
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0101 - Arcola Lake Elementary School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Cecilia Hunter

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Arcola Lake Elementary School

Arcola Lake Elementary School, a pervasive positive, environment welcomes input and high expectations for all students' achievement and enables each student to reach his or her maximum potential. Arcola Lake Elementary School was built in 1969. It is located at 1037 N.W. 81st Street in Miami, Florida. During that time, the community consisted of middle class African American children who mainly populated the standard curriculum program. Students from diverse socioeconomic and ethnic backgrounds, pulled from various areas in the district were transported to attend the large exceptional education program that was a prototype at the time. Gradually, the school community has changed due to both the influx of various immigrant groups and urban to suburban flight. The community has reached a school-wide Title I status with 91% of the students receiving free or reduced lunch. The physical plant of the school was changed in 1997 from a pod to a self-contained facility. Presently, schools whose letter grades are labeled "F" and "D" surround the school. This has served as a catalyst for many Level I students to transfer to this school, fleeing from the derogatory labels that have impeded the reputation of surrounding schools. The leadership of the school consists of Cecilia L. Hunter, Principal, Susan B. Berger, Assistant Principal, Denise Bell, ESE coordinator, Delores Clasp, Counselor, Joanne Hunt, Reading Leader, Marsha James, EESAC Chair, Sharmeen W. Raymore, Technology Facilitator, and Linda Webb, Media Specialist. Each grade level is spearheaded by a grade level chairperson who serves as the liaison between the administration and the staff. Arcola Lake Elementary School provides standard curriculum educational services based on Sunshine State Standards and the Competency Based Curriculum. Additionally, the school is a special education center dedicated to offering services to the deaf and hard of hearing, autistic, physically challenged, profoundly mentally handicapped, visually impaired and specific learning-disabled students in grades pre-kindergarten through grade five. Instruction is provided in traditional, inclusion, mainstream, and reversed mainstream classroom settings and is enhanced with computer-based activities, most notably, Fast ForWord Program, Riverdeep Reading and Mathematics, Accelerated Reader, and FCAT Explorer. This year we will serve as a pilot for the Think Link test monitoring program that will provide the data needed to drive instruction. In addition, Platform Learning is providing economically disadvantaged students with free tutoring services. Each student in grades kindergarten through five will receive 50 hours of tutoring. Students are also provided with Academic Excellence Journalism and Chess programs. These programs provide students scoring in the high range with enrichment activities that provide necessary support of the existing curriculum and creative activities. Each classroom is equipped with Internet access. School to home connections are fostered through the Parent Engagement Center, Parent grade level workshops, weekly parent/guardian workshops in the Computer Lab, the Parent Teacher Student Association, Saturday School Instruction, the Parent Academy (district wide initiative) and EESAC.

Given instruction using the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50% scoring FCAT achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students, will improve their

mathematics skills as evidenced by 50% scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50% scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will maintain their writing skills as evidenced by 91% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 15 point increase in the mean scale score on the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the parent/guardian sign in logs from the 2004-2005 and 2005-2006 school years.

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the use of technology in education, all instructional staff will augment their usage of the Electronic Grade Book as evidenced by 100% of the instructional staff utilizing the Electronic Grade Book.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness as evidenced by 50% of the students meeting high standards on the Physical Fitness Test on the 2005-2006 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in special area programs, the number of students enrolled in special area programs (Music, Art, Spanish S and SL) will increase by 10% during the 2005-2006 school year as compared to the 2004-2005 school year.

Arcola Lake Elementary School will improve its ranking on the State of Florida ROI index publication from the fourth percentile in 2003 to the seventh percentile on the next publication of the index.

According to the Organizational Performance Improvement Snapshot survey tool provided by the district, Arcola Lake Elementary school has selected the following as opportunities for improvement: (7c) I know how well my organization is doing financially, (2a) As it plans for the future, my organization asks for my ideas and (6a) I can get all of the resources I need to do my job. The staff picked these questions because they would like for all of the staff members at Arcola Lake Elementary School to feel as if they are active participants in the decision making process

and to make sure that staff members are aware of what is going on financially. To that end, EESAC is going to post all financial decisions on the school-wide email, provide a short newsletter for those staff members who do not have email services and constantly ask staff members to share ideas by providing an idea box in the front office and on the email server. This effort will be easily facilitated since the school is Internet accessible and possesses a large computer lab that is open to all staff members. In addition, teachers are familiar with and consistently use the district wide email service as well as the services provided on the Intranet. This school has a closed circuit television studio that is utilized daily. This program, monitored by the media specialist and students who serve as announcers, sound and video technicians, serves as our newsroom. Arcola Lake is also equipped with a computer lab that functions above and beyond capacity. There are 25 student workstations, three additional teacher workstations, one mobile station for power point presentations and display of data for meetings. In addition, all classrooms are equipped with an average of at least four computer workstations. Teachers at Arcola Lake use the curriculum provided by the textbook and aligns it with the Sunshine State Standards and the Competency-Based Curriculum with an annually implemented instructional focus calendar, which best suits the changing student population.

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.

Arcola Lake Elementary School

VISION

The vision for Arcola Lake Elementary School is that the school becomes the epitome of educational excellence, providing for students a sound first class foundation in the basic skills; while also providing enrichment experiences that promote, enhance, and build the self-esteem of the total child.

MISSION

The students, staff and community of Arcola Lake Elementary School, empower all students to learn in an inviting and positive school environment, developing a better understanding among students, parents, teachers, and all members of the Arcola Lake family. The students at Arcola Lake Elementary will be challenged to achieve in a program that promotes academic excellence. Together, we will succeed!

CORE VALUES

Excellence

Arcola Lake Elementary School will provide the optimum of educational opportunities for all students in an effort to insure that they are given the opportunity to achieve their highest academic potential.

Integrity

Arcola Lake Elementary School will strengthen it's character education program in an effort to build model citizens of their students by teaching how to respect themselves and others, being tolerant of differences and realizing that the key to success is through hard work.

Equity

Arcola Lake Elementary will create an atmosphere where all students are treated with respect and are expected to treat others with respect regardless of race, creed, color, socioeconomic background, gender, or religious affiliation.

Citizenship

Arcola Lake Elementary will instill in students a sense of pride of self, school and community with emphasis placed on the ability to function successfully as a citizen in an ever changing society.

School Demographics

Our Community

Arcola Lake Elementary School was built in 1969. It is located at 1037 N.W. 81st Street in Miami, Florida. During that time, the community consisted of middle class African American children who mainly populated the basic education program. Students from diverse socioeconomic and ethnic backgrounds, pulled from various areas in the district, were transported to attend the large exceptional education program that was a prototype at the time. Gradually, the school community changed due to both the influx of various immigrant groups and urban to suburban flight. The community has reached a school-wide Title One status with 91% of the students receiving free or reduced lunch. The physical plant of the school was changed in 1997 from a pod to a self-contained facility. Presently, schools whose letter grades are labeled double "F", "F" and "D" surround the school. This has served as a catalyst for many Level I students to transfer to this school, fleeing from the derogatory labels that have impeded the reputation of surrounding schools.

Our Students and Teachers

Arcola Lake Elementary School serves 620 students from the surrounding neighborhood, including standard curriculum students (79 percent), ESE Students (21 percent), ESOL students (11 percent) and economically disadvantaged students (91 percent). The ethnic/racial makeup of the student population is 79 percent Black/Non-Hispanic, 19 percent Hispanic, 1.3 percent White and .7 percent Asian/Indian Multi-racial. Due to the relatively low-income bracket of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. After completing fifth grade students move on to Madison Middle School, a middle school where the demographics mirror Arcola Lake Elementary School. The school employs a total of 98 full time staff members and 15 part-time members. Of this group, two are administrators who are responsible for academic leadership. Both are veteran educators with a wide array of instructional experiences. At Arcola Lake Elementary there are 31 classroom teachers, 22 special education teachers, one guidance counselor, one technology facilitator, one lead reading specialist, one media specialist, 27 classroom paraprofessionals, five clerical employees, six custodial service workers and six cafeteria workers. Of the staff, 35 percent are White Non-Hispanic, 39 percent are Black/Non-Hispanic, 24 percent Hispanic, and two percent are Native American. Of the teaching staff, 13 percent are new to this school, with the average length of time teaching in Florida at 10 years, 40 have Master's Degrees, five percent have Specialist Degrees and two have achieved National Board Certification. Arcola Lake Elementary is unique in that it houses a large population of students with special needs. This affords basic education teachers the opportunity to tap the expertise of special educators in meeting the individual needs of their students. Further, the school is committed to the implementation of high quality technology programs to enhance the learning environment.

