

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

Charles David Wyche, Jr. Elementary School (5991)

Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Dianne Jones

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Charles D. Wyche Jr. Elementary opened during the 1996-1997 school year. The state of the art facility located at 5241 N.W. 195 Drive; Miami, FL 33055 was occupied in April of 1997. The school is located in Regional Center I and is a part of the American Senior High Feeder Pattern. It presently houses one thousand ninety five students in pre-kindergarten to fifth grade. Additionally, the school has a home-based Gifted Program, the Academic Excellence Program, and Italian and Spanish Extended Foreign Language Programs in grades kindergarten to five. The school continuously explores opportunities for improvement. The findings at the inception of the 2007-2008 school year revealed the need for further revision and implementation of the School Improvement Plan. The administration and faculty, in collaboration with the Educational Excellence School Advisory Council (ESSAC), have assembled the following measurable goals for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points on the 2007-2008 administration of the FCAT Reading Test as compared to the 2006-2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points in the 2007-2008 administration of the FCAT Mathematics Test as compared to the 2006-2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in Grade 4 will demonstrate their skill proficiency in writing, as evidenced by ninety-one percent or more of students meeting high standards on the 2007-2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in Grade 5 will increase by 25 percentage points on the 2007-2008 FCAT Science Test as compared to the 2006-2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of referrals during the 2007-2008 school year as compared to the 2006-2007 school year. In addition, Critical Incident Response requirements and emergency management procedures for Miami-Dade County Public Schools, for promoting and maintaining a safe learning environment, will be evidenced by a one hundred percent school-wide compliance aligned with the Fire Alarm Safety Inquiry Program.

Given an emphasis on the use of technology in education, students in grades 3-5 will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year. In addition, the faculty's technology usage, will increase as evidenced by a 5 percentage point increase for the 2007-2008 school-year, as evidenced in a comparison of the pre/post technology needs survey.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the percentage of fourth and fifth grade students passing the FITNESSGRAM Test will increase by five percentage points on the 2007-2008 FITNESSGRAM post-test as compared to the 2007-2008 FITNESSGRAM pre-test.

Given instruction using the Competency-Based Curriculum, students in grades 4-5 will improve their language proficiency in Spanish in 2007-2008 by a five percentage point increase on the district developed post-test as compared to the pre-test.

Charles D Wyche Jr. Elementary's Return On Investment percentile ranking will increase by at least one percentage point on the next publication of the index.

After reviewing and analyzing the data results from the Organizational Performance Improvement Survey, the two areas identified for improvement were Strategic Planning and Human Resource Focus. There was a decrease in the average score. A staff incentive plan will be developed and implemented. In-house staff development will be implemented to provide staff with information related to the business aspect as it relates to the operation of the school and its expenditures.



# 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.

## 5991 - CHARLES DAVID WYCHE, JR. ELEMENTARY SCHOOL

### VISION

Through creativity and discovery, students will attain wisdom.

### MISSION

The Charles D. Wyche Jr. Elementary School staff, in a coordinated effort with parents and the business community, will pursue, through an enriched environment, high academic standards of achievement and develop the principles of sound character in children.

### CORE VALUES

#### Excellence

We pursue the highest level of achievement through creativity and discovery.

#### Integrity

We foster the attainment and development of sound character.

#### Citizenship

We relish the array of cultures that compose our community. By working together as a united entity, we ensure the educational success for all our students.

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### ***School Demographics***

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Charles D. Wyche Jr. Elementary opened during the 1996-1997 school year. The state of the art facility located at 5241 N.W. 195 Drive; Miami, FL 33055 was occupied in April of 1997. The school is located in Regional Center I and is a part of the American Senior High Feeder Pattern. It presently houses 967 students in pre-kindergarten to fifth grade. The student ethnic composition is seventy percent Hispanic, twenty-three percent Black Non-Hispanic, three percent White Non-Hispanic, and less than three percent other. The teacher ethnic composition is sixteen percent White Non-Hispanic, thirty-seven percent Black and forty-seven percent Hispanic. The percentage of students on free meals is fifty-three and the percentage of students on reduced meals is sixteen. The teacher degree composition is fifty-seven percent with Bachelor's Degrees, thirty-five percent with Master's Degrees, and eight percent with Doctoral/Specialist Degrees.

Approximately fifty percent of the students presently attending Charles D. Wyche Jr. Elementary are bused. The teacher to student ratio for kindergarten through third grade is one teacher for every 19 students. The ratio increases to one teacher for every 22 students in grade four and one teacher to every 26 students in grade five. The average daily attendance rate for Charles D. Wyche, Jr. Elementary School is 96.9 percent. Charles D. Wyche, Jr. Elementary is in the American Senior High School feeder pattern. Schools within the feeder pattern work closely to ensure a smooth transition for students through meetings and providing statistical data regarding students' performances on standardized tests. The aforementioned ensures proper planning for students' academic acceleration. The community is comprised of single family homes and apartments. The surrounding neighborhood has a variety of small businesses.

