SCHOOL IMPROVEMENT PLAN
2007 - 2008

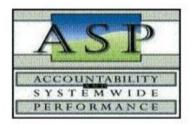### Poinciana Park Elementary School (4501)

Feeder Pattern - Miami Northwestern Senior

Regional Center III
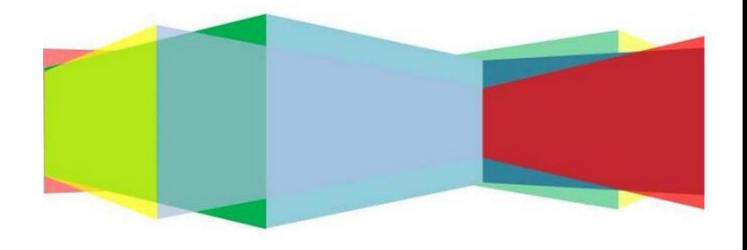
District 13 - Miami-Dade

Principal - Kimberley Emmanuel

Superintendent - Rudolph F. Crew, Ed.D.

EXECUTIVE SUMMARY

Built in 1955, Poinciana Park Elementary School is located in Liberty City, an inner-city residential neighborhood. The school sits on 9.1 acres and it is 48 percent utilized. Presently, Poinciana Park Elementary School serves approximately 420 students with the student mobility rate being as high as 42 percent. Ninety-seven percent of the student population is African-American, two percent Hispanic and one percent, other. Approximately, 96 percent of the students are on the federally funded free or reduced lunch program. Twenty-nine percent (29.2 %) are in Special Education (SPED) programs. Of these Students with Disabilities (SWD), close to 19 percent (18.6 %) are Learning Disabled, seven percent (6.5 %) are Educable Mentally Handicapped, 23 percent (22.7%) of this subgroup is Trainable Mentally Handicapped, eight percent (8.1%) are Profoundly Mentally Handicapped, and 13 percent (13.0%) are Developmentally Delayed. Of the total student population, 34 students are gifted or 8 percent (8.0%).

According to the 2007 FCAT test, our school currently has 50 Level 1's and 27 Level 2's in Reading; 16 Level 1's and 33 Level 2's in Mathematics; eighty-two percent of the students in fourth grade met high standards in FCAT Writing+; 32 percent of the students in fifth grade met high standards in Science. Our No Child Left Behind (NCLB) sub-groups are Students with Disabilities (SWD), Economically Disadvantaged and Black.

The instructional staff consists of 39 full-time teachers. The average class size for general education at Poinciana Park Elementary is 20 students. Our school trend data for school level attendance for the 2006-2007 school year is 94.39 percent. The retention rate at Poinciana Park Elementary is three percent which is one percent lower than the district. Our promotion rate is 97 percent which is one percent higher than the district. Poinciana Park Elementary belongs to the Miami Northwestern Senior High School feeder pattern. Our students will transition to Brownsville Middle School and Charles R. Drew Middle School; both are School Improvement Zone schools.

Poinciana Park Elementary School is currently a School of Choice, through Miami-Dade County School's "I CHOOSE!" grant, which was endowed in 2003 to increase student enrollment. Poinciana Park Elementary School's "I Choose" theme is an enhanced infusion in Science, Math, and Technology with a Medical Arts focus. The 2003-2004 academic school year was used for curriculum planning and development, implementing professional development, and actively recruiting students to attend the program. Through the "I CHOOSE!" grant awarded by the Florida School Wide Change in 2003, Poinciana Park Elementary School was awarded the opportunity to extend the curriculum to include a "Medical Arts" themed program that focuses on Mathematics, Science and Technology.

Another grant that has benefited Poinciana Park Elementary School is the "Partnership to Advance School Success" (PASS) grant. The Council for Educational Change funded this grant that in turn was established by the Annenberg Foundation. The PASS grant provided resources for students performing in the lowest 25 percentile in reading and mathematics. Additionally, in partnership with the University of Miami, under the "Project Succeed" grant, Poinciana Park Elementary School has been provided with a wealth of professional development opportunities in all curriculum areas. We have several additonal partners including the Miami Children's Museum, Mad Science of Miami, and Hands on Miami.

Furthermore, Poinciana Park Elementary School features a mentoring program for all students, entitled "Extra Care Kids." This program focuses on motivating and empowering students with the skills necessary to be successful in academics by providing opportunities for students to visit with faculty and staff members who serve as role models.

Poinciana Park Elementary School has identified several challenges concerning improvement in the Education Design and Support Process. The first challenge is maintaining academic excellence. For the 2006-2007 school year, Poinciana Park Elementary School earned a grade of "A" from the Florida Department of Education. We earned a grade of "B" for the previous three years. In order to address this challenge, grade level chairpersons in conjunction with the administration, have developed effective lesson plans and creative teaching strategies to meet these challenges.

The second challenge is the school's high staff mobility rate. In order to address this challenge, the leadership team will recruit teachers from within the neighboring demographic areas, offer in-house peer-teacher mentoring and workshops, provide teacher attendance incentives and maintain a cohesive and safe learning environment in an effort to decrease the mobility rate. Another challenge is student attendance. The Student Recognition Committee together with administration has developed and implemented a student attendance monitoring and recognition plan to address these challenges.

In third grade we are faced with high enrollment of new students. The majority of these students are struggling readers and we are faced with the task of increasing their reading proficiency in a short amount of time. Our school will immediately implement diagnostic assessments for these students. We will use the results of these assessments to create an intensive reading lab.

Students' individual needs are met through the implementation of the following programs:

- I CHOOSE! School of Choice (Mathematics, Science and Technology)
- Science Laboratory
- Mathematics Laboratory
- Technology Laboratory
- AmeriCorps Reading Laboratory

- Ivy Reading AKAdemics
- Read 180
- Accelerated Reader (AR)
- Gifted Program
- Teaching Enrichment Activities to Minorities (TEAM)
- Special Education Inclusion Program
- Early Intervention Special Education – Pre-K
- Head Start
- Pull-Out Speech/Language Impaired Programs
- Co-Teaching (Pre-K SPED Program)
- Academic Excellence Program (AEP)
- Extended Learning Intervention/Enrichment Programs
- Homework Assistance Program
- Title 1
- Parent Resource Center
- Future Educators of America (FEA)
- Partnership to Advance School Success (PASS) Grant
- 5000 Role Models
- Science Mania
- Partnership with the University of Miami's Sport Medicine Program
- Partnership with Hands-On Miami
- Girl Scouts
- Extra Care Kids

Objectives from the School Improvement Plan (SIP), in conjunction with the aforementioned programs will ensure the attainment of Miami-Dade County Public School's mission, which is "to 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."