Awards and Recognitions

Arcola Lake Elementary School was awarded a "C" by the state. The school has made great strides in the areas of reading and writing. Arcola Lake Elementary is very proud of the progress that we made with our Students With Disabilities subgroup. The gains were phenomenal. The school also placed second in the Dorrin D. Rolle Brain Bowl where students were asked questions concerning African American History. Arcola Lake Elementary also had the distinct pleasure of sending students from our AEP(Academic Excellence Program) Chess Club to Chicago to compete in a chess match under the expertise of Martin Wasserberg, coordinator. Chosen students received great accolades and placed eighth in the nation. Arcola Lake Elementary School has received recognition from Secretary of Education Jim Home for innovation and commitment to achieving higher academic performance for all students and has twice been given the Silver Award by the Miami- Dade County School Board for notable performance in student learning gains on the Florida Comprehensive Assessment Test.

Strengths, Challenges and Opportunities for Improvement

At Arcola Lake Elementary, two of the school's strengths are reading and writing. Students have consistently scored well in both areas and the school is always looking to maintain these standards. In addition, the staff works together. The administrative team is second to none and work together in an effort to provide the best for our students. A challenges that we face is attendance. It is a challenge getting students to attend school daily and on time. At the school, there is a high rate of student and teacher turnover. Every year, the school loses students that have been cultivated both academically and socially at our school and gain students who come ill prepared academically and socially. Teacher turnover is a concern as well. Now this can be counted as a strength and a weakness because, we are able to hire new and innovative instructors who bring a wealth of information but sometimes lack the skills necessary to effectively deliver information. Arcola's opportunities for improvement are simple: to rebuild the school staff and embrace new teachers by pairing them with veteran teachers in order to exchange information and share best practices, to enhance and revitalize our school program to provide the necessary instruction that best suits the needs of students especially as it pertains to mathematics, to increase our mathematics and science skill achievement so that students are able to attain AYP and to offer students incentives that will encourage them to come to school daily and on time.

School Foundation

Leadership:

At Arcola Lake Elementary School, we took a look at the findings of the Organizational Performance Improvement Snapshot survey. Of the questions asked of staff concerning the leadership of the school, the most favorable item (ranked the highest) was (1a) I know my organization's mission. In addition, another favorable question was (1b) My supervisor uses our organization's values to guide us. The Arcola Lake staff members are very aware that our leader knows the mission and uses its values to guide our school. In accordance with this, a favorable result was also garnered to the statements, (1d) My supervisor shares information about the school, (1c) My supervisor creates an environment that helps me do my job (1e) My supervisor encourages learning to advance my career and (1f) My organization lets me know what is important. This information is very helpful by providing insight into favorable aspects at the school. However, an opportunity for improvement exists in the statement (1g) My organization asks me what I think. This issue will be addressed during faculty meetings and grade level meetings. In addition, staff members will have a suggestion box placed in the front office that is checked daily to encourage more staff input.

District Strategic Planning Alignment:

On the Organizational Performance Improvement Snapshot survey, this section was one of our lowest ranked categories. Therefore, we took a look at the findings. Of the questions asked of staff concerning the strategic planning in the school, the most favorable items were (2b) I know the parts of my organization's plans that will affect me and my work and (2c) I know how to tell if we are making progress on my work group's part of the plan. However, an opportunity for improvement exists in the statement (2a) As it plans for the future, my organization asks for my ideas. In accordance with the aforementioned leadership category, this was one of the lowest ranked questions. This category will be addressed by involving more participants in the development of the School Improvement Plan (SIP) so that all stakeholders will be aware of the SIP's contents, objectives, goals and strategies as well as provide staff members to present ideas that will be considered for utilization by the Instruction Improvement Team (IIT).

Stakeholder Engagement:

On the Organizational Performance Improvement Snapshot survey, this category was ranked third highest. Most of the staff members responded favorably to (3a) I know my organization's mission, (3b) I keep in touch with my customers, (3c) My customers tell me what they need and want and (3e) I am allowed to make decisions to solve problems for my customers. This favorable result shows that the staff members of Arcola Lake Elementary School hold their parents and students in high regard and utilize as many means necessary to establish and maintain communication with students. However, an opportunity for improvement exists in statement (3d) I ask my customers if they are satisfied or dissatisfied with my work. This issue will be addressed by providing one-to-one meetings for teachers and students where teachers counsel students in their work and students share concerns with the teacher.

Faculty & Staff:

On the Organizational Performance Improvement Snapshot survey, this category was ranked average falling in the middle between high and low. Most of the staff members responded favorably to (5a) I can make changes that will improve my work, (5b) The people I work with cooperate and collaborate as a team, (5c) My supervisor encourages me to advance my career (5d) I am recognized for my work and (5e) I have a safe work place. This favorable result

shows that the staff members of Arcola Lake Elementary School believe that this school is facilitated by cooperative staff members and that they feel safe at the school site. However, an opportunity for improvement exists in statement (5f) My supervisor and my organization care about me. This issue will be addressed by the principal, who will incorporate more formal acknowledgements of outstanding work and special days.

Data/Information/Knowledge Management:

On the Organizational Performance Improvement Snapshot survey, this category was ranked average falling in the middle between high and low. Most of the staff members responded favorably to (4a) I know how to measure the quality of my work, (4b) I know how to analyze the quality of my work and see if changes are needed and (4c) I use these analyses for making decision about my work. This favorable result shows that the staff members of Arcola Lake Elementary School believe that this school utilizes data driven instruction to promote student achievement. However, an opportunity for improvement exists in statement (4d) I know how the measures I use work in the (School Improvement Plan) SIP and (4e) I get all of the important information I need to do my work. This issue will be addressed by the principal who will insure that teachers have necessary data sheets to be able to do their work and by holding a seminar to examine SIP.

Education Design:

On the Organizational Performance Improvement Snapshot survey, this category was ranked average falling in the middle between high and low. Most of the staff members responded favorably to (7b) My work products meet all requirements for high quality excellence, (7f) My organization obeys laws and regulations (7g) My organization has high standards and ethics, (7i) I am satisfied with my job, (7d) My organization uses my time and talents well and (7a) My customers are satisfied with my work. This favorable result shows that the staff members of Arcola Lake Elementary School believe that this school's educational design is working well to foster high academic achievement. However, an opportunity for improvement exists in statement (7c) I know how well my organization is doing financially, (7e) My organization removes the things that get in the way of progress and (7h) My organization helps me and my community. This issue will be addressed by providing SES tutoring services through Platform Learning that will provide the necessary extended learning opportunities that will promote high academic achievement. Furthermore, teachers and staff members will receive a report with all financial decisions presented at EESAC and teachers will be encouraged to attend monthly EESAC meetings to familiarize themselves with financial reports.

Performance Results:

On the Organizational Performance Improvement Snapshot survey, this category was ranked the lowest. Most of the staff members responded favorably to (6b) I collect information about the quality of my work, (6c) We have good processes for doing our work and (6d) I have control over my work processes. This favorable result shows that the staff members of Arcola Lake Elementary School believe that this school utilizes data driven instruction to promote student achievement. However, an opportunity for improvement exists in statement (6a) I can get all the resources I need to do my job. This issue will be addressed by the principal who will insure that teachers have necessary items and resources to do their jobs.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

For the past two years, Arcola Lake Elementary has participated in the district's National Teacher Fair. As a participant the school prepares an elaborate booth with brochures and video presentations and teachers from the staff who demonstrate to potential teachers characteristics of teaching at Arcola Lake Elementary. The principal has gone on recruiting trips across the nation, most recently to Rutgers University and has presented and appealed to graduating seniors from local institutions such as Florida International University, Florida Memorial University, and Barry University. In addition to aggressive recruitment, the school serves as a learning laboratory for future teachers. During this time, the leadership team identifies future teachers with promise and actively "courts" them into our school family when they graduate. The school site maintains an attractive web-site which is also a means of marketing the school.

