

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Frances S. Tucker Elementary School (5561)

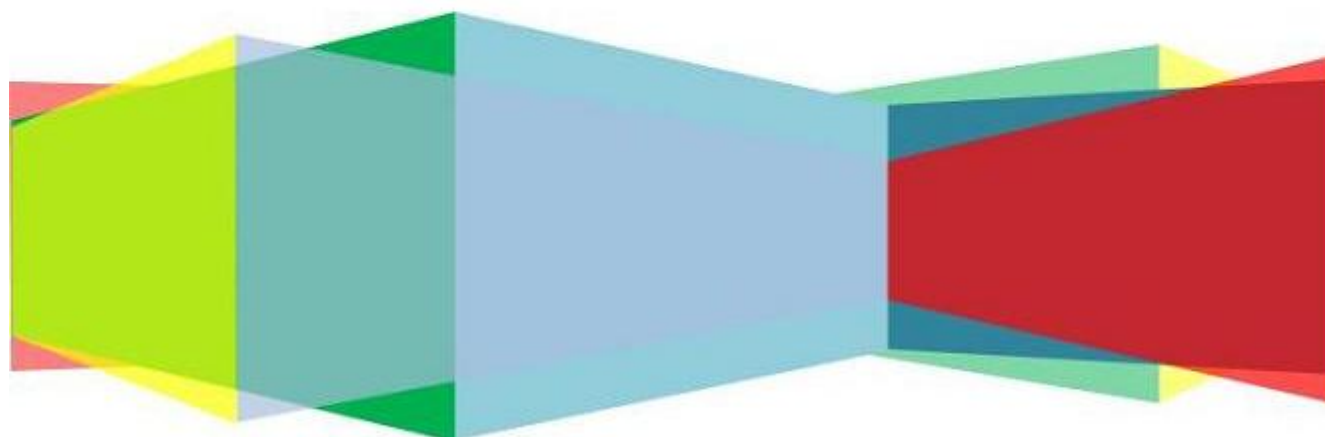
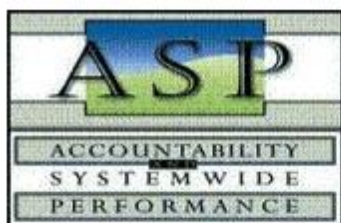
Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Cathy Williams

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The leadership team and staff of Frances S. Tucker Elementary are committed to offering standards-based, measurable, and engaging instruction to all of our students. This commitment is evident in our implementation of comprehensive curricula, student achievement goals, and professional development for all stakeholders.

Frances S. Tucker Elementary School is located in the quaint Miami suburb of Coconut Grove. The school was established in 1960 on 3.82 acres and currently has a pre-kindergarten to fifth grade configuration. This 47 year-old facility, in the Coral Gables Feeder Pattern, meets the State mandated class size reduction for grades K-3 (1:18) and grades 4-5 (1:22). With an attendance rate of 94% and a retention rate of 4%, Frances S. Tucker Elementary School offers an innovative science magnet program, Environmental and Diversified Sciences ("MEDS"). This inquiry-based program provides students in grades K-5 with an opportunity to develop scientific skills through discovery, critical thinking, and problem solving in mathematics and science. Using technological tools, interdisciplinary units, and laboratory experience that are directly aligned with grade level benchmarks, students develop higher order thinking skills and effectively organize and integrate important mathematical and scientific ideas.

The school serves a diverse population of approximately 380 students comprised of fifty-eight percent Hispanic, thirty-eight percent Black, three percent Caucasian, and two percent Other. Ninety percent of the population is on free or reduced lunch.

The instructional programs include general education, English Language Learners (ELL) (19% of the student population), content-based gifted program (8%), and Special Education program (19% of the student population) for Specific Learning Disabilities (SWD), Emotional Behavior Disorder (EBD), and Trainable Mentally Handicapped (TMH students). Instructional delivery models for the Special Education program include inclusion and consultative practices for Special Education Students and data-based intervention programs that utilize research-based programs such as Voyager, Soar to Success, and Early Success. The intervention programs provide differentiated, individualized, and/or small group support for targeted students to better meet the needs of our challenging student population.

The demographics of the staff of Frances S. Tucker Elementary School are comprised of thirty-six full-time instructional personnel and twenty-six non-instructional personnel, including two Reading Coaches, one Science Magnet Teacher, and two administrators. The ethnic make-up of the staff is twenty percent White non-Hispanic, forty-one percent Black, and thirty-nine percent Hispanic. Sixteen percent of the staff is male and eighty-four percent is female. Frances S. Tucker Elementary School qualifies for Federal Title I funding based on ninety percent of the students qualifying for free or reduced meals through the school lunch program. Many of the students are from low socioeconomic and single-family household, where parents work multiple jobs to provide financial support for their families. English is not the primary language spoken in the home since many of the families have recently immigrated to this country.

The economic and social backgrounds of the students have relevance with respect to the challenges we face in providing quality educational services and increasing student achievement gains. Many of our Dade Partners, such as the YMCA, Shake-A-Leg Miami, and the Junior Chamber International of Coconut Grove, help to provide the school with funds and after school programs to enhance the school-wide curricular focus. Frances S. Tucker Elementary School was awarded a donation that allowed for the beautification of the school, thus providing an engaging environment conducive to learning. The school has received grants over the years that provide funding for the Character Education program.