Poinciana Park Elementary School's SIP objectives are as follows:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by five percent as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

At least 95% of our students in grades three through five will participate in the administration of 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by five percent as evidenced by 77 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

At least 95% of our students in grades three through five will participate in the administration of 2008 FCAT Mathematics Test.

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

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

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

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

Given an emphasis on the use of technology, students in grades three through five will increase the usage of FCAT Explorer and Reading Plus as evident by an increase of 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evident by 50 percent of the students meeting high standards in running the one mile test on the administration of the 2007-2008 FITNESSGRAM Standards test.

Given emphasis on the benefits of participating in the Gifted Program, the number of students referred for gifted will increase by ten percent as compared to the number of gifted referrals in the 2006-2007 school year.

Poinciana Park Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

The results of the 2007 Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the objectives identified in the 2007-2008 SIP. The results from Snapshot were favorable in all seven categories. Poinciana Park's greatest strengths were Measurement, Analysis, and Knowledge Management (4.3), Customer and Market Focus (4.2), and Leadership (4.1). Although the survey concludes that there is high approval ratings for all seven categories, the area Poinciana Park will concentrate on for improvement is communicating the school's financial status (3.5)and including teachers' input for strategic planning (3.9). Through Faculty/Staff and EESAC meetings and the distribution of these minutes, faculty and staff will be notified of the financial status of the school. The faculty and staff will have opportunities to share their ideas and provide input as it relates to expenditures in specific areas of school finance and school-wide planning through grade level meetings, faculty and staff meetings, EESAC meetings and surveys, and school-wide committee meetings.

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.

4501 - POINCIANA PARK ELEMENTARY SCHOOL

VISION

Under strong instructional leadership by the principal, which frames the school's vision and mission,
teachers and staff have high expectations that all students will achieve high standards of academic
performance. We believe that learning is a lifelong process, one in which all stakeholders are fully
committed. Poinciana Park Elementary School provides a positive environment for all stakeholders to
develop themselves to their fullest potential, to meet the individual needs of each child, and to make
each parent an integral part of the educational process.

MISSION

At Poinciana Park Elementary School, our goals are to provide each student and staff member the
opportunity to develop themselves to their fullest potential, to meet the individual needs of each child,
and to make each parent an integral part of the educational process. In order to ensure students attain
high achievement goals, teachers will provide a safe and stimulating environment in which students
can learn. Parents, teachers, and community members will work cooperatively to encourage students
to become responsible and productive citizens of the 21st Century.

CORE VALUES

Promote High Academic Performance

All students will be given numerous opportunities to master the Sunshine State Standards as well as our school's Medical Enrichment curriculum. Alternative methods of teaching will be made available to address all learning styles.

Cultivate Critical Thinkers

Challenge all students to become problem-solvers and independent thinkers beyond the classroom.

Campaign for Responsible Productive Citizens

Work together with the parents, students and community to encourage students to be responsible for their actions, respect one another, and make ethical choices.

School Demograhics

Facility/Community

Poinciana Park Elementary School is located at 6745 Northwest 23rd Avenue in the residential neighborhood of Liberty City. Our school was built in 1955 on an approximately two acre lot. Over the years, Poinciana Park Elementary has educated generations of African-American leaders and prominent citizens. Poinciana Park has a rich heritage of promoting excellence and pride. One of the main challenges which the community is facing is the extensive renovations to the area formerly known as the Scott Housing Projects. These were originally built in the 1950's to serve as low income housing for the underprivileged. Under the federally funded HOPE VI revitalization project, these former residences are currently in the process of being demolished and are being replaced with affordable single family town homes. Many of Poinciana Park Elementary School's student population came from these residences. Therefore, our school's enrollment has decreased significantly due to the fact that many families with children in elementary school have had to relocate to other areas until the new homes are completed. Our school currently has a total of four portables. Of these portables, two are used for pull-out tutorial programs, one contains our full-service clinic and the other portable will be used as content laboratories. Our school also has been part a renovation project. Beginning in 2003, our classrooms were renovated and a new addition was built to house our new media center and art and music room. Approximately, 96 percent of the students are on the federally funded free or reduced lunch program.

Student Demographics

Poinciana Park Elementary School presently serves approximately 420 students from multi-ethnic backgrounds, the majority of which are at risk of school failure. Ninety-seven percent of the student population is African-American and less than two percent is Hispanic. The percentage of students receiving free and/or reduced priced lunch is 96 percent or 403 students. Almost two percent (1.9%) of our students are English Language Learners students. The mobility rate for students at Poinciana Park Elementary is more than 40 percent; many of our families typically arrive at our school in September and leave in mid-January. Many families move from one school to the next in the surrounding communities due to such circumstances as fluctuation of job status, changes in family status, and/or changes in housing situations. Twenty-nine percent (29.2 %) are in Special Education (SPED) programs. Of these Special Education students, close to 19 percent (18.6 %) are Learning Disabled, seven percent (6.5 %) are Educable Mentally Handicapped, 23 percent (22.7%) of this subgroup is Trainable Mentally Handicapped, eight percent (8.1%) are Profoundly Mentally Handicapped, and 13 percent (13.0%) are Developmentally Delayed. Of these students 8 percent (8.0%) are gifted. Poinciana Park Elementary School provides a variety of Special Education services and a resource program for gifted students.

According to the 2007 FCAT test, our school currently has 50 Level 1 students and 27 Level 2 students in Reading; 16 Level 1 students and 33 Level 2 students in Mathematics; 82 percent of the students in fourth grade met high standards in FCAT Writing+; 32 percent of the students in fifth grade met high standards in Science. There are currently 35 students participating in our Gifted program. We have 18 students participating in our VPK program. Our No Child Left Behind (NCLB) sub-groups are Students with Disabilities (SWD), Economically Disadvantaged and Black.