The school provides educational services based on the Sunshine State Standards and the Competency Based Curriculum. The Houghton Mifflin Reading program is in place and is supplemented by tutorials at several grade levels.

Wyche Elementary also enjoys a collaborative relationship with Florida Memorial College, Florida International University, Nova Southeastern University and Union Institute with our teachers providing supervision to interns from those institutions. Additionally, the school has a home-based Gifted program, and Italian and Spanish Extended Foreign Language programs in grades kindergarten to fifth. Instruction is provided in traditional classroom settings and is enhanced through cross-curricular and computer-based learning activities.

Charles D. Wyche Jr. Elementary School has been the recipient of many distinguished awards including, the United Way Student Campaign Goal Award, Golden School Volunteer Award, District Gold Award for Academic Performance, and the Diamond Award presented as a result of seven years of distinguished service with the Cordis Corporation. Among the grants the school has been fortunate to receive are the Reading First Grant, the Arts For Learning Grant, the Education Fund Grant and the Visual Arts Technology Program Grant. Although the overall atmosphere and the educational thrust of the school are headed in a very positive direction, there are still challenges that the school faces, for instance, the ability to provide staff development in science and mathematics.

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## ***School Foundation***

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### **Leadership:**

The Organizational Performance Improvement Snapshot indicated that the staff considered the sharing of information by the school's leadership team as a strength, however; the staff considers that more opportunities to share their input is warranted.

### **District Strategic Planning Alignment:**

The Organizational Performance Improvement Snapshot indicated that the staff considered themselves appraised of school goals and objectives however, the staff considers that more opportunities to share their input is warranted.

### **Stakeholder Engagement:**

The Organizational Performance Improvement Snapshot indicated that the staff understands who are the most important customers however, they consider that additional feedback in the area of customer satisfaction is warranted.

### **Faculty & Staff:**

The Organizational Performance Improvement Snapshot indicated that the staff considered that they were sufficiently informed on how the school's goals affect them and their work however, the staff considers that more opportunities to share their input is warranted.

### **Data/Information/Knowledge Management:**

The Organizational Performance Improvement Snapshot indicated that the staff understands how to analyze their quality of work to determine if changes are needed however, they consider additional information is needed in reference to the progress being made at the school.

### **Education Design:**

The Organizational Performance Improvement Snapshot indicated that the staff considers to have a good process for doing their work however, they require additional resources.

### **Performance Results:**

The Organizational Performance Improvement Snapshot indicated that the staff understands how the measures of their work fit into the school's overall measures of improvement however, they consider additional information is needed in reference to the progress being made at the school.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Charles D. Wyche, Jr. Elementary understands the importance of providing teachers with continued support through professional development trainings. Through Professional Learning Communities, teachers work together to disaggregate data and share lessons learned while providing instruction. Additionally, by actively participating in action research within these learning communities, teachers are able to plan and differentiate instruction to meet the individual student needs. Teachers are also provided with professional development in the areas of reading, mathematics, writing, and science in order to learn up-to-date strategies and interventions that can be infused into daily learning activities. For the 2007-2008 school year, at least one Wednesday of each month has been designated as Professional Development Training Days. During these meetings, teachers will be provided with information regarding progress towards the school goals, and what changes should be made in order to ensure that the goals will be met.

### **Disaggregated Data :**

Teachers at Charles D. Wyche, Jr. Elementary meet on a weekly basis in order to disaggregate and discuss data. Teachers use this data in a variety of ways. District Interim Assessment data is used to determine areas of weakness students are encountering in reading and mathematics. This data allows teachers to differentiate instruction in small learning groups. Weekly reading and mathematics assessments are used to determine areas in which students are encountering difficulties. Teachers then use intervention activities through small groups or centers in order to enhance those skills. There are pull-out remediation groups, serviced by paraprofessionals using the data to drive the interventions and address the weaknesses students are facing in specific reading content clusters.

### **Informal and Formal Assessments:**

Informal Assessments - Informal assessments are used by teachers on a daily basis. Through the use of observations, oral assessments, and checklists, teachers are able to quickly gather information on students' individual needs. Additionally, by utilizing assessments that are provided by the textbooks being used, teachers are able to align instruction to meet and enrich learner needs. Formal Assessments - aside from the Florida Comprehensive Achievement Test (FCAT) Assessments that are administered in March, students also participate in the District Interim Assessments, which are administered in the early fall, winter, and late spring. These assessments allow teachers to measure student progress in specific content clusters in Reading and Mathematics. Additionally, kindergarten, first grade, second grade, third grade and selected students in grades four and five are also administered the Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS), which assesses phonemic awareness and fluency. Quarterly writing prompts are also given to students in grades four, as well as a pre and post assessments for students in grades one through five, in order to assess student writing abilities and provide support in areas of weaknesses.