• Highly Qualified, Certified Administrators:

Ms. Cecilia L. Hunter has been a principal for the past fourteen years, eleven of which have been served at Arcola Lake Elementary School. Ms. Hunter brings to this position a certification in Speech and Language Therapy, Teacher of the Deaf and Hard of Hearing, Masters in Curriculum Instruction, as well as Masters in Educational Leadership. Ms. Hunter's plethora of experiences such as classroom teacher, itinerant teacher of the deaf and hard of hearing, speech and language pathologist, chairperson for the Speech and Language department for the North Central Area Office and five years of experience as an assistant principal have afforded her the exposure necessary to supervise an institution like Arcola Lake Elementary School. To Ms. Hunter's credit, she has interwoven her past experiences and applied them to develop an innovative technique for combining the basic and exceptional educational programs at Arcola Lake Elementary. Due to this collaborative effort, the two entities work together and draw on each other's strengths for the betterment of all students. Standard Curriculum teachers are encouraged to work cooperatively with the special education counterparts. Ms. Hunter was a pioneer in reverse mainstreaming, utilizing the expertise of exceptional education teachers to enhance and intervene where standard curriculum education children are having difficulty with mastery of basic academic skills. Ms. Hunter also had the infinite wisdom to implement the Pre-Kindergarten ESE role model program at Arcola Elementary School. Cecilia L. Hunter is a mover and shaker on a national level as well being a participant and presenter at several national school administrative conferences namely ASCD, the American Association for Supervision and Curriculum Development, and the National Association of Elementary School Principal, Florida Association of School Administrator, 2003 Principal of the Year, Miami Central Feeder Pattern, member of Delta Sigma Theta Sorority, Incorporated, and other community based organizations. Drawing from these conferences, Ms. Hunter has brought back to the school site strategies that have been instrumental in student academic gain and parent/guardian participation such as strategic placement of teachers where they best meet the needs of students. Ms. Hunter has developed a means by which students are hand placed by her in teachers' classrooms matching teacher and student's personalities to best meet the needs of all students. Under her leadership, the school has received recognition from Secretary of Education Jim Home for innovation and commitment to achieving higher academic performance for all students and has twice been given the Silver Award by the Miami-Dade County School Board for notable performance in student learning gains on the Florida Comprehensive Assessment Test. In the way of parental involvement, Ms. Hunter was instrumental in increasing parental involvement by establishing a recognition program for the parents/guardians of student achievers, thus fostering a more positive and amenable atmosphere for parents/guardians of students at this school and enhancing community relations. Ms. Hunter spearheaded a mammoth total renovation of the school site while continuing to increase student achievement and staff morale. Additionally, Ms. Hunter has instituted grade level parent meetings where parents/guardians receive information about the curriculum and student mastery expectations. At Arcola Lake Elementary, Ms. Hunter mandated that the school prepare workshops and materials for incoming Pre-Kindergarten and Kindergarten students long before the district offered this service. Ms. Hunter has fostered relationships between the school and

community leaders, which has resulted in students taking a trip to Washington D.C., meeting with then U.S. House of Representative Carrie P. Meek. The students and school received \$2000 dollars for winning the Dorrin D. Rolle Brain Bowl, and received numerous grants and accolades. Ms. Hunter was one of the first principals to institute the Saturday Benchmark Academy that services both parents and students. Also to Ms. Hunter's credit, she arranged and coordinated a trip to San Francisco, California for seven teachers and one administrator to attend the International Technology and Reading Conference in January, 2003. This just summarizes a few of the many accomplishments under her administration. Throughout the school-year, Ms. Hunter has conducted several workshops for staff development. These included: Budget Training, Ethnic Training, Parenting-Homework/Responsibility, Beginning Teachers Training, Report Cards, Conducting Parent Conferences, PACES, Arcola Lake School Procedures, AIP's (Academic Improvement Plan), ESE (Exceptional Student Education), and FCAT (Florida Comprehensive Assessment Test). Because of Ms. Hunter "no nonsense" approach to administration and sometimes-unconventional approach to learning, students have made great gains at Arcola Lake Elementary School.

Mrs. Susan Berger, the assistant principal, has been at Arcola Lake Elementary School for nine years and has been an assistant principal for 18 years. She is certified in Administration and Supervision and Elementary Education grades one through six. She was a classroom teacher and a Title One Curriculum Specialist. In 1981, Mrs. Berger was selected as the North Central Area Teacher of the Year. Her vast experience in curriculum has been a definite asset to the students and staff here at Arcola Lake Elementary School. She has assisted the principal in making many of the hallmarks that have been accredited to the school such as a documented increase in the student's writing abilities. This was accomplished through an innovative yet pragmatic program, the Teacher Exchange Program, where third and fourth grade teachers traded places in order to best prepare the incoming third grade students for the Florida Comprehensive Assessment Writing Test. She has helped to foster community relations by spearheading the school volunteer and Dade Partner programs at the school. Mrs. Berger has successfully coordinated the School-wide Banking Incentive program, which was initiated as a collaborative effort of the Arcola Lake staff. This incentive program acquaints students with the world of work while reinforcing positive cognitive and affective behaviors that enrich the academic experience for all students throughout the school. In 1999, Mrs. Berger was selected the District ESE Administrator of the Year and the Assistant Principal of the year for the Miami Central Feeder Pattern. Mrs. Berger continues to conduct ongoing staff development at Arcola Lake Elementary School. These staff development workshops include, Scott Foresman-Addison Wesley Mathematics, Beginning Teacher Training, Report Cards, Conducting Parent Conferences, (Professional Assessment Competencies Evaluation System) PACES, AIP's, (Exceptional Student Education) ESE, SAT 9, and FCAT. Mrs. Berger's compassionate and empathetic concern for others is one of her greatest attributes. Mrs. Berger has the ability to deal with detail and the demeanor to face professional challenges, which enhances her qualities of leadership, dedication and diligence.

• Teacher Mentoring:

Under the guidance of our principal, several Teacher Mentoring Programs co-exist at Arcola Lake Elementary School. Veteran teachers and beginning teachers are paired with each other to provide support, collaboration, and sharing of best practices. The assistant principal is in charge of this program. On a quarterly basis, beginning teachers are visited by an administrator, then a staff development meeting follows the visitation which includes the veteran teacher and the administrator where recommendations are made based on the visitation. During this meeting, the administrator allows the beginning teacher a chance to share best practices with the veteran teacher that can be utilized and vice versa. If an opportunity for improvement exists, the beginning teacher is then trained in that need and the existing problem is evaluated with that month. The assigned veteran teacher is responsible for making sure that any support needed is afforded to the beginning teacher. A follow-up meeting is held and subject matter is discussed.

• School Advisory Council:

The Arcola Lake Elementary EESAC serves as a catalyst for the principal, faculty, staff, parents and students. The body is composed of the principal, teachers, educational support staff, parents, students, community, and business representatives. During

the past three years, the EESAC has consistently had a quorum at each of its monthly meetings. These meetings are held on the first Monday of each month at 6:00 pm in the evening.

• Extended Learning Opportunities

Tutoring programs will be provided during and after school. Teachers will use disaggregated data to decide which students will be pulled into tutoring during the school day. Students selected will have demonstrated a need in either classroom testing or school-wide testing. The student will then be tutored in that skill as to facilitate his/her achieving mastery. The after school tutoring program will be provided by Platform Learning services. This is a direct result of having been unable to make Adequate Yearly Progress during the 2004-2005 school year. This SES (supplemental educational service) will allow economically disadvantaged students in grades kindergarten through five to receive 50 hours of tutoring (four hours a week for about 13 weeks). Voyager Passport Expanded Learning will be used for students in kindergarten through third grade. This program provides small group instruction as an effective remedial alternative for deficient readers. This program provides intensive, explicit instruction by trained teachers and paraprofessionals. This program aids in the following areas: phonemic awareness, phonics, fluency, vocabulary, comprehension and effective writing.

Students scoring in the high range have the opportunity to participate in the Academic Excellence Program (AEP) for journalism or chess. These programs afford students scoring in the high range with enrichment activities that support the existing curriculum by generating creative activities.

• School Wide Improvement Model

The Instructional Improvement Team at Arcola Lake Elementary School has chosen to continue to implement the Continuous Improvement Model in order to attain optimum learning gains. The team collaborated this summer to create an instructional focus calendar and establish a better plan of instruction including teacher placement and skill time for grades K-5 in the subjects of Reading, Mathematics and Content. Specifically, this team meets to align basal material and content area textbooks with the Sunshine State Standards and the Competency –Based Curriculum throughout the school year. The accomplished deeds of the I.I.T will allow teachers to meet the needs of each and every student and create a spiraling curriculum that facilitates the transfer of learning gains from grade to grade. Our teachers received professional development in Houghton Mifflin reading series, best practices, Riverdeep, and Edusoft.

Next, students are pre-tested in Reading, Mathematics and Science (5th only) at the beginning of the year (within the first two weeks) and using Edusoft for scoring, students will be placed in groups for tutorial instruction. Every two or three weeks students are assessed in the skills that are being taught in the classrooms. Students unable to attain 70% mastery are pulled into in school remediation. Those students are reassessed in two weeks and depending on the outcome, the student becomes a part of one of two groups: Critical Remediation (intensive re-teaching using a different method than previously chosen) or Replace and Check up (returned to class but monitored for setbacks). These students will rotate during their special area time and physical education times so that each student does not miss all of any one class. This process requires that teachers administer mini exams continuously so that any student possessing any deficiency has that problem addressed.

