
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0271 - Bent Tree Elementary School

FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Dr. Esther Visiedo-Villaverde

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Bent Tree Elementary School

Bent Tree Elementary is a school of 618 students located in the West Kendall area of Miami, Dade County. The school is 90% Hispanic, 6.5% White, 1.0% Black, and 2.5% other. Twenty-nine percent of the students are enrolled in the ESOL Program and sixty-six percent of the students participate in the Free/Reduced Lunch program. Bent Tree Elementary offers a variety of special programs to meet the needs of our students. Our programs include Gifted, SPED Inclusion Model in grades 2-5, Extended Foreign Language (EFL), Academic Excellence Program (AEP), Enrichment Lab, and After School Home Learning Tutorial Lab.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their reading skills as evidenced by increasing one percent of the students scoring FCAT Achievement 3 or higher in the 2006 administration of the FCAT Reading assessment as compared to the 2005 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by increasing one percent of the students scoring FCAT Achievement level 3 or higher in the 2006 administration of the FCAT Mathematics assessment as compared to the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards students in grade four will improve their writing skills as evidenced by 90 percent of students scoring 3.5 or higher on the 2006 administration of the FCAT Writing assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by a minimum two point increase in students' mean scale score on the 2006 FCAT Science assessment administration.

Given a continued emphasis on meaningful parental involvement in the education of their children, parental participation will increase as evidenced by a two percentage point increase in the number of parents attending school services as compared to the 2004-2005 sign-in logs.

Given information as presented in the Code of Student Conduct the number of student referrals will decrease by two percent during 2005-2006 as compared to the number of student referrals from 2004-2005.

Given instruction based on the Sunshine State Standards, students in grades K-5 will increase their access to technology to a stage 2.5 as evidenced by the 2005 STAR School Profile.

The school will demonstrate an increase of three percent in the number of student awards as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Given instruction using the Sunshine State Standards, students in grade one through five will improve student achievement in Art by increasing two percent the number of students participating in community and in-house exhibitions.

Bent Tree Elementary School will improve its ranking on the State of Florida ROI index publication from the 58% percentile in 2003 to the 63% percentile on the next publication of the index.

Strategies to be implemented in order to achieve the goals are: implementing a successful tutorial program which focuses on student achievement in the areas of reading and mathematics; students will be encouraged and instructed in the use of technology to access on-line web resources that place an emphasis on skills that will be evaluated in the classroom and on state assessments; the parent resource center in conjunction with the after-school care tutorial home learning lab will provide in-services and resources to parents and the community. Additional strategies to address at risk students will include programs such as conflict resolution, Enrichment Lab (E-Lab) remedial reading, and after-school care tutorial services provided for students who are Limited English Proficient.

Based on the results of the Organizational Performance Improvement Snapshot survey one area for improvement was identified as the area in which our staff had the least knowledge of how our site is doing financially. Another area identified by our staff was an apparent lack of resource availability to perform their jobs. We selected these two areas due to their lowest average score rankings. The administration will provide in-services in the areas of fiscal management to create a better understanding of our overall financial standings. We will also administer a needs assessment survey to our staff to determine the type of resources necessary to facilitate student learning and how they will utilize these resources to impact student achievement.

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.

Bent Tree Elementary School

VISION

Bent Tree Elementary advocates excellence through the provision of high academic standards and the infusion of character education in an effort to create well-rounded individuals who will be an asset to the community and exemplary citizens, the conveyance of the importance of goal-setting and home, school, and community connections, and the relevance of technology and the Internet as avenues to future success.

MISSION

The goal of Bent Tree Elementary is to give all students the tools needed to become active learners, to access information, synthesize ideas and solve real world problems. Technology will help prepare the students to meet the challenges of tomorrow.