Unique Aspects: Strengths

Poinciana Park Elementary School is currently a School of Choice, through Miami-Dade County School's "I CHOOSE" grant, which was endowed in 2003 to increase student enrollment. Poinciana Park Elementary School's "I Choose" theme is an enhanced infusion in Science, Math, and Technology with a Medical Arts focus. The 2003-2004 academic school year was used for curriculum planning and development, implementing professional development, and actively recruiting students to attend the program. Through the "I CHOOSE!" grant awarded by the Florida School Wide Change in 2003, Poinciana Park Elementary School was awarded the opportunity to extend the curriculum to include a "Medical Arts" themed program that focuses on Mathematics, Science and Technology. This is the fourth year the school has participated under the "I Choose" grant.
Another grant that has benefited Poinciana Park Elementary School is the "Partnership to Advance School Success" (PASS) grant. The Council for Educational Change funded this grant that in turn was established by the Annenberg Foundation. The PASS grant provided resources for students performing in the lowest 25 percentile in reading and mathematics. Although the Pass grant has expired, we continue to utilize the equipment and resources purchased through this grant. Additionally, in partnership with the University of Miami, under the "Project Succeed" grant, Poinciana Park Elementary School has been provided with a wealth of professional development opportunities in all curriculum areas.
Furthermore, Poinciana Park Elementary School features a mentoring program for all students, entitled "Extra Care Kids." This program focuses on motivating and empowering students with the skills necessary to be successful in academics by providing opportunities for students to visit with faculty and staff members who serve as role models.

Unique Aspects: Area of Concern

Poinciana Park Elementary School has identified several challenges concerning improvement in the Education Design and Support Process. The first challenge is maintaining academic excellence. For the 2006-2007 school year, Poinciana Park Elementary School earned a grade of "A" from the Florida Department of Education. We earned a grade of "B" for the previous three years. In order to address this challenge, grade level chairpersons in conjunction with the administration, have developed effective lesson plans and creative teaching strategies to meet these challenges.

The second challenge is the school's high staff mobility rate. In order to address this challenge, the leadership team will recruit teachers from within the neighboring demographic areas, offer in-house peer-teacher mentoring and workshops, provide teacher attendance incentives and maintain a cohesive and safe learning environment in an effort to decrease the mobility rate. Another challenge is student attendance. The Student Recognition Committee together with administration has developed and implemented a student attendance monitoring and recognition plan to address these challenges.

In third grade we are faced with high enrollment of new students. The majority of these students are struggling readers and we are faced with the task of increasing their reading proficiency in a short amount of time. Our school will immediately implement diagnostic assessments for these students. We will use the results of these assessments to create an intensive reading lab.

Teacher Demographics

Poinciana Park Elementary School employs 76 full-time staff employees which is 94 percent of total staff employees. There are 5 part-time staff members which is 6 percent of total staff employees. The Leadership Team is composed of the principal, assistant principal, lead teacher, two reading coaches, and one media specialist. This leadership team provides support and directions for all areas of curriculum including long-range plans, curriculum support, staff development and student remediation and enrichment. The instructional staff consists of 39 full-time teachers. Twenty-five percent of the teaching staff is new to the school. Fifty-one percent of the instructional staff has earned advanced degrees. Of the staff members, 10 are white non-Hispanic or 13 percent, 55 are African-American or 72 percent, and 11 are Hispanic or 15 percent. This school year we have five beginning teachers. The mobility rate for teachers is currently just over 50 percent. Those who choose to relocate did so because they have young children, while others cited that they had to travel more than 25 miles one way and chose to seek a school closer to their home.

Class Size/Teacher-to Student Ratio

 The average class size for general education at Poinciana Park Elementary in Kindergarten is 20 students, first grade is 21 students, second grade is 21 students, third grade is 20 students, fourth grade is 17 students, and fifth grade is 16 students. Most of our students participating in Special Education follow the inclusion model. The average class size for students participating in Special Education in Kindergarten is 13 students, first grade is 13 students, second grade is 14 students, third grade is 13 students, fourth grade is 12 students, and fifth grade is 12 students. The student to teacher ratio for Kindergarten is 20:1, first grade is 21:1, second grade is 21:1, third grade is 20:1, fourth grade is 17:1, and fifth grade is 16:1.

Attendance Rate

Our school trend data for school level attendance for the 2006-2007 school year is 94.39 percent. The district level attendance is 94.96 making us half a percent below the district.

Promotion/Graduation/Retention Rates

The retention rate at Poinciana Park Elementary is three percent which is one percent lower than the district. Our promotion rate is 97 percent which is one percent higher than the district.

Feeder Pattern

Poinciana Park Elementary belongs to the Miami Northwestern Senior High School feeder pattern. Our students will transition to Brownsville Middle School and Charles R. Drew Middle School. Brownsville Middle School is rated as an "F" school, Charles R. Drew Middle School is rated as a "D" school, and Miami Northwestern Senior High School is rated as an "F" school. All three schools are considered ZONE schools.

Special Programs

The following programs are implemented at Poinciana Park: Title 1, Academic Excellence Program, Gifted, America Reads (AmeriCorp), Tutorial and Enrichment Programs, 5000 Role Models Program, Future Educators of America (FEA) and Medical Magnet. The Title 1 program offers federal funds to schools in order to improve the academic achievement of the disadvantaged. The AEP exposes students to writing and science activities and strategies for three hours per week that are designed to enhance the development and application of higher order thinking skills. The Gifted Program provides goals, objectives, and activities that enhance and challenge our Gifted students in the area of mathematics, science, medical arts, and critical thinking. The America Reads (AmeriCorp) program provides our school with tutors. These tutors provide intensive intervention to our struggling readers. Our tutorial and enrichment programs take place for one hour before school. These programs provide tutorial or enrichment services in the areas of reading, mathematics, writing, and science. The 5000 Role Models Program provides a dropout prevention intervention program for minority young boys "at-risk" of dropping out of school and/or choosing a life a crime. The Future Educators of America (FEA) program helps foster a greater appreciation for teaching and learning, encourages members to be positive role models, and assists school personnel with school-related activities. Our Medical Magnet Program offers a unique educational program for our students. This program focuses on Mathematics, Science, and Technology through a Medical Arts theme.