Students at Arcola Lake Elementary School are also being offered after school remediation by Platform Learning. This program provides a testing, retesting program that monitors student improvement.

In the classroom, the instructional staff uses several techniques during teacher directed instruction which have been and continue to be beneficial to our students. These include but are not limited to: Reciprocal Teaching, CRISS, guided reading, inclusion and small group instruction. As stated previously, students who possess deficiencies that are best addressed by ESE teaching strategies benefit from reverse inclusion and are provided with the instructional guidance that they need. Students who are

working below grade level as indicated by pre-test scores, DIBELS, FCAT scores or S-RUSS will receive instruction in small group settings.

Teachers will receive ongoing professional development workshops/trainings that may be applied in the classroom in order to foster comprehension and retention of information. Teachers will disaggregate assessment results so that score analysis becomes an actual teaching tool. If an entire class related problem exists or if a teacher expresses a need to learn a new strategy to provide better understanding for their students, then professional development exercises will be provided.

Using the continuous improvement model, Arcola Lake Elementary School students will improve their academic achievement, improve school attendance and reduce the amount of suspensions and disciplinary problems which helps students experience success at school.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 1 STATEMENT:

Students will increase their performance in reading.

Needs Assessment

Arcola Lake Elementary School has achieved AYP in reading throughout all subgroups; however, after conducting an assessment of the reading data reflecting grade levels and subgroups, the data revealed that 48% of the students in grades three through five are reading below grade level as evidenced by scores falling below level three on the 2005 administration of the FCAT. An in depth analysis of each grade yielded the following: 48% of the students in grade three scored below level three. The data shows that these students are most successful with Main Idea/Purpose and Comparisons. In the same vain these same students struggled with Words/Phrases and References/Research. In related testing, 65% of all students, as evidenced by the August, 2005 administration of the Reading pre-test, lack the reading comprehension skills necessary to succeed in reading during the 2005-2006 school year. These students who represent the previous year's second graders, and all retained third grade students, are also struggling with Words/Phrases and References/Research. Of the fourth grade students, 48% scored below level three. The data shows that these students are most successful with Main Idea/Purpose. In the same vain these same students struggled with Words/Phrases, Comparisons and References/Research. In related testing, 67% of all students, as evidenced by the August, 2005 administration of the Reading pre-test, lack the reading comprehension skills necessary to succeed in reading during the 2005-2006 school year. These students, who represent the previous year's third graders, are also struggling with Words/Phrases and Main Idea/Purpose. In grade 5, 69% of the students scored below level three. The data shows that these students are most successful with References/Research and Comparisons. In the same vain these same students struggled with Words/Phrases and Main Idea/Purpose. In related testing, 61% of all students, as evidenced by the August, 2005 administration of the Reading pre-test, lack the

reading comprehension skills necessary to succeed in reading during the 2005-2006 school year. These students, who represent the previous year's fourth graders, are also struggling with Words/Phrases and Main Idea/Purpose. So the data is clear as to what the needs seem to be. The average student performance in each of these grade levels is 52%. Furthermore, the majority of the students in the school are struggling with word meanings and sentence comprehension concepts. The Instructional Improvement Team (IIT) has taken a look at these findings and decided that as a school a need exists to continue to analyze biweekly benchmark assessment data carefully, take part in professional development activities that address this deficiency, promote vocabulary and fluency concepts school-wide, and utilize the instructional focus calendar to maximize instructional time and/or to procure achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement continuous improvement model for all students to monitor student progress.	Reading Coach	8/8/05	5/24/06
2. Implement departmentalization for students in grades three through five to provide students with meaningful instruction that is content specific.	Reading Coach	8/8/05	5/24/06
3. Implement biweekly benchmark testing in grades two through five for all students that assess benchmarks taught during that period of time in order to monitor student learning deficiencies.	Reading Coach	8/8/05	5/24/06
4. Utilize Accelerated Reader in grades one through five to monitor student progress and improve student skill mastery.	Reading Coach	8/8/05	5/24/06
5. Provide diagnostic assessment for all students identified in each subgroup who have not attained mastery using the Edusoft web based program to monitor student progress.	Reading Coach	8/8/05	5/24/06
6. Utilize picture word walls with written words underneath for all students to enhance vocabulary and language development.	Reading Coach	8/8/05	5/24/06
7. Continue to support positive reinforcement activities such as the Banking Incentive Program as a means to reward students for learning gains.	Reading Coach Assistant Principal	8/8/05	5/24/06
8. Continue to conduct ongoing Instructional Improvement Team (IIT) meetings with administrative and leadership staff that work to evaluate each of the above strategies to and provide any necessary adjustments and/or meaningful activities in reading.	Reading Coach	8/8/05	5/24/06
9. Implement a pull out tutoring program during and after school for students in grades two through five that demonstrate deficiencies in assessed benchmarks taught during the year in order to increase student learning gains.	Reading Coach	8/8/05	5/24/06

Research-Based Programs

The research-based program are as follows: Houghton Mifflin Textbook Program (Grades two through five, August, 2005-May, 2006), Soar to Success (Grades two through five August, 2005-May, 2006), and Voyager Passport (Grades kindergarten through three August, 2005-May, 2006).

Professional Development

Quarterly in-house reading professional development in-service trainings are needed in Words and Phrases and Main Idea/Purpose. Professional development will be ongoing and will occur through the following: grade level meetings, CRISS trainings, Houghton Mifflin Trainings, Guided Reading Trainings, and DIBELS Training.

Evaluation

The above mentioned strategies will be assessed by the 2006 FCAT Reading Test. Other assessments are identified below. The screening assessments are as follows: Dynamic Indicators of Basic Early Literacy Skills (DIBELS kindergarten through three), School Readiness Uniform Screening System SRUSS (kindergarten) and Writing Pretest (Grades one through five). In order to monitor the progress of students based on the continuous improvement model, the following will be implemented: Dynamic Indicators of Basic Early Literacy Skills (DIBELS kindergarten through three) outcome tests, benchmark progress exams (Grades two through five), quick biweekly benchmark assessments (Grades kindergarten through five), Accelerated Reader Reports (Grades one through five), Tonality Testing (SWD's grades one through five), Fast ForWord computer assisted program sheets (Grades two through five), WJ-R Test of Academic Ability given quarterly to Deaf and Hard of Hearing (SWD's grades kindergarten through five) students, Voyager Passport (Grades kindergarten through three) and Destination Reading (Grades kindergarten through three).

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 2 STATEMENT:

Students will increase their academic performance in mathematics.

Needs Assessment

Arcola Lake Elementary School did not meet AYP requirements in mathematics. In order to address this important area of need, the staff conducted an assessment of the mathematics data based on grade level and subgroup. The data revealed that 57% of the students in grades three through five are working below grade level in mathematics as evidenced by scores falling below Level 3. An in-depth analysis of the each grade showed the following: 64% of students in third grade are working below grade level in mathematics. These students are most successful with Geometry and Measurement. However, students in this grade level need additional help with Number Sense, Data Analysis and Algebraic Thinking. Moreover, the greatest area of need in this subject is Algebraic Thinking (e.g. patterns, solving for variables). In related testing, 58% of all students, as evidenced by the August, 2005 administration of the mathematics pre-test, lack the mathematics comprehension skills necessary to succeed in math during the 2005-2006 school year. These students, who represent the previous year's second graders, and all retained third grade students, also seem to struggle with Algebraic Thinking, our greatest area of need. In fourth grade, 54% of students are working below grade level in mathematics as evidenced by scores on the 2005 mathematics FCA T administration. These students are most successful with Geometry; however, deficiencies exist in the following areas: Measurement, Algebraic Thinking, Data Analysis and Number Sense. In other words, these students need additional help with understanding measurement concepts, algebraic thinking and being able to read and interpret data using charts, graphs and tables and geometric concepts. In related testing, 67% of all students, as evidenced by the August, 2005 administration of the mathematics pre-test, lack the mathematics comprehension skills necessary to succeed in math during the 2005-2006 school year. These students, who represent the previous year's third graders,

