
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0161 - Avocado Elementary School

FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Patrick Doyle

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Avocado Elementary School

Avocado Elementary School will provide an instructional program for its students using research-based programs and materials. Collaboration of teachers, administrators and support staff will provide instruction based on student achievement and student needs. Student performance will be constantly measured with weekly, monthly, and other assessments which will provide necessary data. The data will be analyzed and utilized to plan each stage of instruction. The following have been identified as priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 73 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 71 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 78 percent of the students reaching the state required mastery level as documented by the scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score of 286 as documented by the 2006 FCAT Science Test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, annual attendance at Title I Workshops for parental and community involvement will increase by five percent above the 2004-2005 level of participation.

Given professional development in classroom management skills and referral guidelines teachers will reduce the number of referrals in the Student Case Management System by five percent.

Given an increased access to technology, "Teacher Access to Technology," as measured by the School Technology and Readiness (STAR) Survey, will show an increase from 1.5 (low intermediate) to 2.0 (Intermediate).

Based on the recommendation of the Florida Department of Education, students in grades four and five will improve their fitness as evidenced by a three percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Participation of students in the elective clubs and activities collectively will increase by five percent over the 2004-2005 school year based on student enrollment in these programs.

Avocado Elementary School will improve its ranking on the State of Florida ROI index publication from the 79th percentile in 2003 to the 82nd percentile on the next publication of the index.

Appropriate strategies have been planned to be implemented to accomplish these objectives with the assistance of teachers, administrators, support staff, and parents. These strategies are designed to be used with all students and staff. The implementation of this plan will be monitored by the school advisory council as well as the school's administrative and leadership teams. The Organizational Performance Improvement Snapshot (OPIS), indicates the two weakest areas are: Item 1g (My organization asks me what I think) and Item 2a (As it plans for the future, my organization asks for my ideas). In order to increase the score of Item 1g, decision-making will be expanded to include the Leadership Team. In order to increase the score of Item 2a, EESAC notices will be sent to all staff, in addition to posting in public areas.

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.

Avocado Elementary School

VISION

Avocado Elementary School unites the community and the school by instilling the value of education and lifelong learning and by engaging the community resources to develop responsible, productive members of society.

MISSION

Avocado Elementary School's purpose is to educate by providing all students, staff, and community members with a variety of facilities, materials, and learning opportunities that will nurture the intellectual, physical, emotional, social, and creative development of each individual. Through school policies and partnerships with parents and community members, an environment will be created where children respect individuals from diverse cultures as they learn to become safe, healthy, productive, and responsible members of a democratic society. Staff accepts the responsibility to stimulate critical thinking and intellectual curiosity, encourage academic excellence, and provide a strong foundation for independent and lifelong learning.

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.

School Demographics

Avocado Elementary is a kindergarten through grade five school serving 1054 students in a rural area of South Miami-Dade County. Seventy-three percent of the students are on free or reduced price meals. Student membership consists of 19 percent white non-Hispanic, 20 percent African American, 57 percent Hispanic, and 3 percent Asian/Indian/Multiracial. Our special education student population constitutes 6 percent and our gifted enrollment constitutes 9 percent of our enrollment. The average daily rate of student attendance is 95.1 percent.

Avocado Elementary has a Title I Schoolwide Program utilizing allocated funds to defray expenditures for differentiated programs that address the specific needs of students. In addition, the school provides services which include Students with Disabilities (SWD) with an inclusion model for students diagnosed with exceptionalities; Limited English Proficiency (LEP) Program which provides instruction in English for Students of Other Languages (ESOL), and a Self-Contained Gifted Program for the South Dade Senior High School feeder pattern. In addition, Teaching Enrichment Activities to Minorities (TEAM) and an Academic Excellence Program (AEP) are offered for students who benefit from enrichment strands of instruction. These programs focus on improving the educational achievement of all students.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are 44 certified classroom teachers, four SWD teachers, three gifted program teachers, seven special area teachers, two elementary guidance counselors, one speech therapist, a computer/technology mentor, a media specialist, two reading coaches, and three full-time paraprofessionals employed at the school. Twenty-six percent of all teachers hold a Master's degree, and six percent hold a Doctor's or Specialist's degree. The ethnic makeup of the staff is 46 percent white non-Hispanic, 19 percent African American, and 36 percent Hispanic. The student-teacher ratio meets state requirements of 21.59 in Kindergarten through Grade 3 and 28.41 in Grades 4 and 5 as evidenced by data reported on the District and School Profile Report.