### **Alternative Instructional Delivery Methods :**

Charles D. Wyche, Jr. Elementary utilizes a variety of alternative instructional delivery models in order to support student achievement. One method implemented by teachers is the use of learning centers within the classroom for reading, mathematics, writing, and science. Additionally, small group instruction and one-to-one instruction is infused during support remediation classes, as well as within the classroom for those students who need further support in specific academic areas. Enrichment strategies and activities within learning centers are provided to those students whose abilities need more of a challenge.



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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

## Reading Goal

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

#### **Florida Education Priorities**

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

Charles D. Wyche Jr. Elementary School will improve performance in Reading.

### **Needs Assessment**

An analysis of the data revealed that on the 2006-2007 Reading FCAT, sixty-three percent of students met high standards, fifty-eight percent made learning gains and fifty-two percent of students scoring in the lowest twenty-fifth percentile made learning gains. Based on disaggregated data from the 2006-2007 FCAT Reading Assessment, sixty-three percent of students in Grade 3 scored at or above a Level 3. Students in Grade 3 performed at or above the district and state averages in each cluster. The mean points were lowest in Reference/Research. In Words/Phrases students scored sixty-seven percent mastery, two percentage points above the district and state mean. In Comparison students scored sixty-five percent mastery equivalent to the district and state averages. In Main Idea /Purpose students scored sixty-five percent mastery equivalent to district and state averages and fifty percent mastery in Reference/Research. In Grade 4, sixty-five percent scored at Level 3 or above. Students in Grade 4 performed at or above the district and state averages in each cluster. The mean points were lowest in Words/Phrases, and In Main Idea /Purpose students scored sixty-four percent mastery, one percent below the district and state average. In Comparison, students scored sixty-five percent mastery equivalent to the district and state averages. In Words/Phrases students scored sixty percent mastery equivalent to district and state averages and seventy-five percent mastery in Reference/Research equal to the district and state averages. In Grade 5, fifty-five percent scored at a Level 3 or above. Grade level and Content Cluster data indicate that students in Grade 5 performed below the district and state average in each cluster except in Words/Phrases, they were equal to the district but below the state by one percent. The mean points were lowest in Main Idea/Purpose with fifty-two percent mastery, five percent below the district and six percent below the state and in Reference/Research with fifty percent mastery, twenty-five percent below the district and state averages.

### **NCLB Subgroup Target**





# School Improvement Plan 2007-2008



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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points on the 2007-2008 administration of the FCAT Reading Test as compared to the 2006-2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue after-school tutorial twice a week for targeted second, third and fourth grade students who showed deficiencies in reading skills on standardized tests. The 3 hour weekly tutorials will be scheduled Mondays and Thursdays from 3:30-4:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration/Reading Coach/Lead Teacher	10/08/07	3/07/08	Continuous Improvement Model	9375
Continue Saturday-school tutorial for targeted second, third and fourth grade students who showed deficiencies in reading skills on standardized tests. The 3 hour tutorials will be from 8:45-11:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test	Administration/Reading Coach/Lead Teacher	1/07/08	3/07/08	Continuous Improvement Model	4200
Administer and monitor assessments aligned with Sunshine State Standards so that the data collected is used to assess progress	Administration/Lead Teacher/Reading Coach	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide training for new reading instruments such as DIBELS, Houghton Mifflin reading series	Administration/Reading Coach/Lead Teacher	8/20/07	6/05/08	Education Innovation	0
Provide training to guide assessments and instruction.	Administration/Reading Coach/Lead Teacher	8/20/07	06/05/08	Education Innovation	0
Promote sustained silent reading through Accelerated Reader.	Administration/Reading Coach/Lead Teacher/Media Specialist	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue daily in-house tutorials for targeted second, third, fourth and fifth grade students who showed deficiencies in reading skills on standardized tests. The thirty minute daily tutorial will be scheduled around the language arts block in addition to the Saturday tutorial program. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	Administration/Reading Coach/Lead Teacher	8/20/07	6/05/08	Continuous Improvement Model	23075
Provide incentives for students meeting criteria for school-wide reading promotions.	Administration/Lead Teacher/Teacher	8/20/07	6/05/08	Other/ Not Applicable	500
Provide staff development and model Language Arts lessons supporting the District's Comprehensive Research-Based Reading Plan, the Reading First Grant, and the District's Language Arts/Reading pacing guide	Administration/Reading Coach/Lead Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Establish school-wide literacy.	Leadership Team	8/20/07	6/05/08	District-wide Literacy Plan	500
Administer and monitor assessments aligned with Sunshine State Standards(SSS)using Successmaker	Reading Coach/Lead Teacher/Teacher	8/20/07	6/05/08	District-wide Literacy Plan	30000
Schedule intermediate students to visit and read to primary students. (Readers are Leaders)	Reading Coach/Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) using the eight step process	Administration/ Lead Teacher	8/20/07	6/05/08	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin Reading Series  
Voyager Passport