The Title I funding allows the students of Frances S. Tucker Elementary School, a SINI 2 school, to receive free tutorial services from a Supplemental Educational Services (SES) Provider, an after-school enrichment program, and parental involvement activities. The Title I program also allows the school to hire a Community Involvement Specialist (CIS) who works directly with parents and teachers on issues such as student attendance and school policies that impact student achievement. The CIS coordinates monthly parent meetings to bridge the communication gap that exists between the school and the parents. The school also provides health services for students through a joint partnership between Connect Health and Miami-Dade County Public Schools. The health care team is comprised of a shared nurse, a nurse's assistant, and a social worker. The nurse and nurse's assistant address students' health needs and provide health screening and education. The staff also has emergency access to health care providers. The social worker provides support services to assist parents and the school with intervention programs for families through private or municipal agencies.

An analysis of the Adequate Yearly Progress Report indicates that 54 percent of students in grades 3-5 scored Level 3 or above in Reading, while 52 percent scored Level 3 or above in Mathematics. Further analysis indicates that in Reading (subgroups did not make Adequate Yearly Progress) (7 percent of the Black and 27 percent of the SWD).

In Mathematics, the following subgroups did not make AYP: 8 percent of the Black, 2 percent of the Hispanic, 26 percent of the SWD, and 8 percent of the ELL.

Through analysis and reflection of the 2006-2007 end-of-year data, the completed strengths that were evident and are priority items to be carried over to the 2007-2008 School Improvement Plan are the following:

- Utilization of the Continuous Improvement Model (Plan-Do-Study-Act)
- Continuation of a school-wide daily systematic 30-minute intervention program targeting the students performing in the lowest quarter.

- Support through professional development for small group differentiated instruction in Reading and Mathematics.
- Leadership team support for data analysis during scheduled grade level, articulation, and staff meetings along with building and supporting small learning communities.
- Utilization of data from DIBELS to drive Reading instruction in grades K-5.
- On-going progress monitoring to assess student progress.
- A school-wide program with emphasis on encouraging school attendance as well as character building.
- Utilization of technology such as Reading Plus, Riverdeep, SuccessMaker, FCAT Explorer, and EduSoft to identify mastery and deficiency of concepts.
- On-going professional development for best practices based on data trends.
- Support of the Reading Coaches in mentorship and professional development.

Further analysis and reflection of the 2006-2007 end-of-year data reveal, that more emphasis must be placed on professional development to build best practices in Mathematics and in the development of an explicit systematic Mathematics intervention program.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading comprehension skills as evidenced by sixty-four (64%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students will increase their reading comprehension skills as evidenced by fifty-eight percent (58%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their reading comprehension skills as evidenced by a fifty-eight percent (58%) increase of students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their mathematics performance as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students receiving free and reduced lunch will increase their math skills as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test

Given instruction using the Sunshine State Standards, Hispanic students will increase their math skills as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, ELL students will increase their math skills as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, all students in grade 4 will show improved performance by at least 1% and increase scores on multiple-choice clusters by at least 5% on the 2008 FCAT Writing+ Test.

Given results from the Sunshine State Standards, twenty-five percent of students in grade five will increase their science skills as evidenced by fifty-one percent (51%) of the students meeting proficiency on the 2008 FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, Frances S. Tucker Elementary School will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the attendance rosters for the 2006-2007 and 2007-2008 school years.

Given a schoolwide focus on decreasing bullying and/or aggressive behaviors, student referrals will be reduced by two percentage point during the 2006-2007 school year.

Given an emphasis on technology Frances S. Tucker Elementary School will continue to upgrade technology schoolwide and facilitate the use of technology to enhance teaching and learning.

Given the schoolwide emphasis on physical fitness, students in grade four through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of physical fitness award recipients on the 2007 FITNESSGRAM Exercise Component Test.

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

Frances S. Tucker Elementary School ROI ranking will improve by at least one percentile point on the next Return Of Investment report.



School Improvement Plan

2007-2008



After careful review and reflection of the results of the Organizational Performance Improvement Snapshot, the area of Business Results will be targeted for improvement measures. The score of 3.6 in the area of Business Results (7e): My work location removes things that get in my way of progress indicates that there is some concern among the staff members regarding the resources and processes that they feel are essential for them to effectively complete their tasks. In addition, a score of 3.5 of Business Results (7c): I know how well my work location is doing financially suggests that some stakeholders would like to have an increased opportunity to understand work location financial matters and school budget design.

In order to address 7e and 7c during the 2007-2008 school year, the following steps will be taken:

- (7e): A survey will be provided to all faculty members to facilitate communication as to the areas of concern impeding progress. Challenges and solutions will be addressed and changes will be made accordingly.
- (7c): Financial information will be provided to the faculty and staff during faculty and EESAC meetings reviewing the financial aspects of the school including the school budget. The EESAC chairperson will act as a liaison to make available school budgetary information.



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.