Two family literacy grants are currently being implemented. Project TAPAS and the Governor's Family Literacy Initiative provide funding for parent instructional workshops to increase family literacy through the use of ELLIS software.

The Florida Department of Education grades Avocado Elementary as a "B" level school. Avocado Elementary met Adequate Yearly Progress in all subgroups. The 2005 FCAT Reading Test reflects 70 percent of the students in grades three through five are reading at or above grade level, and the 2005 FCAT Mathematics Test reflects 68 percent of the students are at or above grade level, and the 2005 FCAT Writing Test reflects 77 percent of the students are meeting state standards in writing.

School Foundation

Leadership:

According to the percentage of staff who responded to the online survey, LEADERSHIP received a ranking of 4.3, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 1a (I know my organization’s mission) which received a ranking of 4.7, whereas the staff least agreed with item 1g (My organization asks me what I think)with a ranking of 4.0. The school will improve this area of weakness by sending EESAC notices to all staff, in addition to posting in public areas.

District Strategic Planning Alignment:

According to the percentage of staff who responded to the online survey, DISTRICT STRATEGICE PLANNING ALIGNMENT received a ranking of 4.1, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 2c (I know how to tell if we are making progress on my work group’s part of the plan)with a ranking of 4.3, whereas the staff least agreed with item 2a (As it plans for the future, my organization asks for my ideas) with a ranking of 4.0. The school will improve this area of weakness by sending EESAC notices to all staff, in addition to posting in public areas.

Stakeholder Engagement:

According to the percentage of staff who responded to the online survey, CUSTOMER AND MARKET FOCUS received a ranking of 4.5, which is at the half-way point between “FREQUENTLY” and “ALWAYS” mark. The staff agreed the most with question 3a (I know who my most important customers are)with a ranking of 4.7, whereas the staff agreed the least with item 3e (I am allowed to make decisions to solve problems for my customers)with a ranking of 4.4. The school will improve this area of weakness by providing teachers with additional time and resources to address customer problems.

Faculty & Staff:

According to the percentage of staff who responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 4.3, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 5b (The people I work with cooperated and work as a team) with a ranking of 4.5, whereas the staff agreed the least with item 5d (I am recognized for my work) with a ranking of 4.1. The school will improve this area of weakness by implementing an employee-of-the-month recognition program.

Data/Information/Knowledge Management:

According to the percentage of staff who responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.5, which is at the half-way point between “FREQUENTLY” and “ALWAYS” mark. The staff agreed the most with question 4a (I know how to measure the quality of my work) with a ranking of 4.7, whereas the staff agreed the least with item 4f (I get the information I need to know about how my organization is doing) with a ranking of 4.3. The school will improve this area of weakness by sharing information provided by the District at faculty meetings.

Education Design:

According to the percentage of staff who responded to the online survey, PROCESS MANAGEMENT received a ranking of 4.2, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 6b (I collect information (data) about the quality of my work)with a ranking of 4.4, whereas the staff agreed the least with item 6a (I can get all the resources I need to do my job) with a ranking of 4.0. The school will improve this area of weakness by conducting grade-level surveys of needed resources.

Performance Results:

According to the percentage of staff who responded to the online survey, BUSINESS RESULTS received a ranking of 4.4 which is above the “FREQUENTLY” mark. The staff agreed the most with question 7a (My customers are satisfied with my work)with a ranking of 4.6, whereas the staff agreed the least with item 7e (My organization removes things that get in the way of progress)with a ranking of 4.0. The school will improve this area of weakness by conducting a schoolwide survey of factors impeding progress.