### Professional Development



# School Improvement Plan 2007-2008



- \* CRISS strategies
- \* Project B.E.A.R
- \* Project O.W.L.
- \* Project D.R.A.W.
- \* D.I.B.E.L.S.
- \* Voyager Literature Reading Series
- \* Houghton Mifflin
- \* Reading First Academy
- \* Guided Reading/Small Group Instruction
- \* FCRR (Second/Third Grade Student Center Activities)
- \* Differentiated Instruction

## **Evaluation**

This goal will be evaluated as evidenced by a 5 percentage point increase of students meeting high standards on the 2007-2008 FCAT-Reading when compared to the 2006-2007 FCAT-Reading administration. Intensive strategic instruction will be provided to specifically targeted reading strands in which progress was not shown.

Summative: 2007-2008 FCAT Reading Assessment

Formative: DIBELS, Houghton Mifflin Reading theme tests, and District Interim Assessment

### Mathematics Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### Mathematics Statement

Charles D. Wyche Jr. Elementary School will improve performance in Mathmatics.

### Needs Assessment

An analysis of the data revealed that on the 2006-2007 Mathematics FCAT, 63 percent of students met high standards; fifty four percent made learning gains and sixty one percent of students scoring in the lowest twenty-fifth percentile made learning gains. Based on disaggregated data from the 2007 FCAT Mathematics Assessment, sixty-nine of the students in Grade 3 scored at or above Level 3. An analysis of strand data indicates students in Grade 3 performed at a comparable standard to district and state mean. The mean points were lowest in Algebraic Thinking with fifty percent mastery. In Grade 4, fifty-nine of the students scored at Level 3 or above. Grade level and strand data indicate students in Grade 4 performed at a comparable standard to district and state mean. The mean points were lowest in Measurement with fifty percent mastery. In Grade 5, forty-seven percent of the students scored at Level 3 or above. Grade level and strand data indicate students in Grade 5 performed below the district and state mean. The mean points were lowest in Algebraic Thinking, Data Analysis and Measurement with forty-five percent mastery, followed by Number Sense with forty-eight percent mastery

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3-5 will increase by 5 percentage points in the 2007-2008 administration of the FCAT Mathematics Test as compared to the 2006-2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue after-school tutorial twice a week for targeted fifth grade students who showed deficiencies in mathematics skills on standardized tests. The 3 hour weekly tutorials will be scheduled Mondays and Thursdays from 3:30-4:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration/Teacher	10/08/07	3/07/08	Continuous Improvement Model	9375
Continue Saturday-school tutorial for targeted fifth grade students who showed deficiencies in Mathematics skills on standardized tests. The 3 hour tutorials will be from 8:45-11:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration/Teacher	1/08/08	3/07/08	Continuous Improvement Model	4200
Provide staff development and model Mathematics lessons supporting the District's pacing guide.	Administration	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Disaggregate and analyze data from the 2006-2007 FCAT to identify strengths and opportunities for improvement.	Administration/Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Identify students in grades 3-5 scoring at Level 1 and 2 and implement small group instruction.	Administration/Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Administer and monitor assessments aligned with Sunshine State Standards. The data collected will be used to assess progress.	Administration/Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) using the eight step process.	Administration/Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Continue daily in-house tutorials for targeted fifth grade students who showed deficiencies in mathematics skills on standardized tests. The thirty minute daily tutorial will be scheduled around the mathematics block in addition to the Saturday tutorial program. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	Administration/Teacher	8/20/07	6/05/08	Continuous Improvement Model	23075

### Research-Based Programs

Houghton Mifflin Math, 2005 Edition

### Professional Development

- \* District/Region center staff development mathematics workshops
- \* In-service training on the resources required for the implementation of the School Improvement Plan
- \* Provide staff development based on teacher surveys
- \* Provide staff development regarding utilization of data driven analysis
- \* Provide staff development regarding utilization of SPI

### Evaluation

This goal will be evaluated as evidenced by a five percent increase of students meeting high standards on the 2008 FCAT-Mathematics when compared to the 2007 FCAT- Mathematics administration. Intensive strategic instruction will be provided to specifically targeted mathematics strands in which progress was not shown.