CORE VALUES

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

Bent Tree Elementary is located on 5.65 acres at 4861 SW 140 Avenue. It is a school of 618 students located in the West Kendall area of Miami-Dade County. The 14 building campus is adjacent to Bent Tree Park and a newly constructed commercial office complex. The 23 year old school has been retro-fitted to provide Internet access to 100% of the classrooms, each having a minimum of two computers. Several private schools are within close boundaries of Bent Tree Elementary. They include St. Kevin Catholic School, Mother of Christ Catholic School, and Good Shepard Catholic School. Additionally there is one nearby public charter school, Pinecrest Preparatory Academy that draws students from the same boundaries that Bent Tree does.

The student population is 90% Hispanic, 6.5 White, 1.0% Black, 2.5 other. Twenty-nine percent of the students are Limited English Proficient and sixty-six percent of the students participate in the Free/Reduced Lunch Program. Because of the relatively average to 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. This school employs a total of 58 full-time staff members and 13 part-time staff members. Of this group, two are administrators, 25 are classroom teachers, 4 are exceptional student education (SPED) teachers (including two gifted and two varying exceptionalities), nine are special area teachers, one is a media specialist, one is a speech pathologist, one is a guidance counselor, two are classroom paraprofessionals, six are clerical employees nine are cafeteria workers, one is a security monitor and six are custodial workers. Of the teaching staff, the average length of time teaching in Florida is 17 years. Thirty-eight percent of the staff has advanced degrees, 33% have a Master's degree, 5% have PhD's or Specialist degrees and 1% has National Certification. The school counselor is instrumental in identifying the neediest families and providing direct assistance and references to appropriate Social Service agencies.

Bent Tree is proud to have met all of the criteria mandated by the state as we have received an "A" from The Florida Department of Education for the last 5 years. We are also participating in the EETT (Enhancing Education Through Technology); a federal awarded grant from our school district to service our Limited English Proficient students during our After School Care program; and a Title III ESOL Technology Grant which provides a computer lab with resources for our LEP students.

Bent Tree Elementary is open to innovative programs that will help our students achieve academic excellence while maintaining alignment with district mandates. In order to face our greatest challenge in the area of parental involvement our school is committed to the community by encouraging parents to collaborate with our staff and be active participants in their child's education. We will continue to offer monthly parenting courses in the areas of communication, discipline, academic resources and assessments and district and state assessments. In order to meet these needs our Home Learning Lab will provide access to our parents, students and community with extended after school hours.

School Foundation

Leadership:

Based on the findings of the Organizational Performance Improvement Snapshot Survey, our staff rated this category with an averaged score of 4.2. This category addresses issues that relate to how the leadership sets direction for the schools, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school. Our open door policy of communication will continue to strengthen a positive working environment for our staff.

District Strategic Planning Alignment:

Based on the findings of the Organizational Performance Improvement Snapshot Survey our staff rated this category with an averaged score of 4.0. This category analyzes the goals and objectives of the school and the involvement of its employees in the development of said goals. We will continue to include staff in the decision making process as it relates to our goals and objectives.

Stakeholder Engagement:

Based on the findings of the Organizational Performance Improvement Snapshot Survey our staff rated this category with an averaged score of 4.3. This category addresses the level of satisfaction of its customers. We will continue to engage our customers in their sense of ownership as it relates to the education of the students.

Faculty & Staff:

Based on the findings of the Organizational Performance Improvement Snapshot Survey our staff rated this category with an averaged score of 4.2. This section will analyze the existence and impact of a team approach to the overall function of the School. Teacher Mentoring Programs: PACES Mentor Teams, Beginning Teacher Support Assistance, Tech-Mentor Grant, National Board Mentoring. We will continue the team approach as it relates to collaboration in developing and supporting District recommended programs.

Data/Information/Knowledge Management:

Based on the findings of the Organizational Performance Improvement Snapshot Survey our staff rated this category with an averaged score of 4.4. This category addresses the knowledge and ability to utilize data to monitor the progress of its employees and school functions. Our school will continue to analyze data in order to maintain and expand employee knowledge of their overall job performance.