5561 - FRANCES S. TUCKER ELEMENTARY SCHOOL

VISION

Frances S. Tucker Elementary School is committed to providing a challenging educational environment in which all students have strong beliefs in their ability to learn and succeed. The staff, parents, and community envision the intellectual development of students through current technology, relevant curriculum, rigorous standards, effective instruction, and responsiveness to the diverse needs of each learner. Using innovative instruction and new technologies, Frances S. Tucker Elementary School will promote a learning environment in which all students will be given a solid foundation that will sustain them academically and will facilitate life-long learning.

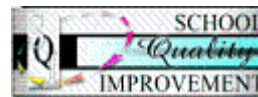
MISSION

At Frances S. Tucker Elementary School we will prepare our students to meet the demands of the present and future by committing ourselves to providing high quality education to all students in our care. Working as a team, we will share knowledge, build skills, and create an effective learning atmosphere that will enhance self-esteem and respect and promote good citizenship in our school and community.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We pursue the highest standards in academic achievement and organizational performance. All students can learn and have the right to maximize their potential.

Integrity

All individuals will be treated with respect and dignity. Respect grows out of appreciation for the honest effort of all school stakeholders. 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

All students are entitled to an educational program that provides appropriate opportunities to learn and achieve individual outcomes in preparing them for lifelong learning experiences. We foster an environment that serves all students and aspires to eliminate the academic achievement gap.

Citizenship

Quality education requires the collaborative involvement of the entire community. 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.

School Demographics

The leadership team and staff of Frances S. Tucker Elementary School serve a diverse population of approximately 380 students comprised of 55 percent Hispanic, 44 percent Black, and one percent other ethnic groups. Many of the students are from low socioeconomic and single-family households. Many of the students are from homes where parents work multiple jobs to provide financial support for their families. Many have recently immigrated to this country, and English is not the primary language spoken in the home. The economic and social backgrounds of our students have relevance with respect to the challenges we face in providing quality educational services and increasing student achievement gains. Frances S. Tucker Elementary School qualifies for Federal Title I funding based on 94 percent of the students qualifying for free or reduced meals through the school lunch program. The Title I funding allows the students of Frances S. Tucker Elementary School to receive free tutorial services from a Supplemental Educational Services (SES) Provider, an after-school enrichment program, and parent involvement activities. The program also allows the school to hire a Community Involvement Specialist (CIS) who works directly with parents and teachers on issues (such as student attendance and school policies) that impact student achievement. The CIS coordinates monthly parent meetings to bridge the communication gap that exists between the school and parents.

The leadership team of Frances S. Tucker Elementary School is anchored by the Principal and Assistant Principal. The other members of the leadership team include the Counselor, Reading Coaches, Media Specialist, Science Lead Teacher, School Psychologist, and Technology and Data Specialists. The average teaching experience of the faculty is ten years, with 19.4 percent of the teachers having less than three years of teaching experience. Forty percent of the faculty has earned an advanced degree, and the staff attendance rate is approximately 95 percent. The ethnic profile of the staff is 24 percent White, 33 percent Black, 39 percent Hispanic, four percent other ethnic groups, and the staff is comprised of 19 percent males and 81 percent females.

The school provides health services for students through a joint partnership between Connect Health, Miami-Dade County Public Schools, and Miami-Dade County Health Services. The health care team is comprised of a shared nurse, a nurse's assistant, and a social worker. The nurse and nurse's assistant address the students' health needs and provide health screening and education. The staff also has emergency access to health care providers. The social worker provides support services to assist parents and the school with intervention programs for families through private or municipal agencies.

School Foundation

Leadership:

Leadership:

Based on the results of the Organizational Performance Improvement Snapshot survey, 86 percent of staff members indicated that they are satisfied with the direction provided by the school's leadership team. Conversely, 14 percent of staff members indicated that the work location did not seek their opinion in the decision-making process.

District Strategic Planning Alignment:

Strategic Planning Alignment:

Based on the results of the Organizational Performance Improvement Snapshot survey, 80 percent of staff members indicated that they have input in the goals and objectives set for the school. Conversely, 20 percent of staff members indicated a lack of involvement in strategic planning.

Stakeholder Engagement:

Stakeholder engagement:

Based on the results of the Organizational Performance Improvement Snapshot survey, 76 percent of staff members indicated that they are satisfied with the level of service delivered to their customers. Conversely, 24 percent of staff members indicated uncertainty with respect to the organization's satisfaction or dissatisfaction with their work.

Faculty & Staff:



School Improvement Plan 2007-2008



Based on the results of the Organizational Performance Improvement Snapshot survey, 80 percent of staff members indicated that they are satisfied with their work environment. Conversely, 20 percent indicated uncertainty as to how the work location plans affected their work.

Frances S. Tucker Elementary School is committed to hiring the most qualified teachers available. To create a center of attention for highly qualified teachers, the school supports and is actively involved in student teaching programs with local colleges and universities, supports teacher fairs, promotes the school in the community, and provides opportunities for all teachers to participate in learning communities that will enhance pedagogical skills.

To retain our new teachers, we have developed a beginning teacher program that provides support, mentorship, and collegial, collaborative learning opportunities to assist new faculty members in their professional development. Experienced teachers on the faculty are encouraged to seek National Board Certification and become certified in Clinical Supervision and mentorship programs.