School Community Relations/Partners

The support that we receive from the district includes funding, professional development, and resources that are provided through

school of choice. Our Dade partners provide additional resources which come on an as need basis and includes things such as the following: food item incentives, monetary donations, awards, information, student services, volunteer services, etc... Our recent partnerships include Hands-on Miami, The Miami Children's Museum, The Miami Health Education Center, and the South Florida Youth Foundation. Our partnerships total 24 members from the community and/or business industry that are all willing to assist us with various needs.

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School Foundation

Leadership:

According to the results of the school's Organizational Performance Improvement Snapshot survey, the school's leadership fosters productivity and provides support to achieving the school's mission. The staff indicated with a score of 4.3 that they know the work location's mission. This mission was established by the stakeholders and is revisited on a weekly basis through grade-level planning, faculty meetings, and EESAC meetings. The staff also indicated with a score of 4.2 that they feel that their supervisor uses the work location's values to guide them.

District Strategic Planning Alignment:

The Reading, Mathematics, Writing, and Science goals and objectivies were based upon the needs as dictated by the 2007 FCAT tests results. The administration, leadership team, and teachers representing grade groups all worked on developing the objectives for meeting the goals. It is evident through the results of the needs survey (4.4), faculty and staff feel that they are well informed about these goals and objectives. They use these analyses for making decisions about their work.

Stakeholder Engagement:

It is evident through the average score of 4.2 on the 2007 Organizational Performance Improvement Snapshot, faculty and staff feel that our customers, parents and students, are satisfied with the services provided at Poinciana Park Elementary School. This satisfaction is shown through parent participation involving parent workshops, student projects, parent conferences, and PTA activities. Futhermore, parents have been a vital part of recruiting additional families into the Medical Arts program.

Faculty & Staff:

The results of the Organization Performance Improvement Snapshots indicated that Poinciana Park Elementary School's faculty and staff feel that their supervisor creates a work environment that helps them perform their job as evident by the score of 4.2.
"Best Practices", professional conversations, and team building strategies allow us to carry out the school's mission which includes meeting objectives through grade level and subject area planning meetings, data analysis and professional development workshops, EESAC and faculty meetings. In addition, new teachers are provided on-going school-site professional development through our mentoring program.

Data/Information/Knowledge Management:

The results of the Organization Performance Improvement Snapshots indicated that Poinciana Park Elementary School's faculty and staff feel that they know how the measures they use in their work fit into the work location's overall measures of improvement as evident by the score of 4.3. This is evident through data protocol conferences, professional development plans, and PACES observations.

Education Design:

The adminstration, leadership team and faculty have been trained in various software programs including Edusoft, FCAT Simulation, Excelsior Gradebook, Student Performance Indicator (SPI), On-Course Lesson Planning, STaR, Accelerated Reader, Read 180, Reading Plus, Success Maker and FCAT Explorer. The data ascertained and analyzed through the use of all the mentioned software programs, collectively helps monitor progress and target students for pull-outs during school, Before School Tutorials/Enrichment and Saturday Academy activities. It is evident through the average score of 4.0 on the Organizational Performance Improvement Snapshot survey that staff members felt that their work location has high standards and ethics.

Performance Results:

According to the school's Organizational Performance Improvement Snapshot survey, the school's staff members feel that they know who their most important customers are as evident by a score of 4.5. The staff understands the importance of preparing for the customer and this is evident through summer planning, weekly professional development, and learning communities.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

Results of the 2007 FCAT Reading test indicate that 27 percent of grade three students, 53 percent of grade four students, and 71 percent of grade five students scored at or above Level three. The data attained from the School Performance Accountability Results indicate that 52 percent of all students achieved high standards in reading and 81 percent of all students made learning gains, which increased our percent proficiency.
The 2007 Adequate Yearly Progress (AYP) Report indicates that within the No Child Left Behind (NCLB) requirements, students within each of the targeted subgroups (African American, Economically Disadvantaged, and Students with Disabilities) met the state mandated criteria in Reading. Our school did not test at least 95% of our Students with Disabilities.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by five percent as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

At least 95% of our students in grades three through five will participate in the administration of 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide intervention strategies for the lowest 25 percent during guided group instruction, pull-outs and extended day programs.	Reading Coaches Administration	09/04/07	5/30/2008	Continuous Improvement Model	500
Implement the Continous Improvement Model (CIM/PDSA) in grades kindergarten through fifth.	Reading CoachesAdministration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide small group/differentiated instruction to all students to increase reading proficiency.	Reading CoachesAdministration	8/20/2007	5/30/2008	Continuous Improvement Model	3000
Provide an extra 30 minutes of reading instruction for students working below grade level in order to improve reading performance.	Reading CoachesAdministration	9/24/2007	5/30/2008	Continuous Improvement Model	900
Implement Houghton Mifflin's Reading Program to be in compliance with the District's Reading Initiative (CRRP).	Reading CoachesAdministration	8/20/2007	5/30/2008	District-wide Literacy Plan	600
Provide professional development activities focusing on curriculum, instruction, and data analysis during grade level planning to improve student reading proficiency and performance.	Reading Coaches Administration	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize disaggregated data from weekly and monthly assessments to guide instruction and place students in differentiated reading groups.	Reading CoachesAdministration	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide tutorial and enrichment activities before school, during school, and through the Saturday Academy programs to improve reading skills and proficiency.	Reading CoachesAdministration	9/24/2007	5/30/2008	Academic Enrichment Opportunities	5000
Use data debriefing protocols monthly for students utilizing the FCAT/SAT chats, as well as debriefing parents at workshops and teachers during grade level planning.	Administration	09/25/2007	05/30/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Program
Voyager
Soar To Success Intermediate Intervention Program
Early Success Intervention Program
Reading Plus
SuccessMaker Enterprise