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 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 1 STATEMENT:

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

Needs Assessment

Scores of the 2005 FCAT Reading Test indicate that 63 percent of the students tested made learning gains and 70 percent achieved high standards in reading. The scores reflected a three percent increase in students achieving learning gains and a six percent increase in students achieving high standards. Analyzing the data across grade levels shows evidence that third, fourth, and fifth grades will need to increase student skills in words/phrases and reference/research. The reference/research content cluster is indicated as the area of greatest need in third grade.

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 using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 73 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| Conduct on-going Instructional Improvement Team (ITT) meetings with administrative and leadership teams to ensure and direct effective application of strategies. | Leadership Team | 8/8/2005 | 5/24/2006 |
| Increase instructional time for students in grades three through five through the use of weekly intensive care units. | Teachers Reading Coaches | 8/8/2005 | 5/24/2006 |
| Implement and master the Continuous Improvement Model (CIM) utilizing the eight-step process during grade level meetings. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Disaggregate and analyze data from the 2005 FCAT Reading test of students in grades four and five to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading. | Principal Assistant Principal Teachers Reading Coaches | 8/8/2005 | 5/24/2006 |
| Implement the Comprehensive Reading Research-Based Plan (CRRP) with intensive focus on guided reading and vocabulary development in Kindergarten through grade five. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Provide an uninterrupted daily 120-minute block of reading instruction for students in kindergarten through fifth grade. | Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

The following research-based programs are used at Avocado Elementary: Houghton Mifflin Reading, Soar to Success, Read 180, Quickreads, and Voyager Passport.

Professional Development

Professional development for all teachers will include training on Houghton Mifflin Reading Series, Voyager Passport, and Riverdeep. Inservices will include training on the resources required for the implementation of the School Improvement Plan: Innovative Teaching Strategies, Best Practices, and FCAT Explorer. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Region Center initiatives. Delivery of the inservices will include demonstration lessons and mentoring of teachers by the reading coach and curriculum support personnel.

Evaluation

Weekly, monthly, and District assessments will be given to monitor student progress in order to redirect instructional activities. The Leadership Team will conduct regular meetings to share compiled data from the Progress Monitoring Reporting Network (PMRN) and Edusoft with grade level teachers. Areas of weakness and implementation of alternate strategies will be discussed. Achievement of the objective will be considered when students demonstrate increased reading comprehension, as evidenced by 73 percent of students reaching the state required mastery level as documented by the scores on the 2006 administration of the FCAT Reading Test. Additional assessment instruments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Diagnostic Assessment of Reading (DAR).

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 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 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Scores of the 2005 FCAT Mathematics Test indicate that 68 percent of the students tested made learning gains and 68 percent achieved high standards in mathematics. The scores reflected a sixteen percent decrease in students achieving learning gains and a seven percent increase in students achieving high standards. Analyzing the data across grade levels shows evidence that there was no change in the measurement, algebraic thinking, and data analysis clusters in third, fourth, and fifth grades. The geometry content cluster is indicated as the area of greatest need in third grade, while number sense has been identified as a weakness in grade five. This year's concerted instructional effort in all cluster areas should result in an increase in student achievement.

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 using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 71 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|----------|-----------|
| | | START | END |
| Increase instructional time on individual weaknesses of students in grades three through five. | Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2005 |
| Implement the Continuous Improvement Model in order to plan objectives, analyze data, redirect instruction, and make necessary modifications to instruction in grades kindergarten through five. | Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Utilize the District's Mathematics Scope and Sequence for kindergarten through grade five. | Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Provide a 60-minute uninterrupted mathematics block for grades kindergarten through five. | Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Provide students with performance-based activities incorporating the use of manipulative materials, problem solving, critical thinking, and communication in Kindergarten through grade five. | Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Conduct on-going Instructional Improvement Team (ITT) meetings with administrative and leadership teams to ensure and direct effective application of strategies. | Leadership Team | 8/8/2005 | 5/24/2006 |

Research-Based Programs

The research-based programs used at Avocado Elementary are Scott Foresman Mathematics and Riverdeep.