High Quality Administrators:

The school's administrative team is composed on one principal and one assistant principal. The principal, Cathy M. Williams, is a newly appointed principal, but she has twelve years of teaching experience. Four of her twelve years, Ms. Williams was a Curriculum Specialist for the Division of Mathematics and Science, where she facilitated workshops for administrators, teachers, and parents. As an administrator, she has worked collaboratively with all stakeholders to provide professional development and promote a positive productive relationship among students, staff, parents, and the community. Her commitment and dedication to providing the best possible educational experience to students and staff have motivated all stakeholders to strive for excellence. This is evident in the fact that her former school has maintained their "A" letter grade and met Adequate Yearly Progress for the last six years. In addition, her former school was named at Blue Ribbon School under the leadership of the administrative team.

Maileen Ferrer, the assistant principal, is an innovative administrator with 14 years of experience in the field of education. She holds a Bachelor of Science degree in Elementary Education and Early Childhood from Barry University, a Master of Science degree in Multicultural Urban Education with TESOL, and an Educational Specialist degree from Nova Southeastern University in Educational Leadership. Ms. Ferrer's primary duties include supervising the curriculum programs, preparing the master schedule, and overseeing data analysis. She increased the gifted enrollment by reorganizing the referral process. Ms. Ferrer shares the school's vision in the commitment to provide a challenging educational environment in which all students have strong beliefs in their ability to learn and succeed. She helps students develop a passion for learning. She facilitates data-based decision making and works with the school's literacy team to monitor student achievement and provide academic interventions to ensure that Frances S. Tucker Elementary School Leaves No Child Behind.

Teacher Mentoring:

Our mentoring program (Professional Growth Team) assists our beginning teachers and those in need of assistance by scheduling time for experienced teachers to coach and support those new to the profession in order to facilitate pedagogical growth through mentorship, leadership, and vision. Each mentor teacher visits with their mentee to provide the necessary assistance and feedback needed for personal growth and self-improvement. Beginning teachers and teachers in need of assistance may pursue professional development opportunities offered both on-site and through district coursework. Professional Growth Team members are offered the opportunity to participate in on-line courses through the PACES website and face-to-face in-services.

Data/Information/Knowledge Management:

Faculty and Staff:

Based on the results of the Organizational Performance Improvement Snapshot survey, 80 percent of staff members indicated that they are satisfied with their work environment. Conversely, 20 percent indicated uncertainty as to how the work location plans affected their work.

Education Design:



School Improvement Plan

2007-2008



School Advisory Council:

The main goals of the Educational Excellence School Advisory Council (ESSAC) are to participate in and encourage strategic planning, develop and define school site policy, offer financial advice to the administration, and serve as liaison for community-based issues and concerns. The ESSAC, in cooperation with the administrative, instructional, and support staff, students and parents, and community leaders, strives to meet established goals set for student achievement. The ESSAC reviews progress of the School Improvement Plan (SIP) at meetings that are held the fifth Wednesday of each grading period, and it endeavors to work collaboratively to uphold the vision and mission of the school.

Extended Learning Opportunities:

Frances S. Tucker Elementary School provides during, and after school tutorial programs. The in-school intervention program is based on analysis of the Student Performance Indicators (SPI) and on-going assessments. It is geared to small group and one-on-one instruction. The after school tutorial program is a general academic-based tutorial program that incorporates the Academic Excellence Programs in chess, science, and critical thinking skills. All intervention programs are provided by highly qualified personnel (certified teachers and paraprofessionals). Additionally, the students have extended learning opportunities through various clubs, such as the Future Educators of America (FEA), the Writing Club, YMCA, and the Shake-A-Leg program, which has given our students the unique opportunity to experience hands-on activities in Biscayne Bay.

School-wide Improvement Model:

Frances S. Tucker Elementary School utilizes the Plan-Do-Study-Act Model of continuous improvement to analyze student achievement data and drive instruction to increase student achievement. Teachers focus their instruction using instructional focus calendars, district scope and sequences, and quarterly assessment results to determine the instructional relevance, analyze content benchmark mastery, redirect teaching and learning, and monitor student progress. Teachers meet weekly by grade levels and departments to plan collaboratively, review elements of the focus calendar, and make revisions to the pacing guides.

Budget:

The EESAC recommends financial resources that can 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 the Prole & Smart Boards, 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 supports the District's goal of recruiting and retaining effective, highly qualified teachers.

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC reviews and makes recommendations in the area of human resource allocation as it relates to security monitors and school safety.

Benchmarking:

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

School and Safety:

The EESAC recommends and supports initiatives and strategies to promote school safety and reduce discipline issues.



School Improvement Plan 2007-2008



Performance Results:

Performance Results:

Based on the results of the Organizational Performance Improvement Snapshot survey, 80 percent of staff members indicated that they are satisfied with the quality of program delivery and organizational standards at this school. Conversely, 20 percent of staff members indicated they do not know how well their work location is doing financially.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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

Reading

Needs Assessment

Results from the 2007 FCAT Reading Test indicate that sixty-two percent (62%) of students in grades three through five are reading at or above grade level. Further analysis of the data show that sixty-five percent (65%) of students in grades 3-5 made a year's worth of progress in reading. The 2007 FCAT Reading Test reveals that the percentage of students in grade 3-5 reading below grade level decreased by seven percent. Adequate Yearly Progress was not met by two subgroups, Blacks and Students with Disabilities, in grades 3-5 on the 2007 FCAT Reading Test. Forty-four percent (44%) of the Black and twenty-four percent (24%) of Students With Disabilities are scoring at or above grade level. There are significant gaps between subgroups.