Professional Development

1. New Teachers in grades kindergarten through fifth will attend Reading workshops focusing on best practices geared towards their grade level as scheduled by the Division of Language Arts/Reading.
    a.)Becoming Effective Active Readers (B.E.A.R.)
    b.)Developing Readers and Writers (D.R.A.W.)
    c.)Project Right Beginnings
    d.)guided reading
    e.)Houghton-Mifflin K-6
2. All new reading and content area teachers will receive Project CRISS training.
3. Reading Coaches will conduct in-house professional development activities on a regular basis. The following inservices will be scheduled during the 2007-2008 school year:
    a.) data disaggregation
    b.) differentiated instruction
    c.) vocabulary development
    d.) literacy centers
    e.) guided reading
    f.) independent reading
    g.) Comprehensive Researched-Based Reading Plan
    h.) fluency development
4. Reading teachers will participate in professional development activities as outlined in their Individual Professional Development Plans (IPDP).

Evaluation

The objective will be measured using the data from the 2008 FCAT Reading Test. Based on objectives:

1. Scores/data from the quarterly reading tests provided by Miami-Dade Public Schools;
2. Data from weekly quizzes assessing the focused benchmark;
3. Data from weekly test assessing the eight reading benchmarks using unfamiliar text;
4. Visitation logs used during classroom visitations by the reading coach will be an indicator of the effectiveness of weekly planning and professional development activities;
5. Scores/data from monthly simulated FCAT Reading Tests using passages from Florida's Department of Education and other published resources; and,
6. Data generated from the various computer-assisted programs.

Mathematics Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

Miami-Dade County Public Schools

District Strategic Plan

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.
✔	✔	✔	✔	✔

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 57 percent of grade three students, 75 percent of grade four students, and 66 percent of grade five students scored at or above level three. Data attained from the School Accountability Results indicate that 72 percent of all students achieved high standards and 68 percent of students made learning gains in mathematics. The 2007 test scores depict a 14 percentage point decrease in students achieving high standards. The School Accountability Results also show that 28 percent of students in grades three through five scored below state mandated criteria. All subgroups identified in the No Child Left Behind (NCLB) requirements met Adequate Yearly Progress (AYP) proficiency on the 2006 FCAT Mathematics Subtest. Our school did not test at least 95% of our Students with Disabilities. Desegregation of data concludes that grade three students showed the least amount of proficiency with only 57 percent showing state required proficiency. Grade three demonstrated weaknesses in the Algebra strand (D), Grade four demonstrated weaknesses in the Algebra (strand D) and Data Analysis (strand E), and grade five demonstrated weaknesses in Measurement (strand B) and Algebra (strand D).

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by five percent as evidenced by 77 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

At least 95% of our students in grades three through five will participate in the administration of 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide weekly professional development to enhance the use of manipulatives and/or remediation strategies for instruction.	Lead Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize disaggregated data from the AIM Higher monthly assessments to drive instruction and determine the placement of students within guided groups.	Lead Teacher	9/4/2007	5/30/2008	Continuous Improvement Model	2500
Utilize technology-based programs twice per week to track student progress as it relates to the Sunshine State Standards utilizing FCAT Simulation.	Lead Teacher	09/24/07	5/30/2008	Continuous Improvement Model	2000
Align the District's long-range plans and the school's scope and sequence for grades two through five as a yearly pacing guide for instruction.	Lead TeacherAdministration	9/4/2007	5/30/2008	Continuous Improvement Model	0
Provide daily before school and/or pull-out tutorials to students scoring below mastery level to improve mathematics skills and proficiency.	Lead TeacherAdministration	9/4/2007	5/30/2008	Continuous Improvement Model	1500
Encourage participation of parents in the semi-annual school-wide FCAT nights and/or quarterly parent workshops to help promote student achievement.	Community Involvement SpecialistAdministration	9/24/2007	5/30/2008	Continuous Improvement Model	0
Implement the Continous Improvement Model (CIM/PDSA) in grades kindergarten through fifth.	Lead TeacherAdministration	8/20/2007	5/30/2008	Continuous Improvement Model	0
Use data debriefing protocols monthly for students utilizing the FCAT/SAT chats, as well as debriefing parents at workshops and teachers during grade level planning.	Administration	09/24/2007	05/30/2008	Continuous Improvement Model	1000

Research-Based Programs

(1) Harcourt Brace Mathematics
(2) Aim Higher!

Professional Development

Professional development will be provided on a weekly basis through collaborative lesson planning, instructional modeling, and through facilitator observations. The following workshops will be scheduled for the 2007-2008 school year provided by the Mathematics Facilitator, who will instruct "A Focus on Desegregation of Student Data," in October (K-five), The use of manipulatives in the classroom (K-five), in November, and professional development in-services scheduled by the Mathematics and Science Department during the months of December and January (K-five). Other in-services will be scheduled based on teacher surveys, data driven analysis and/or District/ACCESS Center initiatives. Delivery of in-services will include model lessons and mentoring of teachers by the Mathematics Facilitator and curriculum support personnel. Professional Development in the months February and March will focus on indoctrinating new teachers and students to the pace of the district provided long range plans.

Evaluation

1. Achievement of the weekly objective in grades three-five will be measured using the results from the weekly Examview Pro Assessments.

2. Mentor forms used during classroom visitations by the mathematics facilitator will be an indicator of the effectiveness of weekly planning and the need for additional modeling/co-teaching support.

3. Weekly Mathematics FCAT Simulations will evaluate the outlined benchmarks as indicated in the 2007 - 08 Scope and Sequence for grades three-five.

4. District-developed quarterly assessments will provide the formative assessment necessary to redirect guided group instruction for remediation and/or enrichment in within grades three-five.

5. The adequate progress of the lowest 25% in mathematics as indicated by the 2008 test results will be an indicator of the effectiveness of the tutorial program.

6. A tally of the number of parents attending the workshops and family night functions can be used as an indicator for parent participation.

7. Achievement of the objective in grades three-five will be measured using the results of the 2008 administration of the FCAT Mathematics Test.