Summative: 2008 FCAT Mathematics Assessment  
Formative: Chapter tests, District Interim Assessment

## Writing Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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"/>

### **Writing Statement**

Charles D. Wyche Jr. Elementary School will improve performance in writing.

### **Needs Assessment**

An analysis of the data revealed that on the 2006-2007 FCAT Writing + Assessment revealed that ninety-one percent of students met high standards in writing. An in-depth analysis indicated students in grade four scored higher in narrative writing with a mean score of 4.1 than in expository writing with a mean score of 3.9. Their combined score of 4.0 exceeded the district and state mean.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in Grade 4 will demonstrate their skill proficiency in writing, as evidenced by ninety-one percent or more of students meeting high standards on the 2007-2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide, grade four students with bi-weekly mock writing tests, beginning in January.	Administration/Teacher	1/08/08	2/01/08	Continuous Improvement Model	0
Continue Saturday tutorial program for targeted fourth grade students who showed deficiencies in writing skills on school's mock tests. The students' progress will be evaluated by a comparison of the school's developed pre/post tests	Administration/Teacher	1/08/08	2/01/08	Continuous Improvement Model	4200
Continue Saturday tutorial program for targeted fourth grade students who showed deficiencies in writing skills on school's mock tests. The students' progress will be evaluated by a comparison of the school's developed pre/post tests	Administration/Teacher	10/08/08	2/01/08	Continuous Improvement Model	9375
Use district writing pre/post tests as an instructional tool.	Administration/Lead Teacher/Reading Coach/Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize writing prompts for grades 2-5 to ensure that students learn effective narrative and expository writing techniques.	Administration/Reading Coach/Lead Teacher/Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue small group brainstorming, listing, mapping and outlining to produce a group story.	Administration/Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Continue implementing CRISS strategies as they relate to writing.	Reading Coach/Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Incorporate classroom journal writing to provide additional daily writing opportunities.	Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement thirty minutes of daily writing instruction in Grades K-5	Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0

### Research-Based Programs

Houghton Mifflin Reading Series

### Professional Development

The following Professional Development will be provide by the Reading Coach:

- \* Conferencing techniques
- \* Scoring of student samples
- \* Using Holistic scoring
- \* Pre-writing skills, vocabulary development and editing
- \* Writing Across the Curriculum

### Evaluation

This goal will be evaluated as evidenced by ninety-one percentof the students meeting high standards on the 2008 FCAT-Writing+ when compared to the 2007 FCAT-Writing+ administration. Intensive strategic instruction will be provided to specifically targeted writing strands in which progress was not shown.

Summative: 2008 FCAT Writing Assessment

Formative: District Pre/Post tests, School generated mock writing prompts

### Science Goal

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

##### **Florida Education Priorities**

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

Charles D. Wyche Jr. Elementary School will improve performance in Science.

#### **Needs Assessment**

Based on disaggregated data from the 2007 FCAT Science Assessment, 22 percent of the students in Grade 5 scored at or above a Level 3. An analysis of strand data indicates students in Grade 5 performed below the district and state mean. The mean points were lowest in Scientific Method with 45 percent mastery, followed by Earth/Space Science with 49 percent mastery, and 54 percent mastery in both Physical/Chemical and Life/Environment.



### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in Grade 5 will increase by 25 percentage points on the 2007-2008 FCAT Science Test as compared to the 2006-2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote scientific method investigation through the development of a class and individual science projects in grades K-5.	Administration/Teacher	10/08/07	6/05/08	Academic Enrichment Opportunities	0
Begin Saturday-school Science Labs for targeted fifth grade students who showed deficiencies in science skills on standardized tests. The 3 hour labs will be from 8:45-11:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration/Teacher	1/07/08	3/07/08	Continuous Improvement Model	2500
Encourage teachers to enhance science lessons by incorporating additional hands-on science activities.	Administration/Teacher	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Infuse science themes into daily journal writing.	Administration/Teacher	8/20/07	6/05/08	Education Innovation	0
Emphasize science content within Language Arts curriculum using non-fiction texts.	Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Promote on-going cross curricular utilization of the scientific method.	Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Engage students in interactive lessons using Weatherbug Achieve	Teacher	8/20/07	6/05/08	Education Innovation	7000

### Research-Based Programs

Pearson Scott Foresmen Science Series, 2007 Edition

### Professional Development

- \* Staff development provided in Earth/Space science
- \* Staff development provided in Life/Environment science
- \* Staff development provided in Physical/Chemical science
- \* Staff development provided in Scientific Thinking
- \* Staff development in Weatherbug

### Evaluation

This goal will be evaluated as evidenced by a twenty-five percent increase in the number of students scoring Level 3 or higher on the 2007-2008 FCAT-Science Assessment. Intensive strategic instruction will be provided to specifically targeted Science strands in which progress was not shown.