A comparison of District and State Content Cluster Reading Scores to the school's Content Cluster Reading Scores indicates the following: in grade 3, the strengths were Main Idea/Purpose, Comparisons, and Reference/Research and the weakness was Words/Phrases; in grade 4, the strengths are Main Idea/Purpose and Comparisons and the weaknesses were Words/Phrases and Reference/Research; in grade 5, the strength was Main Idea/Purpose and the weaknesses were Words/Phrases and Reference/Research.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading comprehension skills as evidenced by sixty-four (64%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students will increase their reading comprehension skills as evidenced by fifty-eight percent (58%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their reading comprehension skills as evidenced by a fifty-eight percent (58%) increase of students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement all components of the District's Comprehensive Research-Based Reading Plan.	Principal, Assistant Principal	8/20/07	5/30/08	Other/ Not Applicable	0
Administer District interim, and reading assessments to monitor student progress.	Principal, Assistant Principal	8/20/07	5/30/08	Other/ Not Applicable	0
Administer reading benchmark assessments to monitor student progress in grades three through five.	Principal, Assistant Principal	8/20/07	5/30/08	Other/ Not Applicable	0
Revise Instructional Focus Calendars which center on tested FCAT Reading Benchmarks in Kindergarten through fifth grade.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implementation of the Plan-Do-Study- Act Model by all teachers to ensure alignment of data analysis, assesment, and remediation of skills not mastered for improvement in student achievement.	Principal, Assistant Principal	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize specific reading and E.S.O.L. strategies to facilitate and support the reading process.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	8/20/2007	05/30/08	Other/ Not Applicable	0
Provide after school tutorial programs through SES Providers for General Education students, English Language Learners, and Students with Disabilities.	Principal, Assistant Principal	08/20/07	05/30/08	Other/ Not Applicable	0
Develop mini-lesson targeting specific grammar skills in grades three through five.	Principal, Assistant Principal, Language Arts Teachers, Reading Coach	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Houghton-Mifflin Core Reading series, Voyager, SuccessMaker, Reading Plus, Early Success, Soar to Success.

Professional Development

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



School Improvement Plan 2007-2008



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
Periodic review of teachers' lesson plans by administrators, academic Conversations, and review of quarterly data,
Quarterly assessments via STAR (Standardized Testing for the Assessment of Reading) and Accelerated Reader programs
Individualized teacher alternative or authentic assessments
The 2008 administration of the FCAT Reading Test

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

Mathematics

Needs Assessment

Results from the 2007 FCAT Mathematics Test indicate that fifty-two percent (57%) of students in grades three through five are performing at or above grade level in mathematics. Further analysis of the data shows that sixty-six percent (66%) of students in grades 3-5 made a year's worth of progress in mathematics. Three subgroups (Hispanics, Economically Disadvantaged, and English Language Learners (ELL)) are not meeting Adequate Yearly Progress in mathematics.

A comparison of District and State Content Cluster Reading Scores to the school's Content Cluster Analysis Score Reports for Mathematics indicates the following; in grade 3, the strengths were Number Sense, Measurement, Algebraic Thinking, and Data Analysis and the weakness is Geometry; in grade 4, the strength is Number Sense and the weaknesses are Measurement, Algebraic Thinking, and Data Analysis; in grade 5, the strengths are Measurement and Algebraic Thinking and the weaknesses are Number Sense, Geometry, and Data Analysis.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their mathematics performance as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students receiving free and reduced lunch will increase their math skills as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test

Given instruction using the Sunshine State Standards, Hispanic students will increase their math skills as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, ELL students will increase their math skills as evidenced by sixty-two percent (62%) of the students achieving a Level 3 or above as documented by the test results on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the 8-Step Continuous Improvement Model to review and adjust data-driven instruction.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/20/2007	5/30/08	Other/ Not Applicable	0
Implementation of Instructional Focus Calendars based on the Sunshine State Standards and correlated to the State-adopted textbook for the teaching and assessments of benchmarks.	Principal, Assistant Principal, Mathematics Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Provide pull-out sessions and differentiated instruction for LEP students, African American students, and students with disabilities to focus on specific benchmark needs.	Principal, Assistant Principal, Mathematics Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Provide intervention mathematic tutoring for all students scoring at Level 1 in grades three through five on the mathematics portion of the FCAT.	Principal, Assistant Principal, Classroom Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, and critical thinking skills to enhance students' mathematical applications skills in Kindergarten through fifth grade.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Provide individualized tutoring for students who are 30 points from achieving Level 3 on the FCAT in grades three through five.	Principal, Mathematics Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Implement an Instructional Focus Calendars correlated to the District's Pacing Guides for the teaching and assessment of the benchmarks.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/20/2007	5/30/08	Other/ Not Applicable	0
Implement supplemental mathematics programs, such as SuccessMaker, FCAT Explorer, and Riverdeep, to provide supplemental mathematics skills instruction to students in grades Kindergarten through fifth grades.	Principal Assistant Principal Technology Facilitator Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize Science and Mathematics Integrated with Literary Experiences (SMILE) strategies to improve teaching and learning in mathematics in Kindergarten through fifth grades.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Provide before and after school tutoring for students to enhance their mathematical skills in grades three through five.	Principal, Assistant Principal	08/20/07	05/30/08	Other/ Not Applicable	0
Provide after school tutoring through SES Providers for students to enhance their mathematical skills in grades three through five.	Principal, Assistant Principal	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Scott-Foresman, state-adopted textbook series and SuccessMaker Program.