Miami-Dade County Public Schools

School Improvement Plan
2007-2008

SCHOOL
Quality
IMPROVEMENT

Writing Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☑	☑	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☑	☑	☑

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The results of the 2007 FCAT Writing+ test indicate that 82 percent of the total population of grade four students tested met high standards scoring at the FCAT writing level of 3.5 or above as compared to 94 percent of students meeting high standards in 2006.

NCLB Subgroup Target

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

Miami-Dade County Public Schools

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enhance writing proficiency for students demonstrating mastery at or above the desired proficiency level in writing with enriched writing techniques such as "Great Beginnings/Great Endings", "Magnifying the Moment", Author's Chair", as well as desktop publishing to further engage students in other writing activities.	Reading Coaches	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide one-on-one individualized diagnostic feedback to students in grade four in order provide performance enhancement throughout the 2007 – 2008 School Year.	Reading Coaches	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize the Reading/Writing Workshops to provide instruction in the writing process as outlined in the Houghton Mifflin Reading Program and Write Source Program.	Reading CoachesAdministration	8/20/2007	5/30/2008	Continuous Improvement Model	2000
Administer monthly FCAT Writing assessments for students in grades kindergarten through fifth to monitor student progress in writing and develop instruction for writing to meet student needs.	Reading Coaches Administration	08/20/2007	05/30/2008	Continuous Improvement Model	0
Implement the Continous Improvement Model (CIM/PDSA) in grades kindergarten through fifth.	Reading Coach Administration	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide extended day tutoring for enrichment of writing skills for students in grade four.	Reading Coach Administration	09/24/2007	01/30/2008	Continuous Improvement Model	200
Promote outstanding writing achievement of students in grades K-five by showcasing exemplary student writing, offering opportunities for students to participate in State and District offered writing contests, and recognizing students monthly as "Principal's All-Star Writers."	Reading Coach	09/17/2007	05/30/2008	Academic Enrichment Opportunities	300

Research-Based Programs

Houghton Mifflin Reading Program
Write Source/Great Source

Professional Development

1. Teachers new to grades three through five will attend effective writing inservices provided by our school's Reading Coaches.
2. Conduct professional development activities on a regular basis. Professional development inservices will include:
    a.) FCAT Writing
    b.) Magnifying the Moment
    c.) FCAT Writing CD
    d.) Focusing on Support
3. Teachers will participate in professional development activities as outlined in their Individual Professional Development Plans (IPDP)as it relates to building capacity for teaching writing.

Evaluation

This objective will be measured using the data from the 2008 FCAT Writing+ Test. Progress will be measured and monitored using monthly simulated FCAT Writing Tests in grades kindergarten through fifth.

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
✔	✔	✔	✔	✔	✔

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✔	✔	✔	✔	✔

Science Statement

All students in the fifth grade will be able to apply the scientific method.

Needs Assessment

Results of the 2007 FCAT Science test indicated that two percentage points were gained by grade five students resulting in 32 percent of the student population are at high standards. The mean scale score was one percentage point below the State's mean scale score and 10 points above the District's score. Students scored as follows in the science subtest: 58 percent in cluster 1, 56 percent in cluster 2, 54 percent in cluster 3, and 50 percent in cluster 4. Deficiencies are reflected in all four clusters with the weakest being identified within the Earth and Space cluster (cluster 2) and the Scientific Thinking cluster (cluster 4). Additionally, it was noted that the extended response section was at 30 percent mastery level.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide weekly professional development on the use of hands-on activities as identified in Scott Foresman Science 2007 series to enhance science skills.	Lead Teacher	08/20/2007	05/30/2008	Continuous Improvement Model	2000
Utilize process skills charts as a review for weekly laboratory experiences.	Lead Teacher	08/20/2007	05/30/2008	Continuous Improvement Model	0
Utilize school-site long-range plans for kindergarten through fifth grades as a yearly pacing guide for instruction.	Lead Teacher	08/20/2007	05/30/2008	Continuous Improvement Model	0
Utilize the FCAT Simulation program once per week to track student progress as it relates to the Sunshine State Standards.	Lead Teacher Technology Facilitator	09/04/2007	03/10/2008	Continuous Improvement Model	0
Provide hands-on activities aligned to the Sunshine State Standards during weekly science laboratory visits to enhance process skills.	Lead Teacher	08/20/2007	05/30/2008	Continuous Improvement Model	500
Utilize disaggregated data from the weekly assessments to remediate students in small groups or target students for the Early Bird Science Enrichment.	Lead Teacher	09/28/2007	03/24/2008	Continuous Improvement Model	0
Implement the Continous Improvement Model (CIM) in grades kindergarten through fifth.	Lead TeacherAdministration	8/20/2007	5/30/2008	Continuous Improvement Model	0
Use the Regional Center's Data Debriefing Protocols monthly to conduct data debriefing sessions for students utilizing the FCAT/SAT chats, as well as debriefing parents at workshops and teachers during grade level planning.	Administration	09/24/2007	05/30/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science 2007 Series

Professional Development

(1) Strategies for Increasing Critical Thinking In-service(District Workshop)
(2) Effective Implementation of Inquiry-based Science Strategies in the Classroom (District Workshop)
(3) Hands-On Science K-5 (District Workshop)

Provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in the Sunshine State Standards for Science (K-five). The in-services necessary to prepare our teachers to meet the goals as outlined in the science objective are as follows: Inquiry-based/Hands-on Approach (K-five) - August, Assessment for Group Activities (K-five) - October, Edusoft Training (K-five) - September, Technology Integration (K-five) - December, FCAT Crunch Time Strategies (three-five), Classroom Project for Mardi Gras Night (K-five)- February, and Science Fair (K-five) - March.

Evaluation

1. Mentor forms used during classroom visitations by the science facilitator will be an indicator of the effectiveness of weekly planning and the need for additional modeling/co-teaching support.

2. Achievement of the weekly objectives in grade five will be used to drive guided group instruction as dictated by the results from the weekly FCAT Science Assessments.

3. Weekly Science FCAT Simulations will evaluate the mastery of the outlined benchmarks as indicated in the 2007 - 2008 Scope and Sequence for grade five.