Professional Development

Professional development for all teachers will include training on Scott Foresman Mathematics series and Riverdeep. Inservices will include training on the resources required for the implementation of the School Improvement Plan such as: Innovative Teaching Strategies and the use of manipulative materials. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Region Center initiatives. Delivery of the inservices will include demonstration lessons and mentoring of teachers by trained personnel.

Evaluation

Weekly, monthly, and District assessments will be given to monitor student progress in order to redirect instruction activities and will occur on an on-going basis. The Leadership Team will conduct regular meetings to share compiled data from Edusoft with grade level teachers. Areas of weakness and implementation of alternate strategies will be discussed. Achievement of the objective will be considered when students demonstrate increased mathematics skills, as evidenced by 71 percent of students reaching the state required mastery level as documented by the scores on the 2006 administration of the FCAT Mathematics Test.

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:

All students will be able to communicate effectively through writing.

Needs Assessment

The results attained from the 2005 FCAT Writing Test indicate that 77 percent of the students tested achieved high standards in writing. The scores reflect a 16 percent decrease in students meeting state standards. The data revealed a decrease in the narrative writing mean score of 0.3 points. Analyzing the combined results data in grade four indicates evidence that no change was made from the 2004 administration of the FCAT Writing Test. The needs assessment reveals that students require further development in the writing benchmarks. It is determined that improvement is needed in narrative writing as well as expository. Intensive professional development is required for all fourth grade teachers in order to further develop their writing instruction and rubric scoring proficiency. Ongoing monthly assessments and data analysis will continue to direct instruction.

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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 78 percent of the students reaching the state required mastery level as documented by the scores of the 2006 FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Implement and master the Continuous Improvement Model (CIM) utilizing the eight-step process during grade level meetings. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Plan, implement, and monitor a schedule for writing using the Continuous Improvement Model that includes daily instruction and weekly practice opportunities across the curriculum in Kindergarten through grade five. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Utilize writing prompts for grades two through five to ensure that students learn effective narrative and expository planning and writing techniques. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Group fourth grade students by ability level for writing instruction. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, and magic words in grades two through five. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Incorporate classroom journal writing to provide additional writing opportunities in Kindergarten through grade five. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Identify students not meeting state writing requirements, as determined upon analysis of writing scores data, and offer tutorial services to assist in enhancing writing skills in grade four. | Teachers Reading Coaches Assistant Principal Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

The research-based program used at Avocado Elementary is the writing component of the Houghton Mifflin Reading series.

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, scoring of student writing samples using the rubric, pre-writing skills, effective use of writing organizers, vocabulary development, and editing. Delivery of inservices will include demonstration lessons and mentoring of teachers by the Reading Coach.

Evaluation

Writing pre/post-tests and monthly assessments will be used to monitor the writing objective. Students will demonstrate increased writing skills, as evidenced by 78 percent of the students reaching the state required mastery level of 3.5 or above, as documented on the 2006 FCAT Writing Test.

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 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 4 STATEMENT:

All students will be able to apply the scientific method.

Needs Assessment

The results of the 2005 Science test administration reflect scoring a mean scale score of 273. The scores reflect an increase of 25 mean average points over the 2004 administration score. The scores also indicate that we are performing below the District's mean scale score of 286. To demonstrate adequate improvement in science, mean scale scores will need to be increased by 13 points. The data reflects that all cluster groups had either no change or an increase in percentage correct. There is an indication that the weakest cluster group is Earth/Space, scoring below the 50 percent mark with an average mean of 46 percent correct. On-going data analysis amongst grade group members regarding progress of monthly assessments will drive instruction. Additionally, professional development, and scientific thinking skills will be addressed.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score of 286 as documented by the 2006 FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|----------|-----------|
| | | START | END |
| Implement and master the Continuous Improvement Model (CIM) utilizing the eight-step process during grade level meetings. | Teachers Grade Chairs Reading Coaches Media Specialist Technology Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses and develop an instructional focus calendar for fifth grade students. | Leadership Team | 8/8/2005 | 5/24/2006 |
| Incorporate effective teaching strategies in Kindergarten through grade five using the Continuous Improvement Model to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands-on activities, and using problem-solving/critical thinking strategies. | Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Identify a school-wide Mathematics/Science facilitator to enhance delivery of the District's Science Scope and Sequence, provide professional development and serve as resource personnel. | Principal EESAC Chair | 8/8/2005 | 5/24/2006 |
| Provide a dedicated space and resources for a school-based science lab for students in grades two through five. | Principal Assistant Principal | 8/8/2005 | 5/24/2006 |
| Promote the use of computer-assisted research and investigation to enhance scientific learning in Kindergarten through grade five. | Mathematics/Science Facilitator Technology Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Encourage the participation in a school-wide Mathematics/Science Family Night that will showcase student achievement and provide strategies for parents to support the use of | Teachers Mathematics/Science Facilitator Community Involvement Specialist Assistant Principal | 8/8/2005 | 5/24/2006 |

