies (CRISS).

Evaluation

Kelsey L. Pharr Elementary School will utilize the scores from the 2008 FCAT Mathematics Test, bi-weekly assessments, and Edusoft to monitor the improvement of students mathematics skills.

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 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"/>

Writing Statement

Kelsey L. Pharr Elementary School students will make sufficient annual learning gains indicating mastery in state writing standards.

Needs Assessment

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percentage point in the percent of students reaching the State required mastery level of 3.5 or higher on the 2008 FCAT Writing Plus Test. Further analysis shows that students scored an average of 3.4 on the narrative prompt and an average of 3.5 on the expository prompt.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percentage point in the percent of students reaching the State required mastery level of 3.5 or higher on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development opportunities and resources through mentoring, modeling of lessons, and training for teachers in grades one through five to enhance their techniques in writing instruction.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	Continuous Improvement Model	0
Plan, implement, and monitor a schedule for writing that includes daily instruction and weekly practice opportunities for all students schoolwide.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	District-wide Literacy Plan	0
Administer the District's FCAT Writing pre and post tests to assess and monitor student progress.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize writing across the curriculum strategies to enhance writing skills of all students in grades kindergarten through five.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide and monitor intervention writing activities for students as needed based on monthly writing samples.	PrincipalAssistant PrincipalReading Coaches	09/14/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

CORE: Houghton Mifflin Reading Program

INTERVENTION: CReating Independence through Student-owned Strategies (CRISS)

Professional Development

The Reading Coach will provide coaching, modeling, and in-services on the writing process in both expository and narrative prompts. The Fourth Grade Department Chair will assist teachers in utilizing information gathered from monthly writing prompt to diagnose and delineate the emphasis of instruction.

The Reading Coach will provide professional growth activities for teachers focused on effective writing strategies and monitor implementation of new strategies learned from workshops on a quarterly basis. Additional in services will include those sponsored by the District's Division of Language Arts, the District's Division of Special Education, and the District's Division of World Languages and ESOL.

Evaluation

This objective will be evaluated by analyzing scores from the District's pre and post test, monthly writing prompts, and the 2008 administration of the FCAT Writing Test.

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 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"/>

Science Statement

Kelsey L. Pharr Elementary School students will acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

The Results from the 2007 FCAT Science Assessment indicates that the percentage of students meeting high standards needs to be increased from thirteen percent to forty-eight percent. A review of the Content Clusters shows that students scored an average of thirty-five percent in Earth/Space, thirty-nine percent in Physical/Chemical, thirty-eight percent in Life/Environmental, and forty-one percent in Scientific Method.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by twenty-five percentage points on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development on instructional strategies in science, assessment and analysis of assessment of data, and differentiated instruction for all students.	Principal Assistant Principal Math and Science Facilitator	08/16/07	06/05/08	Continuous Improvement Model	0
Provide workshops in the parents' home language to assist in home learning, science exploration, and the scientific process.	Principal Assistant Principal Math and Science Facilitator	08/20/07	06/05/08	Parental Choice Options	0
Increase third through fifth grade students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the use of PSELL and Scott Foresman inquiry activities.	Principal Math and Science Facilitator	08/20/07	06/05/08	Advanced Academics	0
Implement data driven instruction according to monthly assessment results.	Principal Math and Science Facilitator	09/14/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

CORE: Scott Foresman Science textbook and PSELL science program
INTERVENTION: MACMILLAN MCGRAW-HILL Workbooks

Professional Development

Kelsey L. Pharr Elementary School will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training utilizing CCreating Independence through Student-owned Strategies (CRISS), Sunshine State Standards, Best Practices, higher order thinking skills, PSELL, and Edusoft.
New and beginning teachers will receive continuous mentoring. In-house training and in-services will be provided to all teachers and staff members when deemed necessary. Coordinate workshops that model instruction to be implemented in the classroom in science skills. District and school personnel will model and mentor the strategies learned from provided in-services, and teachers will be trained in the scientific method process.

Evaluation

Pre/Post Science Test
2008 FCAT Science Test
Administer monthly FCAT test items
Weekly benchmark Science Objectives

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

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"/>

Parental Involvement Statement

Kelsey L. Pharr Elementary School will help all families establish positive home/school learning environments to support student achievement.

Needs Assessment

An examination of the attendance rosters at Kelsey L. Pharr Elementary School reveals that attendance has been average of 54 parents per month at extracurricular events such as student productions and presentations, book fairs, and performances. Parental participation has also been average at our annual Open House, however, parental involvement in all parent functions need improvement.