Professional Development

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, incorporation of manipulatives into instructional activities, and other areas that focus on improvement of mathematics instruction. Collaborative planning and sharing of best practices during department meetings. Provide ongoing inservices 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 Mathematics and Science.

Evaluation

All strategies will be evaluated by:

- The 2008 administration of the FCAT Mathematics Test
- Benchmark assessments correlated to the Instructional Focus Calendar
- FCAT Practice Test to re-assess benchmarks
- Individualized teacher alternative or authentic assessments
- District Pre, Interim, and Post mathematics assessments

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

Writing

Needs Assessment

Based on the 2007 FCAT Writing+ performance data, seventy-four percent (74%) of students in grade four scored a 3.5 and above on the essay. Specifically, students scored an average of 3.6 on both the expository and narrative writings. For narrative, this represents an increase of 0.7 in the mean essay score. The percentage of students scoring a 4.0 and above is sixty-three percent (63%). In addition, eighty-one percent (81%) of the students improved by one percent (1%) in writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, all students in grade 4 will show improved performance by at least 1% and increase scores on multiple-choice clusters by at least 5% on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide mini workshop tutorials to assist students in improving their writing skills.	Principal, Assistant Principal, Language Arts Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Provide students with an array of writing opportunities that include, but are not limited to, essays, journals, short stories, research papers, and writing projects in order to further develop writing skills.	Principal, Assistant Principal, Language Arts Teachers, Reading Coach	08/20/07	05/30/08	Other/ Not Applicable	0
Incorporate writing workshops and differentiated instruction for English Language Learners.	Principal, Assistant Principal, Language Arts Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model to ensure alignment of data analysis, assessment, and remediation of skills not mastered for improved student achievement.	Principal, Assistant Principal, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Identify students in all subgroups scoring below a Level 3 on the FCAT Writing pretest and provide them with writing interventions.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Provide opportunities for students to participate in writing for enjoyment by writing, illustrating, and publishing writing pieces through the school Writing Club.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Incorporate graphic organizers into writing activities to reinforce the writing process	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Revise Instructional Focus Calendars, which centers on the Six Traits of Writing and Elements of Effective Writing.	Principal, Assistant Principal, Language Arts Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Administer district pre and post writing assessments to monitor student progress.	Principal, Assistant Principal, Language Arts Teachers	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Project CRISS strategies and philosophy, CORE reading series, Writer's Workshop.

Professional Development

Professional development in programs and strategies designed to support the delivery of the writing curriculum and the Sunshine State Standards will be offered to staff including mentoring, modeling of lessons, and training in differentiated instructional strategies. 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, the District's Division of Special Education, and the District's Division of World Languages and ESOL.

Evaluation



School Improvement Plan 2007-2008



All strategies will be evaluated by:
The 2008 administration of the FCAT Writing Plus Assessment
District Pre and Post writing assessments

Science Goal

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

Florida Education Priorities

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

Science Statement

Science

Needs Assessment

Based on the 2007 FCAT Science performance data, forty percent (40%) of the students in fifth grade performed at high standards. A review of the Content Cluster Science Scores shows that in both, the Earth/Space and Life/Environment clusters, there was an increase of four percent (4%) and the school matched the district's scores in Earth/Space, Life/Environmental, and Scientific Thinking, three of the four clusters. However, there was a decrease of eight percent (8%) in the Physical/Chemical cluster.

Measurable Objective

Given results from the Sunshine State Standards, twenty-five percent of students in grade five will increase their science skills as evidenced by fifty-one percent (51%) of the students meeting proficiency on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an Instructional Focus Calendar correlated to the District's Pacing Guides for the teaching and assessment of the benchmarks.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Administer the school-based pre and post science benchmark tests and re-focus instruction to target areas of deficiencies.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize Science and Mathematics Integrated with Literary Experiences (SMILE) strategies to improve teaching and learning in mathematics.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Implement weekly hands-on cooperative laboratory activities in grades one through five.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize FCAT Coach supplemental materials to reinforce science benchmarks.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Implementation of the Plan Do Study Act model by teachers to ensure alignment of data analysis, assessment, and remediation of skills no mastered.	Principal, Assistant Principal, Science Teachers, Lead Teacher	08/20/07	05/30/08	Other/ Not Applicable	0
Use of the publisher provided, FCAT-aligned pre, interim, and post test to monitor student progress and isolate areas of deficiency during the school year.	Principal, Assistant Principal, Science Teachers, Lead Teacher	08/20/07	05/30/08	Other/ Not Applicable	0
Model instructional lessons utilizing hands-on science activities.	Principal, Assistant Principal, Lead Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Provide all students with the opportunity to engage in hands-on or computer-based laboratory activities for the benefit of learning science terminology and processing skills.	Principal, Assistant Principal, Science Teachers, Lead Teacher	08/20/07	05/30/08	Other/ Not Applicable	1500

Research-Based Programs

McGraw Hill Science State Adopted textbook series, supplemental strategies, and Full Options Science System (FOSS) Kits.