| | | |
|---|-----------|--|
| scientific inquiry at home in real life situations. | Principal | |
|---|-----------|--|

Research-Based Programs

The research-based program used at Avocado Elementary is the McGraw Hill Science series.

Professional Development

The teachers will be given the opportunity to participate in professional development training that will include: use of hands-on activities, focus on the four science clusters, the scientific thinking, and managing and guiding cooperative groups. Delivery of inservices will include demonstration lessons and mentoring of teachers by the school's Mathematics/Science facilitator.

Evaluation

Quarterly site-authored assessments will be used to analyze progress and redirect instruction for reinforcement, and/or enrichment. Achievement of the objective will be considered when students demonstrate improvement in science concepts and knowledge as evidenced by a mean scale score of 286 on the 2006 administration of the FCAT Science Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

The data reflected on the 2004-2005 Title I Parent Outreach Report indicated 5,604 parents attended school-related activities. The logs of the Community-Based Partnerships indicated no active organizations participating as Dade Partners. The level of involvement of community-based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, annual attendance at Title I Workshops for parental and community involvement will increase by five percent above the 2004-2005 level of participation.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|----------|-----------|
| | | START | END |
| Provide parent instructional workshops to increase family literacy through the daily use of ELLIS software. | ESOL Teacher Community Involvement Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Provide monthly Title I informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related health issues, direction for their own personal educational growth, and the use of technology. | Community Involvement Specialist Teachers Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Provide and maintain a parent resource center with instructional materials for check-out and use at home by the school's Community Involvement Specialist. | Community Involvement Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters/calendars, parent/teacher conferences, and home visits. | Teachers Community Involvement Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Utilize the Parent Compact (Title I Parent Contract) to encourage their active involvement and support in both school and home based learning. | Teachers Community Involvement Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Include parent's active participation in decision-making groups such as Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC). | Community Involvement Specialist PTA EESAC Chair Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Facilitate special 'Family Night' activities such as Open House, Title I Parent Orientation, Mathematics/Science Fun Night, and FCAT Literacy Night to encourage additional opportunities for parental involvement. | Teachers Community Involvement Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |

| | | | |
|--|--|----------|-----------|
| Inform parents of the District offered Parent Academy. | Community Involvement Specialist Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
|--|--|----------|-----------|

Research-Based Programs

The research-based programs used at Avocado Elementary are English Language Learning and Instruction Software and The National PTA.

Professional Development

Parents will be offered and encouraged to participate in the following activities: District-offered Parent Academy, Governor's Family Literacy Initiative, Project TAPAS, and Region Center/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth. The Title I Community Involvement Specialist will attend orientation meetings and trainings throughout the year to raise their level of expertise in the area of parental communication and resources.

Evaluation

Parental and community involvement will show a five percent increase above the 2004-2005 level of participation, as reflected in activity/workshop sign-in sheets, logs of attendance, and the Title I Parent Outreach Report.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

The data from the Student Case Management System indicates that there were 182 referrals for general disruptive conduct, 80 for fighting, 27 for rude and discourteous and 25 for use of provocative language for a total of 314 referrals made by teachers in 2004-2005. The information indicates a need for reduction in the amount of referrals made to the Student Case Management System. A decrease in negative behaviors along with a proactive approach to discipline will help to create a safe and orderly environment.