also seem to struggle with Number Sense, our greatest area of need. Lastly, in fifth grade, 68% of the students are working below grade level in mathematics as also evidenced by scores on the 2005 Mathematics FCAT administration. These students are most successful with Geometry; however, deficiencies exist in the following areas: Number Sense, Measurement, Algebraic Thinking and Data Analysis. The greatest area of need is Number Sense (e.g. being to add, subtract, multiply and divide fractions, decimals, whole numbers, etc). In related testing, 61% of all students, as evidenced by the August, 2005 administration of the mathematics pre-test, lack the mathematics comprehension skills necessary to succeed in math during the 2005-2006 school year. These students, who represent the previous year's fourth graders, also seem to struggle with Number Sense, our greatest area of need. In summary, the average student performance in each of these grade levels is 43% which means that teachers need to take a closer look at analyzing assessment data thoroughly, take part in all professional development activities related to mathematics comprehension skills, promoting mathematics basic skill development school-wide, utilize the spiraling curriculum and calendar activities established by the Instructional Improvement Team (ITT), incorporate hands-on activities, utilize classroom time and resources to promote mathematics deficiencies and procure achievement. An analysis of each individual subgroup was also scrutinized. In mathematics, some gains were witnessed in student achievement. For example, 46% of the students in the Hispanic subgroup scored at or above level three on the 2005 administration of the Florida Comprehensive Assessment Test. In the same way, 45% of the Limited English Proficient students and 51% of the Students With Disabilities scored at or above level three on the 2005 administration of the Florida Comprehensive Assessment Test. All of the identified subgroups made adequate progress according to the 2005 NCLB standards. However, 43% of the total subgroup, 42% of the African American subgroup, and 42% of the Economically Disadvantaged subgroup scored below level three on the 2005 administration of the Florida Comprehensive Assessment Test. In order to assist the students in managing all deficiencies, staff members will need to take part in all professional development activities related to mathematics comprehension skills, promote development of daily school-wide basic skills activities, utilize the spiraling curriculum and focus calendar activities established by the Instructional Improvement Team (ITT), incorporate hands-on activities, utilize classroom instructional time and resources to manage mathematics skill deficiencies and maintain collaboration between Standard Curriculum and ESE teachers in order to procure achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50% scoring FCAT achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students, will improve their mathematics skills as evidenced by 50% scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50% scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement continuous improvement model for all students to monitor student progress and improve academic achievement.	Principal Grade Level Chairpersons	8/8/05	5/24/06
2. Implement departmentalization for students in grades three-through five to provide students with meaningful instruction that is content specific.	Principal Grade Level Chairpersons	8/8/05	5/24/06
3. Implement biweekly benchmark testing in grades two through five for all students that assess benchmarks taught during that period of time in order to monitor student learning deficiencies.	Grade Level Chairpersons Principal	8/8/05	5/24/06
4. Implement the use of the Acaletics Math Program for students in grades two through five in order to address the number sense deficiencies that exist at the school as a means to increase academic performance.	Principal Grade Level Chairpersons	8/8/05	5/24/06
5. Utilize computer assisted programs (Riverdeep, FCAT Explorer and Scott Foresman/Addison Wesley Take It to the Net, supplemental program software and reinforcement tools) for all students to monitor independent math activities and improve skill mastery as evidenced by computer generated reports.	Grade Level Chairpersons Principal	8/8/05	5/24/06
6. Provide small group instruction for all students to target mathematics deficiencies including but not limited to: number sense, data analysis, geometry and spatial sense, algebraic thinking and operations	Grade Level Chairpersons Prinicpal	8/8/05	5/24/06

in order to differentiate instruction.			
7. Incorporate the use of concrete materials such as manipulatives (Cuisenaire rods, counters, place value blocks, tangrams, pattern blocks) for all students with deficiencies in mathematical concepts to provide an opportunity for hands-on learning practice in order to acquire mastery in that skill.	Grade Level Chairpersons Principal	8/8/05	5/24/06
8. Utilize CRISS strategies (begin with background knowledge, progress to hands-on active participation, illicit discussion and analysis of subject, complete metacognition activities, and produce writing evaluation samples) with all students to improve mathematics skills for use during mathematics tutorial sessions as a means to actively involve students in questioning, discussion, structured responses, and coding in order to maximize learning potential.	Grade Level Chairpersons Principal	8/8/05	5/24/06
9. Implement the use of cooperative learning groups (students who sit together and explore tasks) for all students to provide an opportunity for students to use higher order thinking skills, calculators and manipulatives for routine computation tasks, to work together and pool resources in order to demonstrate tasks for Think, Solve and Explain questions, to focus in on keywords in word problems as well as assign parts of the problem to different group members performing the task in order to master the task and to communicate comprehension of skills orally and in written form as a means of connecting thinking, to learning, to writing and application.	Grade Level Chairpersons Principal	8/8/05	5/24/06
10. Continue to support positive reinforcement activities such as the Banking Incentive Program as a means to reward students for gains on testing and tutorial programs.	Principal Assistant Principal	8/8/05	5/24/06
11. Continue to conduct ongoing Instructional Improvement Team (IIT) meetings with administrative and leadership staff that work to evaluate each of the above strategies to provide any necessary adjustments and/or meaningful activities in mathematics.	Grade Level Chairpersons Principal	8/8/05	5/24/06

Research-Based Programs

The research-based program is as follows: Scott Foresman/Addison Wesley Textbook Program (Grades two through five, August, 2005-May, 2006)

Professional Development

Quarterly in-house mathematics professional development in-service trainings are needed in Number Sense, Algebraic Thinking, Measurements, Data Analysis and Probability for teachers in grades three through five who will be provided information by those teachers previously trained in the discipline (using CRISS strategies). Professional development will be ongoing and will occur through the following: Biweekly grade level meetings by staff members trained in CRISS strategies, (August, 2005-May, 2006), Scott Foresman/Addison Wesley mathematics textbook and computer program training updates (Fall, 2005 and ongoing), and Eisenhower Math and Science curriculum workshop (Spring, 2005 and 2006)

Evaluation

The aforementioned strategies will be assessed by the 2006 FCAT Mathematics Test. Other assessments are identified below. The screening assessments are as follows: 2005 Mathematics Florida Comprehensive Assessment Test (Grades five), 2005 Mathematics Norm Referenced Pre-test baseline scores of the previous year (Grades three through five) and SAT-9 of the previous year (Grade two). The diagnostic assessments are as follows: Scott Foresman/Addison Wesley diagnostic readiness assessments (Grades kindergarten through five), Acalectics Testing Materials and biweekly assessments. In order to monitor the progress of students based on the Continuous Improvement Model, the following will be implemented: Scott Foresman/Addison Wesley chapter and unit outcome tests and computer generated results assessments (Grades kindergarten through five), District Mathematics Benchmark Progress Assessments (Grades two through five), quick biweekly benchmark assessments (Grades kindergarten through five) and Destination Math: Riverdeep (Grades kindergarten through five), Thinklink test monitoring web based program.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 3 STATEMENT:

Students will improve their academic performance in writing.

Needs Assessment

Adequate gains at Arcola Lake Elementary School were reported for each grade level and subgroup in writing according to the assessment conducted. Adequate Yearly Progress was achieved in this skill area. For example, on the 2005 administration of the FCAT Writing Test, 91 % of the total student population in fourth grade scored at or above grade level. These students made the required Adequate Yearly Progress gain of one percent. Based on this data, it has been found that these students made equal gains in narrative writing. 57% of the students tested in grade four scored 4.0 or above on the narrative test. This means that out of the 49 students tested, 28 of them scored at this level. This is identical with the expository writing scores. 57% of students tested in fourth grade scored 4.0 or above on the expository test. This indicates that out of the 49 students tested, 28 of them scored at this level. This important information tells us that the greatest need exists in area of the number of students scoring above 4.0. Specifically, students not scoring above 4.0 lack the language mechanic skills to score in that range. It is clear that the students are able to write with focus and organization but need the extra added features of using similes, metaphors, vivid vocabulary and sentence variation. In related testing, 70% of all students in fourth grade, as evidenced by the August, 2005 administration of the Narrative Writing pre-test, and 80% of all students in fourth grade, as evidenced by the August, 2005 administration of the Expository Writing pre-test, scored below level two, lacking the writing comprehension skills necessary to succeed during the 2005-2006 school year. Fourth grade teachers are taking a closer look at the benchmark assessment data to insure that this deficit is addressed and monitored. An analysis of individual subgroups was also scrutinized. For example, students in the Total and Economically Disadvantaged subgroups made adequate gains by scoring one percent above the previous year's score. However, the African