Summative: 2007-2008 FCAT Science Assessment

Formative: Chapter Assessments, District Interim Assessments

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Parental Involvement Statement**

Charles D. Wyche Jr. Elementary School will improve parental involvement.

### **Needs Assessment**

A variety of opportunities were planned for all parents to become involved in at least one activity, twice during the school year, in collaboration with the Educational Excellence Advisory Council (EESAC) and the school Parent Teacher Association (PTA). According to the attendance logs, there was an average of seventy percent parent participation for various events. After reviewing the data, we plan to continue to provide parents with opportunities to become involved in school activities.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parent to attend the "Schoolwide Science Fair Curriculum Night".	Administration/Community Involvement Specialist (CIS)	3/03/08	4/30/08	Exchange Meaningful Information	0
Continue to invite parents to attend workshops in reading, writing, mathematics, and science with the incentive of equipping them with strategies to ensure their child's success in school.	Administration/CIS	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Continue Corefest, which focuses on core curriculum during one school day in October; parents are invited to attend.	Administration/Teacher	9/04/07	10/31/07	Academic Enrichment Opportunities	0
Distribute monthly parent school newsletter, featuring on-going and upcoming school events and district newsletters.	Administration/Lead Teacher	8/20/07	6/05/08	Improve Public Perception	0
Utilize the Community Involvement Specialist to promote parent involvement.	Administration/CIS	8/20/07	6/05/08	Improve Public Perception	0
Promote the District's Parent Academies.	Administration/CIS	8/20/07	6/05/08	Improve Public Perception	0
Continue to implement Open House, to explain grade level expectations, Sunshine State Standards and allowing time for a question/answer period.	Administration/Teacher	8/20/07	9/05/07	Exchange Meaningful Information	0
Implement quarterly story nights/parent workshops	Administration/Teacher/CIS/ Lead Teacher/Reading Coach	8/20/07	6/05/08	Exchange Meaningful Information	250

### Research-Based Programs

- \* National PTA Standards and Parent/Family Involvement Program
- \* Parent/Teacher Association

### Professional Development

- \* Encouraging positive parenting skills
- \* Families Building Better Readers

### Evaluation

This goal will be evaluated as evidenced by a 5 percentage point increase in parental participation in school activities, when hourly logs are compared from the 2006-2007 and the 2007-2008 school years.

### 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 checked="" type="checkbox"/>

**Discipline & Safety Statement**

Charles D. Wyche Jr. Elementary School will maintain school-wide safety.

**Needs Assessment**

The school will continue to have the required fire drills, and tornado drills as mandated by the state and lockdown drills as mandated by the district in order to reduce the time needed for quick and safe implementation of specific safety measures. In addition, the school will place emphasis on the " Student Code of Conduct" by conducting discipline ceremonies for students in Grades 2-5.

### Measurable Objective

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of referrals during the 2007-2008 school year as compared to the 2006-2007 school year. In addition, Critical Incident Response requirements and emergency management procedures for Miami-Dade County Public Schools, for promoting and maintaining a safe learning environment, will be evidenced by a one hundred percent school-wide compliance aligned with the Fire Alarm Safety Inquiry Program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Critical Response Team as necessary.	Administration/Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	0
Monitor E-Mail for School Police updates as it relates to Emergency Preparedness/Heightened Homeland Security.	Administration/Technology	8/20/07	6/05/08	Safe and High-quality Facilities	0
Monitor weather alert radio.	Administration	8/20/07	6/05/08	Safe and High-quality Facilities	0
Develop and implement emergency plans in case of disruption.	Administration	8/20/07	6/05/08	Safe and High-quality Facilities	0
Conduct discipline ceremonies for students in grades 2-5.	Administration/Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	0
Conduct ten (10) fire drills, two (2) lockdown drills and one (1) tornado drill.	Administration	8/20/07	6/05/08	Safe and High-quality Facilities	0
Provide staff training on SPOT	Administration/Counselor	10/01/07	12/21/07	Safe and High-quality Facilities	0
Train staff on positive reinforcement	Administration/Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	
Recruit safety patrols	Teacher	8/20/07	6/05/08	Safe and High-quality Facilities	0
Provide incentives for students demonstrating positive behaviors in the cafeteria	Administration/Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	400

### Research-Based Programs

Keys To Safer Schools

### Professional Development

- \* Staff Development on SPOT
- \* Review procedures for lockdown drills with staff
- \* Review procedures for fire drills with staff
- \* Conduct Critical Response Team training
- \* Review the emergency plans in case of disruption with staff

### Evaluation

This goal will be evaluated by a 10 percentage point decrease in the number of referrals written in 2007-2008 school year when compared to the 2006-2007 school year, as well as one hundred percent compliance as evidenced by the Fire Alarm Safety Inquiry Program. As well as a reduction in student SCM's written for students misbehavior as compared to the previous year.