Professional Development

Professional Development in differentiated instructional strategies along with support strategies for the science curriculum/Sunshine State Standards delivered by the science Lead Teacher. Provide ongoing inservices that focuses on the implementation of each component of the Continuous Improvement Model. Additional professional development will include those sponsored by the District's Division of Science.

Evaluation



School Improvement Plan 2007-2008



All strategies will be evaluated by:

- 2008 FCAT Science Test
- Benchmark assessments correlated to the Instructional Focus Calendar
- FCAT Practice pre, interim, and post tests
- Individualized teacher alternative or authentic assessments
- Publisher produced assessments correlated to the state-adopted textbook.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Parental Involvement

Needs Assessment

An examination of the attendance rosters at Frances Tucker Elementary School reveals that attendance has been average 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 involved functions needs improvement.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, Frances S. Tucker Elementary School will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the attendance rosters for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of home visits conducted by the Community Involvement Specialist.	Principal, Community Involvement Specialist	8/20/07	5/30/08	Other/ Not Applicable	0
Improve the school's image by highlighting school and student achievements on bulletin boards throughout the school.	Principal, Assistant Principal, Media Specialist, Community Involvement Specialist, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Schedule parent meetings at varied times to accommodate working families.	PTA President, EESAC Chairperson	8/20/07	5/30/08	Other/ Not Applicable	0
Provide incentives to increase attendance at parent meetings.	Principal, Assistant Principal	8/20/07	5/30/08	Other/ Not Applicable	200
Provide parents with a monthly calendar of school events.	Principal	8/20/07	5/30/08	Other/ Not Applicable	100

Research-Based Programs

National Parent Teacher Association (PTA)

Professional Development

Not Applicable

Evaluation

All strategies will be evaluated by:

Attendance rosters at Open House, Title I monthly seminars, EESAC meetings, PTSA meetings
PTSA membership
Parent Surveys

Discipline & Safety Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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"/>

Discipline & Safety Statement

Discipline and Safety

Needs Assessment

Bullying behaviors were significantly noted during the 2005-2006 school year. There were 72 referrals related to bullying or aggressive behaviors reported, through the student case management system.

Measurable Objective

Given a schoolwide focus on decreasing bullying and/or aggressive behaviors, student referrals will be reduced by two percentage point during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the ACE Project, a Character Education Program.	Principal, Counselor	8/20/07	5/30/08	Other/ Not Applicable	0
Provide opportunities to participate in the "Bee Patrol."	Principal, Assistant Principal, Counselor	8/20/07	5/30/08	Other/ Not Applicable	0
Implement an anti-bullying pledge during individual counseling sessions.	Principal, Assistant Principal, Counselor	8/20/07	05/30/08	Other/ Not Applicable	0
Promote "Do The Right Thing."	Principal, Assistant Principal, Counselor, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Conduct small group counseling sessions focusing on conflict resolution.	Principal, Assistant Principal, Counselor	8/20/07	5/30/08	Other/ Not Applicable	0
Implement Student of the Month to build self-esteem and to provide behavioral incentives.	Principal,Assistant Principal and School Counselor.	8/20/07	5/30/08	Other/ Not Applicable	200

Research-Based Programs

Non-violence Project U.S.A

Professional Development

Professional Development programs and strategies designed to support Character Education.

Evaluation

All strategies will be evaluated by:

A decrease in Student Case Management Referrals for bullying or aggressive behaviors.

Technology Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology Statement

Technology

Needs Assessment

Frances S. Tucker Elementary School has a wide array of technology programs. Based the STaR School Profile survey Frances S. Tucker Elementary School ranked at stage 3 of 4 (Advanced) on the school profile report. The State and District rated at stage 2.5 (intermediate). 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). Two researched based computer integrated learning programs are utilized to provide enrichment and interventional assistance to students - SuccessMaker, Reading Plus. Additionally Accelerated Reader/STAR is available schoolwide. 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. However, teachers require additional professional development on utilizing the data based reports. In-services are needed to increase teacher proficiency in identifying gaps in student learning profiles and data analysis to drive instruction.