4. District-developed interim assessments for grades four and five and the school site progress test for grades two and three will provide the formative assessment necessary to redirect small group/hands-on instruction for remediation and/or enrichment.

5. The percent of students meeting high standards in science as indicated by the 2007 test results will be an indicator of the effectiveness of the small group and the enrichment program.

6. Achievement of the objective in grade five will be measured using the results of the 2008 administration of the FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

Miami-Dade County Public Schools

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✔	✔	✔	✔	☐

Parental Involvement Statement

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

Needs Assessment

Data ascertained from the 2006-2007 school year attendance logs indicated that 30 percent of the parents of students enrolled in grades pre-kindergarten through five had not attended at least one parent workshop or school related activity. Based on this information, we have concluded that there is a need for an increase in parental involvement to address the academic needs of our students.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote parental involvement by inviting parents to school-related events such as Open House, Reading under the Stars, Mardi Gras: Math, Science, and Technology Night, Author's Tea, Science Fair and the Title I Parent Orientation.	Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	500
Provide monthly parent/teacher meetings to discuss home learning and Best Practices.	Community Involvement Specialist/Administration	10/15/2007	5/5/2008	Other/ Not Applicable	0
Provide opportunities for parents to participate in decision-making groups such as the Educational Excellence School Advisory Council (EESAC).	EESAC Chairperson/Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Improve home and school communication through information provided via the Parent Corner, the Home Learning Daily sheet, phone calls, PTSA sponsored activities and after-school events.	Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide monthly newsletters, calendars, and website updates to inform parents/caregivers of upcoming events, in-services, activities and/or Family Involvement Programs.	Administration/Community Involvement Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Facilitate in-services in order to increase parental awareness regarding current health, fitness and air quality issues, test-taking tips and FCAT strategies to use at home to increase student academic performance.	Community Involvement Specialist/Administration	9/17/2007	5/5/2008	Other/ Not Applicable	0
Initiate specific out-reach activities that will result in an increase in parental involvement such as, home visits to new families, monthly in-services for parents, and continuing education courses.	Community Involvement Specialist/Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide an opportunity for parents to earn their GED through free program offered at our school through Miami-Dade College.	Administration	10/22/2007	05/19/2008	Other/ Not Applicable	
Provide an opportunity for parents to participate in a college credit certificate program through Miami-Dade College.	Administration	10/22/2007	05/19/2008	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Passport to Success Training (District)
LeapFrog Literacy Program

Evaluation

Achievement of this objective will be evaluated through evidence recorded on sign-in Parental Involvement Logs of the different workshops, events and activities attended by parents of students in grades PK-five, as well as the Title I parental involvement activity sign-in logs, parent compacts and Community Involvement Specialist's home visit logs.

Discipline & Safety Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☑	☐	☑

Miami-Dade County Public Schools

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☐	☑	☑	☐	☑

Discipline & Safety Statement

Poinciana Park Elementary School will create a safe and orderly learning environment for all students.

Needs Assessment

Analysis of data indicated that improvement has been achieved in student behavior. This is evident through the Executive Summary report as identified in the Student Case Management. Eleven students were suspended during the 2006-2007 school year, seven outdoor suspensions and four indoor suspensions. Students were referred to counseling for disrupting the learning environment.

Miami-Dade County Public Schools

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize security personnel to secure all entrances leading into the campus to ensure students and staff members are provided a safe and orderly learning environment.	Security Staff Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide students with conflict resolution and mediation activities in order to improve student behavior and decrease student suspensions.	Guidance Counselor Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide daily and weekly counseling sessions to those students who are referred for not adhering to the rules of the school-wide behavior contract with emphasis on improving classroom behavior.	Administration/Guidance Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize safety patrols to assist in the afternoons with students entering and exiting the building to provide a safe and orderly dismissal.	Administration/Safety Patrol Sponsor	9/10/2007	6/5/2008	Other/ Not Applicable	250
Utilize the student incentive program/behavior contract to curtail inappropriate behavior and decrease student suspensions.	Administration/Guidance CounselorClassroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	250
Utilize the school's social worker to follow-up on students with excessive absences and tardies.	Social Worker Administration	9/10/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

1. Classroom Management Techniques and Strategies for New Teachers In-service (District and In-house)
2. Best Practices for Counselors In-service (District)

Evaluation

This objective will be monitored on a monthly basis using the Executive Summary Report for Student Case Management as compared to the 2006-2007 school year.

Miami-Dade County Public Schools

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
☐	☑	☑	☐	☑	☐

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☑	☑	☑	☐	☑

Technology Statement

Increase student use of technology to improve academic performance.

Needs Assessment

Using the 2007-2008 school-site developed Needs Survey, the following technology needs were identified to enhance student academic achievement: 60 percent of staff members need technology support. Also, teachers indicated a need for technology support in the area of instruction. Teachers and students need to have access to technology to fulfill his or her professional and academic goals. With use of technology, student achievement can be improved.

Miami-Dade County Public Schools

Measurable Objective

Given an emphasis on the use of technology, students in grades three through five will increase the usage of FCAT Explorer and Reading Plus as evident by an increase of 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with training (in-house and District) and technological resource tools to assist them to increase the effective implementation on FCAT Explorer.	Administration	8/20/2007	5/30/2008	Continuous Improvement Model	800
Monitor the usage of the computer lab on a weekly basis to ensure that students receive the integration of technology.	Administration	8/20/2007	5/30/2008	Continuous Improvement Model	0
Increase the effective use of information technology in the classroom to meet the changing needs of today's students.	Technology TeamAdministration	8/20/2007	5/30/2008	Other/ Not Applicable	1100
Increase students' knowledge of software applications that foster academic achievement.	Technology Team Administration	8/20/2007	5/30/2008	Other/ Not Applicable	600
Implement the Continous Improvement Model (CIM/PDSA) in grades kindergarten through fifth.	Technology TeamAdministration	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

Reading Plus
FCAT Explorer

Professional Development

FCAT Explorer In-services (In-house)
Professional Development in technology

Evaluation

This objective will be evaluated by database results of the number of students completing the weekly, monthly and quarterly FCAT Explorer and Reading Plus assessments.