## Technology Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Technology Statement

Charles D. Wyche Jr. Elementary School will improve the utilization and the effectiveness of technology use.

### Needs Assessment

After reviewing and analyzing data resulting from the school developed technology needs survey, faculty communication and curriculum integration will be enhanced from the use of technology. An analysis of the data retrieved from the 2006-2007 FCAT Explorer usage revealed a need for an increase in student access.

### Measurable Objective

Given an emphasis on the use of technology in education, students in grades 3-5 will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year. In addition, the faculty's technology usage, will increase as evidenced by a 5 percentage point increase for the 2007-2008 school-year, as evidenced in a comparison of the pre/post technology needs survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train and provide on-going assistance in the utilization of the PMRN.	Reading Coach/Teacher	8/20/07	6/05/08	Education Innovation	0
Train faculty on the use of the electronic grade book.	Technology	8/20/07	6/05/08	Education Innovation	0
Provide on-going assistance to new teachers by mentoring teachers for utilization of District E-mail.	Administration/Mentor Teacher	8/20/07	6/05/08	Education Innovation	0
Provide on-going assistance to new teachers for utilization of the Employee Portal.	Administration/Mentor Teacher	8/20/07	6/05/08	Education Innovation	0
Provide on-going assistance to new teachers on the utilization of FCAT Explorer.	Administration/Mentor Teacher	8/20/07	6/05/08	Education Innovation	0
Provide on-going assistance to new teachers by mentoring teacher for Student Performance Indicators (SPI).	Administration/Mentor Teacher	8/20/07	6/05/08	Education Innovation	0
Provide on-going assistance to new teachers by mentoring teachers on the Progress Monitoring Plan(PMP).	Administration/Mentor Teacher	8/20/07	6/05/08	Education Innovation	0
Survey the community for technology resources	CIS	8/20/07	6/05/08	Education Innovation	0
Train students and parents to access learning applications	CIS/Teacher	8/20/07	6/05/08	Education Innovation	0
Train and provide ongoing assistance in the utilization of Successmaker	Administration/Technology	8/20/07	6/05/08	Education Innovation	0

### Research-Based Programs

\*FCAT Explorer

### Professional Development

- \* Provide training on the district-wide electronic grade book
- \* Provide training on FCAT Explorer
- \* Provide training on Student Performance Indicators
- \* Provide training on District E-Mail
- \* Provide training on Educational Portal
- \* Provide training Continuous Improvement Model

### Evaluation

This goal will be evaluated as evidenced by a one percentage point increase in technology utilization in a comparison of the beginning/end of year technology needs survey.

## Health & Physical Fitness Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Health & Physical Fitness Statement**

The Physical Education faculty at Charles D. Wyche Jr. Elementary School will improve student's health-related fitness, physical competence, and cognitive understanding about physical activity.

### **Needs Assessment**

After reviewing and analyzing data resulting from the FITNESSGRAM pre-test, students in grades 4-5 would benefit from nutrition awareness and living a healthier life.



### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the percentage of fourth and fifth grade students passing the FITNESSGRAM Test will increase by five percentage points on the 2007-2008 FITNESSGRAM post-test as compared to the 2007-2008 FITNESSGRAM pre-test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a FITNESSGRAM pre-test and post-test.	Physical Education Teacher	8/20/07	6/05/08	Student Wellness	0
Promote Jump Rope for Heart.	Administration/Physical Education Teacher	8/20/07	6/05/08	Student Wellness	0
Continue timed crunch practice.	Physical Education Teacher	8/20/07	6/05/08	Student Wellness	0
Establish lap run activities.	Physical Education Teacher	8/20/07	6/05/08	Student Wellness	0
Instruct in dehydration prevention.	Physical Education Teacher	8/20/07	6/05/08	Student Wellness	0

### Research-Based Programs

The research-based program currently being used by the Physical Education Department is FITNESSGRAM.

### Professional Development

Professional development will be provided by the district as needed.

### Evaluation

This goal will be evaluated as evidenced by a five percentage point increase in the percentage of fourth and fifth grade students passing the 2007-2008 FITNESSGRAM post-test as compared to the pre-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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

Charles D. Wyche Jr. Elementary School will improve the bi-literacy competence of Spanish speaking students.

### ***Needs Assessment***

After reviewing and analyzing data resulting from the 2007-2008 district developed pre-test, the Spanish Department recognizes the need for intervention to assure that Spanish speaking students acquire oral and written language proficiency (Spanish).