Measurable Objective

Kelsey L. Pharr Elementary School will help all families establish positive home/school learning environments to support the transition of pre-school students. School sponsored activities will increase by five percent and workshops and transition meetings will be held to ensure that all stakeholders are a high priority in the transition process.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an in-school resource center for parents to attend workshops, access computers, and exchange information.	PrincipalParent Involvement Specialist	08/20/07	06/05/08	Parental Choice Options	0
Provide ongoing communication in the students' home language through a monthly newsletter to increase parental awareness.	PrincipalParent Involvement Specialist	08/20/07	06/05/08	Parental Choice Options	0
Conduct Learning Nights for parents and students to include: FCAT Literacy Nights and Mathematics/Science Family Nights.	Principal Math/Science Facilitators	08/20/07	06/05/08	Parental Choice Options	0
Provide workshops that are of high interest to parents.	Principal Math/Science Facilitator Parent Involvement Specialist	08/20/07	06/05/08	Parental Choice Options	0
Conduct parent/teacher conferences based on the needs of the students.	PrincipalAssistant PrincipalParent Involvement Specialist	08/20/07	06/05/08	Parental Choice Options	0

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement.

Professional Development

Title 1 Community Involvement Specialist will attend district professional development.

Evaluation

Attendance at parental involvement activities will be documented by the use of sign-in sheets. This documentation will be used to show an increase of parental involvement over the 2007-2008 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Kelsey L. Pharr Elementary School will implement a discipline plan to ensure the safety of staff and students and create an environment conducive to learning.

Needs Assessment

Bullying behaviors were noted during the 2006-2007 school. Although there was a decrease in the number of student referrals, twenty-two referrals of bullying were reported. There was a thirty percent decrease from the prior year.

Measurable Objective

Given a school-wide focus on decreasing bullying and/or aggressive behaviors, student referrals will be reduced by three percentage points during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.	PrincipalAssistant PrincipalCounselorParent Involvement Specialist	08/20/07	06/05/08	Safe and High-quality Facilities	0
Utilize outside agencies to provide appropriate counseling services to students with repeated behavior problems.	PrincipalAssistant PrincipalCounselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Conduct lessons on conflict resolution and character education.	PrincipalAssistant PrincipalCounselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Provide small group counseling during after school tutoring program for those students who have repeated behavior problems.	PrincipalAssistant PrincipalEaster Seals Social Workers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Implement the DARE program and 5000 Role Models.	PrincipalAssistant PrincipalCounselorParaprofessional	08/20/07	06/05/08	Safe and High-quality Facilities	0
Work to improve communication and involvement of parents through various parent workshops and conferences.	PrincipalAssistant PrincipalCounselorParent Involvement Specialist	08/20/07	06/05/08	Safe and High-quality Facilities	0

Research-Based Programs

Not applicable

Professional Development

Enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- Conflict Resolution
- Classroom management that promotes student self-discipline
- Counseling of at risk students

Evaluation

All referrals will be used to show a decrease in the number of reported infractions submitted over 2007-2008 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Kelsey L. Pharr Elementary School will promote teaching and learning through the effective use of technology.

Needs Assessment

The school has 215 computers operating on Windows XP professional operating system. The computer infrastructure has been upgraded to fiber optics and the bandwidth increased. All of the computers have access to the internet and Local Area Net (LAN). Four researched based computer integrated learning programs are utilized to provide enrichment and interventional assistance to students through SuccessMaker and Reading Plus. Additionally, Accelerated Reader/STAR is available school-wide. Teachers have access to a variety of student achievement data through Student Performance Indicators portal (SPI), Snapshot, Edusoft, Florida's Progress Monitoring and Reporting Network (PMRN) and Excelsior grade book. The instructional staff has received Professional Development in utilizing the data reports contained in SuccessMaker, Reading Plus, EduSoft and Snapshot. However, new teachers require additional professional development on utilizing the data based reports. In-services are needed on an on-going basis to increase teacher proficiency in identifying gaps in student learning profiles and data analysis to drive instruction.

Measurable Objective

Given instruction integrating state of the art technology and other multimedia instructional programs within the existing curriculum, students will improve mathematics and reading skills as evidenced by a five percent point increase in the number of students with acceptable performance in SuccessMaker and Accelerated Reader during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide access to computers in every classroom for students and teachers.	PrincipalAssistant Principal	08/20/07	06/05/08	Education Innovation	0
Expose teachers to the use of technology to increase student achievement in mathematics and reading.	PrincipalAssistant Principal	08/20/07	06/05/08	Education Innovation	0
Provide differentiated instruction during mathematics and reading using technology to meet the diverse needs of students.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	Education Innovation	0
Provide staff development opportunities on infusing technology into the mathematics and reading curriculum.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	Education Innovation	0
Develop and implement school plans that integrate technology into the mathematics and reading curriculum.	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	Education Innovation	0
Provide equitable access to equipment and materials for integrating technology into the mathematics and reading curriculum to attain needed skills and competencies	PrincipalAssistant PrincipalReading Coaches	08/20/07	06/05/08	Education Innovation	0

Research-Based Programs

SuccessMaker and Reading Plus computer-based programs

Professional Development

Workshops will be offered at the school site in Reading Plus and SuccessMaker.
 Provide additional professional development interpretation and analysis of data.
 Provide parents with informational workshops on accessing the Parent Internet Viewer, Riverdeep, FCAT Explorer and ReadingPlus.