American subgroup scored 89% in the year 2005 (all other subgroups were not applicable to NCLB criteria). This data demonstrates the need to better acquaint students in this subgroup with solid writing strategies (focus, organization, using graphic organizers, planning sheets, using vivid vocabulary, writing magnified moments, and finding voice) that address both expository writing and narrative writing deficiencies. As a means to meet the identified needs, professional development will be ongoing and directly address the deficit areas. For example, standard curriculum and special education teachers will collaborate with each other in order to best meet the increasing needs of all standard curriculum students and students with disabilities depending on individual needs as determined by the Multidisciplinary Team. By providing a variety of least restrictive environments that include full and part-time mainstreaming, inclusion, resource and self-contained classrooms, these students will be able to have real world experiences in a classroom setting. Standard Curriculum and special education teachers will need to be involved in quarterly in-house writing in-services which focus on the following areas: Expository Writing and Narrative Writing. Teachers trained in CRISS strategies and Central EXPRESS writing strategies will need to utilize grade level meetings and faculty meetings to provide training that can be utilized to best address all deficiencies. The Instructional Improvement Team (IIT) will need to hold monthly meetings to meet with staff members as a means to get feedback on ongoing instructional strategies and programs.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 maintain their writing skills as evidenced by 91% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement continuous improvement model for all students to monitor student progress and improve academic achievement.	Fourth Grade Level Chairperson	8/8/05	5/24/06
2. Identify low performing students in Grade four utilizing benchmark progress assessments evaluated by the ACCESS Center and provide small group tutorials during the school day in order to improve expository writing scores.	Grade Level Chairpeson	8/8/05	5/24/06
3. Provide diagnostic assessment to all fourth grade students that have not attained mastery level in writing (expository or narrative) by monitoring their learning using the school-wide rubric to improve mastery of writing skills (see attachment).	Fourth Grade Chairperson	8/8/05	5/24/06
4. Provide small group instruction for students to target deficiencies in writing including but not limited to: focus, organization, vocabulary development, and improper responses to type of prompt in order to differentiate instruction.	Fourth Grade Chairperson	8/8/05	5/24/06
5. Utilize Zelda Glazer Writing Institute materials, given in a school site in-service by fourth grade teachers, to provide strategies for second and third grade teachers referencing ways on how to teach writing skills to be implemented during tutorial sessions (see attachment).	Fourth Grade Level Chairperson	8/8/05	5/24/06
6. Incorporate Verbo-tonal Methodology(a paradigm for teaching that emphasizes the acquisition of transformational language combined with perception of English phonemes) for the expansion of language acquisition for the Deaf and Hard of Hearing. The emphasis on low-tonality perception of language transformations further enhances comprehension of spoken and written language as it applies to writing. Incorporate modality training to enhance receptive learning for SWD's (students with disabilities).	Fourth Grade Level Chairperson	8/8/05	5/24/06

7. Make a commitment to the philosophy of including all students by mainstreaming selected deaf and hard of hearing students in fourth grade classes for writing instruction using appropriate amplification.	Fourth Grade Chairperson	8/8/05	5/24/06
8. Implement the use of cooperative learning groups (students who sit together and explore tasks) for all students (SWD's, African American, Hispanic, LEP, Economically Disadvantaged, Total, and White) which provides the opportunity for students to score their writing papers, to critique and give positive feedback that helps the writer, to enhance vivid vocabulary and to transform select sentences into magnified moments as a means to optimize learning development.	Fourth Grade Chairperson	8/8/05	5/24/06
9. Use weekly prompts with students in grades two through five that focus on the skills being taught by designating a particular day to strengthen targeted areas of weakness.	Fourth Grade Chairperson	8/8/05	5/24/06
10. Continue to support positive reinforcement activities such as the Banking Incentive Program (a program instituted to reward students for gains on testing and tutorial activities) as a means to reward students for improved learning gains.	Fourth Grade Chairperson Assistant Principal	8/8/05	5/24/06
11. Continue to conduct ongoing IIT meetings with administrative and leadership staff that work to evaluate each of the above strategies and provide any necessary adjustments and/or meaningful activities in writing.	Fourth Grade Chairperson Principal	8/8/05	5/24/06

Research-Based Programs

The research-based program is as follows: Houghton Mifflin writing extension series (Grades kindergarten through five, August, 2005-May, 2006).

Professional Development

Quarterly in-house writing professional development in-service trainings are needed in writing strategies for teachers in grade four. These will be provided by those teachers previously trained in the discipline (using Zelda Glazer Writing Institute strategies). Professional development will be ongoing and will occur through the following: Biweekly grade level meetings

Evaluation

The aforementioned strategies will be assessed by the 2006 FCAT Writing Test. Other assessments are identified below. The screening assessments are as follows: State generated Writing Prompt Pretest(Grades one through five). The diagnostic assessments are as follows: Houghton Mifflin Writing Extension Activities (Grades kindergarten through five). In order to monitor the progress of students based on the Continuous Improvement Model, the following will be implemented: District Writing Quarterly Assessment (Grades two through five), quick weekly prompts and quizzes based on Zelda Glazer rubric (Grades kindergarten- five), and WJ-R Test of Academic Ability given quarterly to Deaf and Hard of Hearing (SWD's grades kindergarten through five) students.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will increase their academic performance in science.

Needs Assessment

Based on the results of the 2005 FCAT Science Test, Arcola Lake Elementary School achieved a mean scale score of 258, which is below the district mean scale score of 286. Arcola Lake Elementary scrutinized the pre and post data from the previous year and found that the students made their greatest gains in Nature of Science and Process Skills but lacked comprehension in Processes of Life, Energy, Matter, Force & Motion, and Earth & Space Science. For example, students in grade four (who are now fifth grade students) averaged a 15% point gain in Nature of Science and a 10% point gain in Process Skills. However, these same students averaged a 10% point loss in Earth and Space Science, a 26% point loss in Energy, Force and Matter and a 4% point loss in Processes of Life. After careful analysis of these trends, a fervent effort has been made to address all deficient skills. For example, students utilize real world skills when accomplishing tasks, hands-on learning (Foss Kits), and modeling (teacher directed). New teachers will be trained on the use of the Foss kits and science benchmarks. In order to address all of the tested benchmarks, long-range plans have been established by the Instructional Improvement Team (IIT) for all grade levels as to promote the spiraling curriculum. Classroom science projects will be given quarterly in order to better acquaint students with process skills and project formats. Biweekly and benchmark assessment progress tests will be given to monitor progress of tested benchmark items. As a means to meet the identified needs, professional development will be ongoing and directly address the deficit areas. For example, standard curriculum and exceptional education teachers will collaborate with each other in order to best meet the increasing needs of all standard curriculum students and students with disabilities depending on individual needs as determined by the

Multidisciplinary Team. By providing a variety of least restrictive environments that include full and part-time mainstreaming, inclusion, resource and self-contained classrooms, these students will be able to have real world investigations and experiments in a classroom setting. Standard curriculum and special education teachers will need to be involved in quarterly in-house science in-services which focus on the following areas: Nature of Science, Process Skills, Processes of Life, Force and Matter and Energy. Teachers trained in CRISS strategies and Eisenhower Math and Science strategies will need to utilize grade level meetings and faculty meetings to provide training for teachers not trained in order to address all deficiencies.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 15 point increase in the mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement continuous improvement model for all students to monitor student progress and improve academic achievement.	Fifth Grade Level Chairperson	8/8/05	5/24/06
2. Provide grade level weekly activities for all students in fifth grade that focus on the benchmarks not mastered and designate a particular day to strengthen the students' skills on those benchmarks as a means to increase academic achievement in science.	Fifth Grade Level Chairperson	8/8/05	5/24/06
3. Monitor progress made by administering quarterly tests for all students in fifth grade and utilizing the scores to modify instruction which addresses areas of weakness as a means to increase academic achievement in science.	Fifth Grade Level Chairperson	8/8/05	5/24/06
4. Provide direct instruction for all students in fifth grade that focuses on the Sunshine State Standards and utilizes the research-based Harcourt Brace Science textbook to improve skill mastery.	Fifth Grade Level Chairperson	8/8/05	5/24/06
5. Conduct grade level parent meetings that disseminate materials to use at home as a means to increase academic achievement in science.	Fifth Grade Level Chairperson	8/8/05	5/24/06
6. Continue to provide small group tutorials for all students in fifth grade through extended day activities and the intensified eight week Saturday Benchmark Academy available to students and parents/guardians to improve skill mastery.	Principal Fifth Grade Level Chairpersons	8/8/05	5/24/06
7. Interconnect scientific concepts with project-based curriculum for all students in third through fifth grade in order to monitor progress and improve skill mastery.	Fifth Grade Level Chairperson	8/8/05	5/24/06
8. Implement an earlier date for the school-wide science fair projects for all students in kindergarten through fifth grade in order to facilitate entry into	Fifth Grade Level Chairperson	8/8/05	5/24/06

the school-wide Science Fair.			
9. Continue to support positive reinforcement activities such as the Banking Incentive Program (a program instituted to reward students for gains on testing and tutorial activities) as a means to reward all fifth grade students for improved learning gains.	Assistant Principal	8/8/05	5/24/06
10. Conduct on-going IIT meetings with administrative and leadership teams to evaluate strategies to enhance and provide meaningful activities in science for students in grade five.	Fifth Grade Level Chairperson	8/8/05	5/24/06
11. Incorporate Verbo-tonal Methodology(a paradigm for teaching that emphasizes the acquisition of transformational language combined with perception of English phonemes) for the expansion of language acquisition for the Deaf and Hard of Hearing. The emphasis on low-tonality perception of language transformations further enhances comprehension of spoken and written language as it applies to science comprehension. Incorporate modality training to enhance receptive learning for SWD's (specifically learning disabled students).	ESE Program Specialist	8/8/05	5/24/06

Research-Based Programs

The research based program is as follows: Harcourt Brace Science Textbook series (Grades kindergarten through five, August, 2005-May, 2006).