### Measurable Objective

Given instruction using the Competency-Based Curriculum, students in grades 4-5 will improve their language proficiency in Spanish in 2007-2008 by a five percentage point increase on the district developed post-test as compared to the pre-test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to expose the students to multiple cultures of Latin America through classroom projects and school wide performances	Administration/Spanish Teacher	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Continue to develop grammar and composition skills through writing.	Administration/Spanish Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Administer and monitor assessments aligned with the Competency-Based Curriculum (CBC).	Administration/Spanish Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Continue oral language development through teacher student communication.	Spanish Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Administer the district developed pre-test and post-test.	Administration/Spanish Teacher	8/20/07	6/05/08	Other/ Not Applicable	0

### Research-Based Programs

Scott-Foresman Lectura

### Professional Development

District provided staff development to increase the effectiveness of instruction of bi-literacy for Spanish speaking students

### Evaluation

After reviewing and analyzing data resulting from the school developed pre/post-test, students in grades 4-5 will improve language proficiency in Spanish by a five percentage point increase on the 2007-2008 district developed post-test as compared to the pre-test.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Charles D. Wyche Jr. Elementary School will rank above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

Compared to similar schools, Charles D. Wyche, Jr. Elementary's ROI ranking is 90th percentile and the highest Return On Investment Value is seventy-two percent.

### Measurable Objective

Charles D Wyche Jr. Elementary's Return On Investment percentile ranking will increase by at least one percentage point on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/07	6/05/08	Business Process Redesign	0
Collaborate with district on resources allocation.	Administration	8/20/07	6/05/08	Business Process Redesign	0
Review shared use of facilities, partnering with community agencies.	Administration	8/20/07	6/05/08	Business Process Redesign	0
Identify lowest twenty-fifth percentile students during the first marking period and provide strategic and intensive interventions.	Administration/Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Analyze student assessment data results in order to align instruction focus to meet the individual needs of the students.	Administration/Reading Coach/Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Review reconfiguration of existing resources or take advantage of a broader resource base, such as grants.	Administration/Teacher	8/20/07	6/05/08	Business Process Redesign	0

### Research-Based Programs

- \* Houghton Mifflin Reading Series, Miami Dade County 2005 edition
- \* Houghton Mifflin Mathematics Series, 2005 edition
- \* Harcourt Brace Social Studies, 2005 edition
- \* Pearson Scott Foreman Science, 2007 edition

### Professional Development

- \* District/Region center staff development mathematics workshops
- \* Provide staff development based on teacher surveys
- \* Provide staff development in utilization of data driven analysis
- \* Provide staff development in utilization of SPI
- \* CRISS strategies
- \* Project B.E.A.R
- \* Project O.W.L.
- \* Project D.R.A.W.
- \* D.I.B.E.L.S.
- \* Voyager Literature Reading Series
- \* Houghton Mifflin Reading Series
- \* District/Regional I Center technology staff development
- \* Staff development on the resources required for the implementation of the School Improvement Plan
- \* Writing Across the Curriculum
- \* Conferencing techniques
- \* Scoring of student samples
- \* Using holistic scoring
- \* Pre-writing skills, vocabulary development and editing
- \* Professional development provided to increase the bi-literacy of Spanish speaking students.
- \* Staff development provided in Earth/Space science
- \* Staff development provided in Life/Environment science
- \* Staff development provided in Physical/Chemical science
- \* Money Matters (Administration)
- \* FTE (Administration)



# School Improvement Plan 2007-2008



## **Evaluation**

On the next State of Florida ROI index publication, Charles D Wyche Jr. Elementary School will show progress toward reaching the 91st percentile.

**EESAC Compliance**

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

**Budget:**

Money allocated per student from the EESAC will be utilized to implement programs (i.e.: tutorials) to improve student performance in reading, mathematics and writing.

**Training:**

The EESAC recommends to increase professional development through in –services, workshops and conferences.

**Instructional Materials:**

Through the EESAC recommendations, efforts to purchase reading, mathematics, science and technology materials will be made to improve instruction.

**Technology:**

The EESAC continues to target strategies that will enhance student technological skills.

**Staffing:**

The EESAC recommends a lower teacher-student ratio.

**Student Support Services:**

The EESAC recommends continued efforts in improving attendance, punctuality, and Character Education curriculum for student support services.

**Other Matters of Resource Allocation:**

The EESAC recommends that teachers pursue alternative funding methods such as grants to enhance the instructional program.

**Benchmarking:**

Comprehensive Researched-Based Reading Plan and the Reading First Grant requires periodic benchmark evaluation. The EESAC continues to target strategies that will supplement the reading program.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The EESAC has recommended that we continue to implement the DARE program, Safety Patrols and other safety programs as they become available and follow guidelines as delineated in procedures for promoting and maintaining a safe learning environment and in management procedures.



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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	67650
Mathematics	36650
Writing	13575
Science	9500
Parental Involvement	250
Discipline & Safety	400
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>128025</b>



# 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*