Measurable Objective

Given an emphasis on technology Frances S. Tucker Elementary School will continue to upgrade technology schoolwide and facilitate the use of technology to enhance teaching and learning.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize FCAT forecaster to identify students requiring additional remediation and intervention in reading and mathematics.	Principal Assistant Principal Technology Facilitator Reading Coach Lead Teacher Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize Edusoft and Snapshot to analyze individual classroom performance on benchmark assessments.	Principal Assistant Principal Technology Facilitator Reading Coach Lead Teacher Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Increase communication between the school and home through the internet and school website.	Principal Technology Facilitator	8/20/07	5/30/08	Other/ Not Applicable	0
Provide parent workshops on using the Parent Grade book Viewer, FCAT Explorer, Riverdeep, and Reading Plus computer-based programs.	Principal, Assistant Principal Technology Facilitator Reading Coach Community Involvement Specialist	8/20/07	5/30/08	Other/ Not Applicable	0
Analyze and monitor the student achievement reports generated from the integrated learning programs to drive instruction. (SuccessMaker, Reading Plus)	Principal Assistant Principal Technology Facilitator	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

SuccessMaker and Reading Plus computer-based programs

Professional Development

On site technology instructors will train instructional personnel how to utilize Snapshot Program to analyze data and determine areas of need.

Workshops will be offered at the school site in Reading Plus, SuccessMaker, and Atomic Learning.

Evaluation

All strategies will be evaluated by:

- Utilization of the data reports from the various programs to differentiate instructional strategies
- Efficient and accurate recording and electronic submission of grades
- The adjustment of intervention groups based on DIBELS reports
- The frequency of adjustments in students learning profiles on Successmaker and Reading Plus

Health & Physical Fitness Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

Health and Physical Fitness

Needs Assessment

An analysis of the 2005-2006 FITNESSGRAM Exercise Component Test indicate that 86 percent of students received fitness awards. The majority of students in grades four through five earned a fitness award, however 24% of the students need to improve their physical fitness.

Measurable Objective

Given the schoolwide emphasis on physical fitness, students in grade four through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of physical fitness award recipients on the 2007 FITNESSGRAM Exercise Component Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement partner-running exercises to promote physical fitness.	Principal, Assistant Principal, Physical Education Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Provide teacher-guided demonstrations for the proper techniques for exercise or fitness skills.	Principal, Assistant Principal, Physical Education Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize and incorporate motivational strategies into physical fitness instruction.	Principal, Assistant Principal, Physical Education Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize "musical stations" to facilitate student practice of physical fitness training skills.	Principal, Assistant Principal, Physical Education Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Administer interim fitness assessments	Principal, Assistant Principal, Physical Education Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Develop and implement individual fitness plans for targeted students.	Principal, Assistant Principal, Physical Education Coach.	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

District Physical Education Workshop, Bi-Monthly Workshops.

Evaluation

All strategies will be evaluated by:

The FITNESSGRAM Exercise Component 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 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 checked="" type="checkbox"/>

Electives & Special Areas Statement

Provide students with opportunities to participate in Fine Arts extracurricular activities that enhance their school experience.

Needs Assessment

School records indicate that 107 students participated in Enrichment Activities before or after school during the 2005-2006 school year.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Showcase students' musical and dramatic talents through holiday and spring performances.	Principal, Music Teacher, Art Teacher, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Initiate an after-school Environmental Club for students in grades 3-5.	Principal, Science Teacher	8/20/07	5/30/08	Other/ Not Applicable	900
Continue to offer after-school Chess, and Music Appreciation classes through the Academic Excellence Program (AEP).	Principal, Music Teacher	8/20/07	5/30/08	Other/ Not Applicable	900
Implement intramural activities before and/or after school.	Principal, Physical Education Teacher	8/20/07	5/30/08	Other/ Not Applicable	900
Charter a local chapter of the Florida Future Educators of America.	Principal, Media Specialist	8/20/07	5/30/08	Other/ Not Applicable	770

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

All strategies will be evaluated by:

School records indicating student participation in the Academic Excellence Program
 Membership in Media Production
 Extracurricular Activity rosters

Return On Investment Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Return On Investment

Needs Assessment

Frances S. Tucker Elementary School's percentile ranking is 14, compared to the highest ROI value of 45 percent.

Measurable Objective

Frances S. Tucker 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 partnering with community agencies.	Principal	8/20/07	5/30/08	Other/ Not Applicable	0
Collaborate with the District on resources allocation.	Principal	8/20/07	5/30/08	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/07	5/30/08	Other/ Not Applicable	0
Take advantage of broader resources such as community donations and grants.	Principal	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Staff members will participate in district-sponsored inservices on grant-writing and other forms of funding sources.

Evaluation

On the next State of Florida ROI index publication, Frances S. Tucker Elementary School will increase its percentile ranking by at least one percent.

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:

Budget:
The EESAC recommends financial resources that can 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:

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 the Prole & Smart Boards, CRISS strategies, Reading Plus, SuccessMaker, and Accelerated Reader Programs.

Instructional Materials:

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:

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

Staffing:

Staffing:
The EESAC supports the district's goal of recruiting and retaining effective, highly qualified teachers.

Student Support Services:

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

Other Matters of Resource Allocation:



School Improvement Plan 2007-2008



Other Matters of Resource Allocation:

The EESAC reviews and makes recommendations in the area of human resource allocation as it relates to security monitors and school safety.

Benchmarking:

Benchmarking:

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

School Safety & Discipline:

School and Safety:

The EESAC recommends and supports initiatives and strategies to promote school safety and reduce discipline issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	1500
Parental Involvement	300
Discipline & Safety	200
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3470
Return On Investment	0
Total	5470



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