Measurable Objective

Given professional development in classroom management skills and referral guidelines teachers will reduce the number of referrals in the Student Case Management System by five percent.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|----------|-----------|
| | | START | END |
| Teachers will follow referral guidelines to ensure that at least one attempt is made for parent contact before a referral is completed. | Teachers Counselors Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| School administration will provide professional development for teachers on classroom management skills. | Counselors Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Identify teachers to serve as mentors of new teachers in order to improve their classroom management abilities. | Teachers Counselors Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Conduct a survey of teachers to identify problem areas in classroom behaviors so that they may be addressed during professional development. | Counselors Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Implement Proudly Infusing Nonviolence (PIN) program. | Counselors Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Implement a school-wide character education calendar with strategies which all teachers will use throughout the year. | Teachers Media Specialist Counselors Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Participate in the school-based Be A Mentor (BAM) program to help guide selected students and mentor them on a one-on-one basis. | Teachers Counselors Assistant Principal Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

The research-based program used at Avocado Elementary is Proudly Infusing Nonviolence(PIN).

Professional Development

Professional Development will be provided by school administrators to all teachers in the implementation of referral guidelines and classroom management skills. Counselors will provide training on Conflict Resolution, Character Education, and counseling at-risk students.

Evaluation

The Student Case Management Report will be analyzed monthly. The objective will be achieved when the number of teacher referrals to the Student Case Management System is reduced by five percent.

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

The 2004 School Technology and Readiness Survey (STAR) showed that "Teacher Access to Technology" to be the lowest area of progress for Avocado Elementary School.

Measurable Objective

Given an increased access to technology, "Teacher Access to Technology," as measured by the School Technology and Readiness (STAR) Survey, will show an increase from 1.5 (low intermediate) to 2.0 (Intermediate).

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Provide for the purchase of additional computers and SmartBoards for classrooms. | Principal EESAC Chair PTA | 8/8/2005 | 5/24/2006 |
| Identify a teacher to serve as the Technology Mentor for Enhancing Education Through Technology (EETT) grant. | Principal EESAC Chair | 8/8/2005 | 5/24/2006 |
| Use technology as a means to retrieve, evaluate, and use information related to student progress. | Teachers Technology Mentor Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Provide training for teachers in the use of SmartBoards and additional hardware. | Teachers Technology Mentor Assistant Principal Principal | 8/8/2005 | 5/24/2006 |
| Provide intense developmental workshops for teachers in Kindergarten through grade five to learn Bst Practices and increase the use of technology. | Teachers Technology Mentor | 8/8/2005 | 5/24/2006 |

Research-Based Programs

N/A

Professional Development

All teachers will participate in technology workshops during professional development faculty meetings each month. These workshops will focus on Electronic Gradebook, Smart Boards, Internet-based lessons, and Microsoft Office. An additional group of fifteen teachers will participate in the Enhancing Education Through Technology (EETT) grant to increase the intergration of technology and instruction.

Evaluation

Teacher responses on the next administration of the STAR Survey will be used to measure growth. Teacher responses on the subsection "Teacher Access to Technology" will show an increase from Low Intermediate to Intermediate.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 85 percent of all students tested were award winners. One hundred twenty-five received gold awards, 77 received silver for a total of 202 awards. These results indicate a need for students to become more physically active and health conscious.

Measurable Objective

Based on the recommendation of the Florida Department of Education, students in grades four and five will improve their fitness as evidenced by a three percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| Provide activities that promote the attainment of knowledge in food and nutrition to raise health awareness. | Physical education teachers Teachers | 8/8/2005 | 5/24/2006 |
| Direct and oversee students' participation in activities in order to prepare for the FITNESSGRAM. | Physical education teachers | 8/8/2005 | 5/24/2006 |
| Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness. | Physical education teachers Teachers | 8/8/2005 | 5/24/2006 |
| Notify parents in writing when students are not meeting physical education requirements. | Physical education teachers | 8/8/2005 | 5/24/2006 |
| Educate parents on health & nutrition, and physical fitness through Title I Parent workshops. | Physical education teachers Community Involvement Specialist | 8/8/2005 | 5/24/2006 |

Research-Based Programs

The school uses the FITNESSGRAM as measure of student physical fitness.