Evaluation

Scores on the SuccessMaker and Accelerated Reader reports will be used to evaluate student progress and guide instruction.

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

Health & Physical Fitness Statement

Improve Student Health and Physical Fitness.

Needs Assessment

An analysis of the 2006-2007 FITNESSGRAM Exercise Component Test indicates that 83 percent of the second through fifth graders were award winners. One hundred and forty three students received gold and silver awards compared to 76 percent the previous year. Overall, the Physical Fitnessgram increases 2 percentage points however, 12 percent of the students tested did not achieve the physical fitness standards.

Measurable Objective

Given the schoolwide emphasis on physical fitness, students in grade two through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of physical fitness award recipients on the 2008 FITNESSGRAM Exercise Component Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	PrincipalAssistant Principal	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Assist children with home learning fitness activities.	PrincipalAssistant PrincipalPhysical Education Teachers Parents	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Develop and implement an action plan for the school to insure input from the District to meet the goals and objectives as stated.	PrincipalAssistant PrincipalSpecial Area Chairperson	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Ensure that at least two hours per week of instructional time are dedicated to fitness related activities.	PrincipalAssistant PrincipalPhysical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0

Research-Based Programs

Not applicable

Professional Development

Physical Education teachers will attend District Physical Education Workshops and Bi-Monthly Workshops.

Develop and implement individual fitness plans for targeted students.

Provide health education classes to parents through the Parent Involvement Program.

Evaluation

This objective will be evaluated by analyzing scores from the 2007-2008 FITNESSGRAM, health-related fitness test.

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

Electives & Special Areas Statement

Our goal is to increase students' visual art experiences beyond the scope of the classroom.

Needs Assessment

Data analysis of electives and special area programs indicate that the school has made significant gains in increasing the number of extra curricular events offered to students. The school enrolled 76 student projects in the Miami Dade County Youth Fair.

Measurable Objective

Given the school-wide focus on enrichment activities, student participation in extracurricular activities will increase by twenty-five percent as evidenced by attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide second through fifth grade students the opportunity to enter District-wide art exhibits and contests.	PrincipalAssistant Principal Art Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide students the opportunity to audition for magnet school programs	PrincipalAssistant Principal Art Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide students the opportunity to attend specific field trips to various art museums and centers to better understand visual arts.	PrincipalAssistant Principal Art Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide students the opportunity to collaborate on community-based art projects.	PrincipalAssistant Principal Art Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated through the number of art projects submitted to district wide contests during the 2007-2008 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Kelsey L. Pharr Elementary School will increase the ranking in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

Kelsey L. Pharr Elementary School ranked at the 20th percentile on the 2004-2005 State of Florida ROI index.

Measurable Objective

Kelsey L. Pharr Elementary School ROI ranking will improve by at least one percentile point on the next Return of Investment report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/07	06/05/08	Improve Public Perception	0
Become more informed about the use of financial resources in relation to school programs.	PrincipalAssistant PrincipalSecretary	08/20/07	06/05/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	PrincipalAssistant Principal	08/20/07	06/05/08	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal	08/20/07	06/05/08	Business Process Redesign	0

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Kelsey L. Pharr Elementary School will show progress toward reaching the 21st 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 recommends the financial resources that should be used to ensure successful implementation of the School Improvement Plan (SIP) by funding programs that focus on initiatives that will promote the school's effort to meet or exceed our projected objectives. The EESAC has also reviewed the school's budget to determine areas that the council can provide funds to supplement educational programs.

Training:

The EESAC endorses and recommends that all instructional personnel continue to participate in professional growth activities. The EESAC supports technology training to ensure that instructional personnel is knowledgeable of the latest trends and technological advancements, especially related to CRISS strategies, Reading Plus, SuccessMaker, and Accelerated Reader Programs.

Instructional Materials:

The EESAC recommends and supports the adoption of all instructional programs that promote the achievement of goals established in the School Improvement Plan.

Technology:

The EESAC recommends and supports the expansion and acquisition of additional technology at our school.

Staffing:

The EESAC, along with the interviewing committee, recommended the hiring of new staff based on our school's needs. The additional staff hired will be utilized to reduce student/teacher ratio enabling greater attention to be afforded to students.

Student Support Services:

The EESAC recommended and supported maximizing services offered by the members of the Student Services Department. The counselors, psychologist, and stakeholders that support student concerns are an essential component in the achievement of the School Improvement Plan goals.

Other Matters of Resource Allocation:

The EESAC recommended financial support to enhance the total school. The EESAC purchased items such as tape players, books, equipment, and provided money for matching funds. The school's P.T.A. also provides donations to support school activities.



School Improvement Plan 2007-2008



Benchmarking:

The EESAC supports initiatives to ensure that progress is made toward reaching state and district benchmarks and goals.

School Safety & Discipline:

The EESAC recommended that we emphasize safety and discipline with the implementation of programs such as peer mediation, D.A.R.E, Safety Patrols, and ensure the safety and discipline of our students and teachers.

Budget Summary

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



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