Professional Development

Quarterly in-house science professional development in-service trainings are needed to maintain benchmarks using the Continuous Improvement Model for teachers in grades kindergarten through five who will be trained by those teachers previously in-serviced in the discipline (using CRISS strategies). Professional development will be ongoing and will occur through the following: CRISS strategies (Grades kindergarten through five, August, 2005-May, 2006), Harcourt Brace Textbook Workshop (Fall, 2005), FOSS Kit Workshop (Fall, 2005), Math and Science In-service (Fall, 2005), and Eisenhower Math and Science (Fall, 2005).

Evaluation

The aforementioned strategies will be assessed by the 2006 FCAT Science Test. Another assessment is the Harcourt Brace Testing (Grades kindergarten through five). Diagnostic assessments are as follows: Harcourt Brace Diagnostic Testing (Grades kindergarten through five), and Verbo- Tonal Curriculum (Deaf and Hard of Hearing: Grades kindergarten through five). In order to monitor the progress of students based on the Continuous Improvement Model, the following will be implemented: District Science Quarterly Assessment (Grades kindergarten through five), quick biweekly prompts and quizzes (Grades kindergarten through five), and WJ-R Test of Academic Ability given quarterly to Deaf and Hard of Hearing (SWD's grades kindergarten through five) students.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 5 STATEMENT:

Parent participation will increase annually at Arcola Lake Elementary School.

Needs Assessment

Parent participation logs indicate that 75 percent of parents/guardians participated in at least one or more parental engagement activities during the 2004-2005 school year. This is a increase of 17 percent from the 2003-2004 school year. In addition with the influx of students and parents from surrounding schools, it is necessary to target these groups; making a special effort to reach out to them. There is certainly a need to increase the number of activities to support these students along with their parents insuring improved participation. As a means to assist staff members with sensitivity to the needs of parent/guardians, professional development will need to be ongoing and directly address ways in which the staff can help our parents/guardians best help their students. Parent/guardian workshops will be offered and translated in Spanish, Creole and Sign Language. Standard curriculum and special education teachers should provide parents/guardians with materials on a monthly basis that gives the parents the opportunity to stay abreast of all classroom activities.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the parent/guardian sign in logs from the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Institute grade level workshops for parents/guardians which address test strategies, grade level curriculum and expectations for the following student groups: Students With Disabilities, White, African American, Hispanic, Economically Disadvantaged and Limited English Proficient students to occur semiannually in order to encourage parents to increase their skills; ultimately enabling parents/guardians to better assist their children.	Community Involvement Specialist	8/8/05	5/24/06
2. Provide a survey that assesses the needs (i.e. workshops, skills, tutoring) and parent desires, in order to train parents in areas of interest.	Community Involvement Specialist	8/8/05	5/24/06
3. Provide activities for ESE week that encourage participation of parents/guardians of all students in order for the entire student body to work cooperatively.	ESE Program Specialist Jeannie Smith, Community Involvement Specialist	8/8/05	5/24/06
4. Arrange and advertise monthly EESAC meetings to provide parents/guardians an opportunity to understand the inner workings of the school and provide information regarding utilization of school-resources.	Community Involvement Specialist	8/8/05	5/24/06
5. Arrange and advertise PTA and grade level meetings (in English, Spanish, and Creole) to provide parents/guardians with information regarding issues that concern their children.	Community Involvement Specialist	8/8/05	5/24/06
6. Issue quarterly parent/guardian report cards (in English, Spanish, and Creole) in an effort to inform parents of their participation as it relates to their child's academic achievement level at school.	Principal	8/8/05	5/24/06
7. Encourage continued use of the Parent Engagement Center which provides materials, activities and workshops that will empower parents to better assist their children with home learning and parenting skills.	Community Involvement Specialist	8/8/05	5/24/06

8. Institute Family Math Night which brings parents/guardians, students, staff members and Dade Partners (Jorge and Jerry's IGA) together for an educational shopping experience in order to facilitate academic and social development.	Community Involvement Specialist Cecilia L. Hunter, Principal	1/11/06	1/11/06
9. Disseminate the 2005-2006 calendar (in English, Spanish, and Creole) to bridge the gap between home and school in order to facilitate academic development.	Community Involvement Specialist	8/8/05	5/24/06
10. Offer parent/guardians workshops in the computer lab to bridge the gap between home and school in order to facilitate academic development.	Technology Facilitator	8/30/05	5/03/06
11. Institute a Family/Staff Spaghetti Dinner which brings parents/guardians, students, staff and community members together for a showcase of special activities at the school in order to familiarize parents/guardians with school processes.	Community Involvement Specialist PTA Executive Board Principal	10/26/05	10/26/05

Research-Based Programs

The research based program is the following: National PTA Standards for Parents and Family Involvement Program.

Professional Development

Quarterly professional development is needed to increase parental participation. Professional development will be ongoing and will occur through the following: Parental Involvement Workshops (in English, Spanish, and Creole), ESE Parent/Guardian IEP Meetings (in English, Spanish, and Creole), Grade Level Meetings (in English, Spanish, and Creole), PTA Saturday Workshops (in English, Spanish, and Creole), Saturday Academy for Parents and Students (in English, Spanish, and Creole) and Just Read, Florida! workshops sponsored by PTA.

Evaluation

This objective and strategies will be monitored and maintained using data from the Title I monthly parent contact report, sign in sheets and other documentation from the community involvement specialist to insure that parental involvement is meeting the 5% goal. The above strategies will be evaluated using the following: Grade Level Parent Meetings Sign In Sheets, Needs Assessment Survey, Agenda, Parent Report Card, Monthly Reports, PTA sponsored Family Spaghetti Dinner, Family Math Night, Attendance Sheets, School Calendar, Parent Compact Survey, Open House Sign In Sheets, and Computer Parent Sign In Sheets.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Outdoor suspensions will decrease annually at Arcola Lake Elementary School.

Needs Assessment

Based on data collected during the 2004-2005 school year, 79 students in the school were suspended. This means that 12% of the students in the school were placed on outdoor suspension. A closer look at the data shows that 92% of the 79 students suspended, were African American and 8% were Hispanic. Of this group 13% are female and 87% are male. In looking at the data, students are being suspended from school largely due to aggressive behaviors or fighting. Students tend to have disagreements and these disagreements turn into situations that are not controllable. As a staff, we need to address these needs beforehand and offer students a means by which to share their problems with trusted personnel in order to prevent further complications.

Measurable Objective

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Institute counseling services for students who are suspended in order to prevent students from becoming repeat offenders.	School Counselor	8/8/05	5/24/06
2. Continue to implement the character education program for all students in order to prevent student confrontations.	School Counselor	8/8/05	5/24/06
3. Encourage use of the counseling services at the school site for students who express a need to talk in order to prevent problems from building.	School Counselor	8/8/05	5/24/06
4. Establish contact with parents/guardians of students experiencing difficulties in order to keep communication open and solve any home issue that may be impeding student success at school.	School Counselor	8/8/05	5/24/06
5. Use programs such as the Trust curriculum and the Character Education curriculum for all students to enhance self-esteem and establish rapport among students as a means to keep conflicts to a minimum.	School Counselor	8/8/05	5/24/06
6. Implement the use of Disciplinary Action forms for students demonstrating problems in an effort to decrease the amount of case management forms used.	School Counselor	8/8/05	5/24/06
7. Continue to support positive reinforcement activities such as the Banking Incentive Program (a program instituted to reward students for proper deportment) as a means to reward all students.	School Counselor Assistant Principal	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

In-services will be provided for staff members on appropriate disciplinary actions. The school counselor will train all staff members in Character Education and assertive discipline procedures.