Professional Development

New physical education teachers will be trained in the use of the FITNESSGRAM program by existing experienced physical education teachers.

Evaluation

Mastery of the objective will be met as evidenced by an increase of three percent of the students passing the 2005-2006 FITNESSGRAM.

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The data from the enrollment logs of the various 2004-2005 students clubs and activities indicate that 65 students participated. This reflects five percent of the student enrollment for 2004-2005. Focus needs to be directed towards increasing percentage of students enrolled in the elective clubs and activities.

Measurable Objective

Participation of students in the elective clubs and activities collectively will increase by five percent over the 2004-2005 school year based on student enrollment in these programs.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Send fliers home with students in English, Spanish, and Creole inviting students to participate in clubs and activities. | Club/Activity sponsors | 8/8/2005 | 5/24/2006 |
| Post enrollment information on the school web site. | Activity/Club Sponsors Media Specialist Technology Mentor | 8/8/2005 | 5/24/2006 |
| Identify activity/club sponsors and provide salary supplements as needed. | Principal | 8/8/2005 | 5/24/2006 |
| Display posters around the school to advertise student clubs and activities. | Club/Activity Sponsors | 8/8/2005 | 5/24/2006 |
| Advertise open enrollment for a variety of student clubs and elective activities via morning announcements. | Club/Activity Sponsors Media Specialist | 8/8/2005 | 5/24/2006 |

Research-Based Programs

N/A

Professional Development

The teachers/sponsors will research and stay abreast of current student club trends through the use of professional journals and the Internet.

Evaluation

Participation of students in the elective clubs and activities will increase by five percent over the 2004-2005 school year based on student enrollment in these programs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Avocado Elementary School will improve its statewide ranking on the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Avocado Elementary School ranked at the 79th percentile on the State of Florida ROI index.

Measurable Objective

Avocado Elementary School will improve its ranking on the State of Florida ROI index publication from the 79th percentile in 2003 to the 82nd percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|----------|-----------|
| | | START | END |
| Become more informed about the use of financial resources in relation to school programs. | Principal Assistant Principal Teachers | 8/8/2005 | 5/24/2006 |
| Collaborate with the district on resource allocation. | Principal Assistant Principal | 8/8/2005 | 5/24/2006 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal Assistant Principal | 8/8/2005 | 5/24/2006 |
| Consider shared use of facilities, partnering with community agencies. | Principal Assistant Principal | 8/8/2005 | 5/24/2006 |
| Compare school budget and expenditures to student performance gains on interim assessments. | Leadership Team | 8/8/2005 | 5/24/2006 |

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Avocado Elementary School will show progress toward reaching the 82nd percentile.

EESAC Compliance

| YES | NO | |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <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> |

Budget:

The EESAC recommended allocating funds to provide materials and classroom assistants to support the instructional program.

Training:

The EESAC recommended specific staff development for reading, mathematics, writing, and science.

Instructional Materials:

The EESAC recommended the purchase of materials to support the instructional program.

Technology:

The EESAC recommended the purchase of additional software licenses and to upgrade necessary hardware.

Staffing:

The EESAC recommended to provide classroom assistants and supported the reduction of the student-teacher ratio.

Student Support Services:

The EESAC recommended a variety of programs and agencies to complement student support services.

Other Matters of Resource Allocation:

The EESAC recommended the allocation of school funds on an equitable basis to all school programs and grade levels to the degree of support for the overall school improvement plan.

Benchmarking:

The EESAC recommended weekly and monthly assessment to monitor student achievement and progress in reading, mathematics, writing, and science.

School Safety & Discipline:

The EESAC recommended a program to support rewarding positive student behavior both inside and outside the classroom.

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