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
☐	☑	☑	☐	☑	☐

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☑	☑	☐	☐	☑

Health & Physical Fitness Statement

Improve student performance in health and physical fitness activities.

Needs Assessment

Based on the results of the 2006 - 2007 FITNESSGRAM Standards test, 41 percent of all fourth and fifth grade students received passing scores.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evident by 50 percent of the students meeting high standards in running the one mile test on the administration of the 2007-2008 FITNESSGRAM Standards test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the American Heart Association to teach students about healthy eating and daily excercise	Clinic AssistantAdministration	3/17/2008	3/21/2008	Healthcare & Healthy Choices	0
Incorporate a daily exercise program to strengthen the body and stretching exercises for flexibility.	P.E. TeacherAdministration	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Run 50-meter dashes without stopping until passing the finish line to build endurance.	P.E. TeacherAdministration	8/27/2007	5/30/2008	Healthcare & Healthy Choices	0
Run and walk laps to build endurance to be able to run one mile consistently.	P.E. TeacherAdministration	8/27/2007	5/30/2008	Healthcare & Healthy Choices	0
Use short and long ropes to improve students' cardio-respiratory endurance.	P.E. TeacherAdministration	8/27/2007	5/30/2008	Healthcare & Healthy Choices	0
Promote healthy eating habits to maintain good health.	Cafeteria ManagerAdministration	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0

Research-Based Programs

Not Applicable

Professional Development

FITNESSGRAM Standards In-service (District)

Physical Education Teachers will participate in professional development activities as outlined in their Individual Professional Development Plan (IPDP) and as mandated by the District.

Evaluation

This objective will be measured using the data from the 2008 FITNESSGRAM 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
✔	✔	✔	✔	✔	✔

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✔	✔	✔	✔	✔

Electives & Special Areas Statement

Poinciana Park Elementary School will increase the number of students enrolled in the Gifted Program.

Needs Assessment

The results of the School Demographics indicate that there are currently 34 students enrolled in the Gifted Program. Nine of the fifteen students referred for evaluation during the 2006 - 2007 were scheduled into the Gifted Program.

Measurable Objective

Given emphasis on the benefits of participating in the Gifted Program, the number of students referred for gifted will increase by ten percent as compared to the number of gifted referrals in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit gifted students through the "I Choose!" Program to increase the gifted population.	Lead Teacher	8/24/2007	5/30/2008	Other/ Not Applicable	0
Analyze data from DIBELS, SAT-10 and FCAT in order to identify students for possible gifted referrals.	Lead TeacherReading Coaches	8/27/2007	5/30/2008	Continuous Improvement Model	0
Provide in-services to staff on how to identify potential gifted students thereby increasing the number of referrals to the Gifted Program.	Administration Guidance Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide in-services to the staff on Teaching Enrichment Activities to Minorities (TEAM) strategies to enhance the gifted program.	Lead Teacher Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Evaluate potential gifted students using the Stanford Achievement (SAT)-9th, to identify gifted students.	Lead TeacherReading Coaches	9/24/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

(1) Identifying the Profile of a Gifted Child In-service (District Workshop)
(2) Critical Thinking In-service (District Workshop)
(3) Teaching Enrichment Activities to Minorities(TEAM) In-service (District Workshop)
(4) Math Manipulatives In-service (In-House)
(5) Science Hands-On In-service (In-House)

Evaluation

The objective will be measured using the number of students referred for the Gifted Program for the 2007 - 2008 School Year 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
☐	☑	☑	☑	☐	☑

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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.
☑	☑	☑	☑	☑

Return On Investment Statement

Poinciana Park Elementary School will rank above the 3rd percentile statewide in the Return on Investment index (ROI) of value and cost effectiveness of its programs.

Needs Assessment

The Return on Investment index indicates that in the State of Florida, Poinciana Park Elementary School is in the lower third percentile of all elementary schools.

Measurable Objective

Poinciana Park Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Share budget with faculty and allow grade level chairpersons to assist in purchasing materials and monitoring program effectiveness as it relates to student achievement.	Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Increase faculty and staff awareness of how financial resources are utilized to support school programs.	Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize student performance data to influence decision making.	Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Use data to target specific areas for improvement and make purchases that will foster student achievement.	Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Non Applicable

Professional Development

Non Applicable

Evaluation

On the next State of Florida ROI index publication, Poinciana Park Elementary School will show a one percentage point increase.

EESAC Compliance

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

Budget:

Educational Excellence School Advisory Committee (EESAC) reviewed the annual school budget and made suggestion on spending monies.

Training:

EESAC members received training and participated in the Organizational Performance Improvement Snapshot Needs Survey. After attending training, EESAC members shared information involved in the training and its applicability to their programs. In addition, information pertaining to District and Regional Center initiatives were also disseminated at Faculty/Staff, EESAC and grade level meetings. Changes needed were included in the School Improvement Plan.

Instructional Materials:

The EESAC made recommendations regarding instructional materials as needs arised in order to further student achievement.

Technology:

EESAC participated in decision-making process of purchasing new hardware and software programs at the school.

Staffing:

Administration empowered teachers and members of the EESAC by allowing them to interview applicants for teaching positions. The interviewing committee gave administration recommendations for potential teachers. Teachers felt that by participating in the decision-making process it created a cohesive family atmosphere.

Student Support Services:

EESAC considered student services when making decisions. The Guidance Counselor and Community Involvement Specialist were members of EESAC. EESAC members participated in parent/guardian meetings through traditional means such as PTSA meetings, Open House and parent conferences. These forums were used to disseminate information that may be of interest to all parents, including the school's mission and goals. EESAC allocated funds to sponsor special activities and student incentive programs.

Other Matters of Resource Allocation:

EESAC recommended that all other matters of resource allocation be addressed and monitored as needed on an ongoing basis.

Benchmarking:

During EESAC meetings, curriculum leaders reviewed and recommended benchmarking activities aligned to the Sunshine State Standards.

School Safety & Discipline:

Members of the EESAC addressed school safety concerns presented by members of the school community.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10000
Mathematics	7000
Writing	2500
Science	2500
Parental Involvement	500
Discipline & Safety	500
Technology	2500
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	25500

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