Evaluation

The aforementioned strategies will be assessed by 2005-2006 Student Case Management Referral Forms.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

The use of technology will increase annually at Arcola Lake Elementary School.

Needs Assessment

Based on data collected during the 2004-2005 school year, 0% of the instructional staff utilized the Electronic Grade Book. This means that if parents/guardians wanted to view student records and progress reports they could not unless they dealt with the teachers directly. This limits the access that parents/guardians have to their children's records. Therefore, a need exists for the school to be trained in the use of the Electronic Grade Book.

Measurable Objective

Given emphasis on the use of technology in education, all instructional staff will augment their usage of the Electronic Grade Book as evidenced by 100% of the instructional staff utilizing the Electronic Grade Book.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Attend in-services for teachers to facilitate the use of Electronic Grade Book as a means to communicate better with parents/guardians.	Technology Facilitator Micro-systems Technician	1/2/06	5/24/06
2. Encourage teachers to meet with the technology facilitator to address any problems that may arise while using the Electronic Grade Book software.	Technology Facilitator Micro-systems Technician	1/2/06	5/24/06
3. Establish contact with parents/guardians in order to keep communication open and share instructional reports.	Technology Facilitator Micro-systems Technician	1/2/06	5/24/06
4. Implement the use of technology forms for all teachers demonstrating problems as a means to decrease the amount of difficulties and procure usage of the Electronic Grade Book.	Technology Facilitator	1/2/06	5/24/06
5. Conduct on-going Instructional Improvement Team (IIT) meetings with administrative and leadership teams to evaluate each strategies to enhance and provide meaningful activities using the Electronic Grade Book.	Technology Facilitator	1/2/06	5/24/06
5. Conduct on-going Instructional Improvement Team (IIT) meetings with administrative and leadership teams to evaluate each strategies to enhance and provide meaningful activities using the Electronic Grade Book.	Technology Facilitator	1/2/06	5/24/06

Research-Based Programs

Not Applicable

Professional Development

In-services will be provided for instructional staff members on the Electronic Grade Book. Those teachers trained in the grade book will then train the other teachers in this program.

Evaluation

The aforementioned strategies will be assessed by the percentage of teachers using the Electronic Grade Book.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

To increase health and physical fitness annually at Arcola Lake Elementary School.

Needs Assessment

Based on data collected during the 2004-2005 school year, 38% of the students in grades four and five earned awards on the Miami- Dade County Public Schools Physical Fitness Testing Program. According to the FITNESSGRAM, only 60 students out of the 160 that were tested, received an award (gold or silver) on the test. It has been noticed that students in these grades lack the physical fitness necessary to earn appropriate awards. In other words, students are unable to run for sustained periods of time, they are not able to do sit-ups and push-ups, or are not flexible enough to complete some of the tasks. Therefore, a great need has been noticed in the area of physical fitness, so that more students will be able to receive medals and become physically fit.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness as evidenced by 50% of the students meeting high standards on the Physical Fitness Test on the 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Institute calisthenics for all students in grades two through five in order to promote physical fitness at an early age as a means to assist students with earning medals on the Physical Fitness Test.	Physical Education Coach	8/8/05	5/24/06
2. Continue to implement the physical education program for all students in order to prevent students from becoming sedentary.	Physical Education Coach	8/8/05	5/24/06
3. Continue to support positive reinforcement activities such as the Banking Incentive Program (a program instituted to reward students for gains in physical education) as a means to reward all students.	Physical Education Coach Susan B. Berger, Assistant Principal	8/8/05	5/24/06
4. Establish contact with parents/guardians of students experiencing difficulties in physical education in order to keep communication open.	Physical Education Coach	8/8/05	5/24/06
5. Conduct on-going IIT meetings with administrative and leadership teams to evaluate strategies to enhance and provide meaningful activities in physical fitness.	Physical Education Coach Cecilia L. Hunter, Principal	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

In-services will be provided for staff members on understanding the results of the Physical Fitness Test. Those teachers trained in the Physical Fitness Test will then train the other teachers in this program.

Evaluation

The aforementioned strategies will be assessed by the Physical Fitness Test results and physical fitness logs.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 9 STATEMENT:

To increase the amount of students participating in special area classes (Music, Art, Spanish S and SL) throughout the school year.

Needs Assessment

Based on data collected during the 2004-2005 school year, 60% of the students in grades two through five participated in all of the school-wide special area classes. This means that out of approximately 334 students only 200 attended special area classes. According to the teacher grade books, on average only 15 out of a class of 25 attended all of their special area classes. To be more specific, 58% of second graders attended special area classes, 61 percent of third graders attended special area classes, 59% of fourth graders attended special area classes and 62% of fifth graders attended special area classes. With the need for students in grades three through five to make gains on the FCAT and show skill mastery, it has been necessary for students to miss special area classes to receive tutoring during school hours. Students who score in the lowest 25th percentile are especially susceptible to missing special area classes since they need the most remediation. Therefore, a definite need exists to increase the percentage of students able to attend special area classes.

Measurable Objective

Given emphasis on the benefits of participating in special area programs, the number of students enrolled in special area programs (Music, Art, Spanish S and SL) will increase by 10% during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the continuous improvement model for learning for students scoring in the low range where students are tutored using a rotation schedule as a means to prevent these students from missing special area classes continually.	Special Area Chairperson	8/8/05	5/24/06
2. Provide special area sponsored activities for students who receive in school tutoring such as (chorus, journalism, step and drill, dancing rams, chess, poets or elegant rambettes) as a means to provide alternate activities.	Special Area Chairperson	9/1/05	5/24/06
3. Continue to support positive reinforcement activities such as the Banking Incentive Program (a program instituted to reward students for extraordinary department in special area) as a means to reward all students.	Special Area Chairperson Assistant Principal	8/8/05	5/24/06
4. Conduct on-going Instructional IIT meetings with administrative and leadership teams to evaluate each strategy to enhance and provide meaningful activities in special area.	Special Area Chairperson Principal	8/8/05	5/24/06
5. Continue to implement the special area programs for all students in order to prevent students from becoming disinterested in the fine arts.	Special Area Chairperson	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

In-services will be provided for staff members on the use of special area classes.

Evaluation

The aforementioned strategies will be assessed by the special area teacher's grade books.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Arcola Lake Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Arcola Lake Elementary School ranked at the fourth percentile on the state of Florida ROI index.

Measurable Objective

Arcola Lake Elementary School will improve its ranking on the State of Florida ROI index publication from the fourth percentile in 2003 to the seventh percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal	10/07/05	5/24/06
2. Collaborate with the district on resource allocation.	Principal	10/07/05	5/24/06
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, or volunteer networks.	Principal	10/07/05	5/24/06
4. Consider shared use of facilities, partnering with community agencies.	Principal	10/07/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

School site training on the ROI index given by the principal.

Evaluation

On the next State of Florida ROI index publication, Arcola Lake Elementary School will show progress toward reaching the seventh 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:

EESAC has been a part of the funding source for many programs such as: School-Wide Banking, an incentive program for discipline, Jeopardy (a program that sparked student interest in Mathematical application). EESAC assisted in the funding which sent the sponsor for Arcola's Chess club to Chicago to support students competing in the National Title One Chess Competition.

Training:

EESAC provided the staff with training in the budget. EESAC provided FCAT Training in the criteria for improving school scores. EESAC provided instruction for student discipline and how to maneuver in the school system.

Instructional Materials:

EESAC paid for the Jeopardy program, and supplemental materials for tutoring.

Technology:

EESAC provided the upgrades for all computers in the school by providing Microsoft Office for all of the grade level chairpersons and a pack for the computer lab as well as the lockdowns to protect technological hardware devices.

Staffing:

EESAC has been instrumental in helping the school principal with finding staff members to fill needed positions here at the school.

Student Support Services:

EESAC has purchased incentive items for the Character Education program and given students incentives for achieving gains in core subjects. Additionally, EESAC has purchased chorus robes and a stereo to enhance the music education program.

Other Matters of Resource Allocation:

EESAC has purchased awards and trophies for the 5th grade promotional exercises and annual school science fairs.

Benchmarking:

EESAC has been instrumental in funding materials that will help with benchmarking and have even contributed to the purchase of the Acaletics math program.

School Safety & Discipline:

EESAC members have provided feedback to ways in which to motivate students to be in school with support of the Banking Incentive Program to which funds were provided.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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