Education Design:

Based on the findings of the Organizational Performance Improvement Snapshot Survey, our staff rated this category with an averaged score of 4.2. This category delineates processes that drive the function of the school. We will

continue to implement the following: Extended Learning Opportunities: after school peer collaboration sharing workshop and in-service experiences. School-wide Improvement Model: Plan/Do/Study/Act implemented throughout school wide curricular planning. Advanced Courses Initiatives & Post Unitary Commitments: Technology training and opportunities to extend learning experiences.

Performance Results:

Based on the findings of the Organizational Performance Improvement Snapshot Survey, our staff rated the overall function of our school at 4.2. This section analyzes additional areas that this process has impacted. We will continue to work toward providing information relevant to the disbursement of available resources in relation to school programs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve student achievement in Reading by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

Needs Assessment

Scores on the 2005 administration of the FCAT Reading assessment indicates that 77% of students are reading at or above grade level, while 72% of students made a year’s worth of progress in reading. Additionally, 71% of students in the lowest 25% made a year’s worth of progress in reading.

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 three through five will improve their reading skills as evidenced by increasing one percent of the students scoring FCAT Achievement 3 or higher in the 2006 administration of the FCAT Reading assessment as compared to the 2005 FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Develop and administer grade level weekly assessments based on timelines to represent a minimum of one grade per week per student by using FCAT task cards or the basal series. | Teacher | 08/08/2005 | 05/24/2006 |
| Utilize a minimum of two trade book class sets per grading period in the instructional reading program to increase students' exposure to a wide variety of reading material, including fiction and non-fiction. | Teacher | 08/08/2005 | 05/24/2006 |
| Continue to implement the Home Learning Lab in order to provide students assistance with their home learning. | Media Specialist | 08/08/2005 | 05/24/2006 |
| Utilize grade level timelines that include the identification of skills to be taught and basal connections to ensure that all Sunshine State Standards are being addressed. | Teacher | 8/8/2005 | 5/24/2006 |
| Maintain an enrichment lab which will be implemented and monitored by a certified teacher and/or trained paraprofessional who will work with students in small groups identified to be in need of remediation, specifically students scoring in the lowest 30 % to address specific, data-driven needs. | Reading Leader | 08/08/2005 | 05/24/2006 |
| Provide teacher access to SPI in order to utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while assessing their departmental action plans. | Administration | 8/8/2005 | 5/24/2006 |
| Utilize the Continuous Improvement Model (CIM) to assess data to drive instruction and target remediation in order to maximize student achievement as indicated by the Comprehensive Research-Based Reading Plan. | Teacher | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Bent Tree Elementary is using the Houghton Mifflin state adopted, research based core reading and language arts program.

Professional Development

Data Analysis Inservice, CRISS Training, Accelerated Reader, Riverdeep in-house training, Enrichment Lab (E-Lab)

Evaluation

This objective will be evaluated by scores on the 2006 administration of the FCAT Reading assessment. Site-generated pre/interim/post assessments will provide formative assessment which will be used to monitor progress toward the objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Improve student achievement in mathematics by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

Needs Assessment

Scores on the 2005 administration of the FCAT mathematics assessment indicates that 71% of students are performing at or above grade level, while 73% of students made a year's worth of progress in mathematics.

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 three through five will improve their mathematics skills as evidenced by increasing one percent of the students scoring FCAT Achievement level 3 or higher in the 2006 administration of the FCAT Mathematics assessment as compared to the 2005 FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Continue to implement the Home Learning Lab in order to provide students assistance with their Home Learning. | Media Specialist | 08/08/2005 | 05/24/2006 |
| Utilize mathematics manipulative, instructional games, and the textbook publisher's website in all grade levels to improve mathematics problem-solving skills. | Teachers | 08/08/2005 | 05/24/2006 |
| Implement a school-wide "Problem of the Day" program in order to improve students' mathematics problem-solving skills. | Teachers | 8/8/2005 | 05/24/2006 |
| Develop and administer grade level weekly assessments based on time lines to represent a minimum of one grade per week per student by using FCAT task cards or the Math basal series scope and sequence. | Teacher | 08/08/2005 | 05/24/2006 |
| Utilize grade level timelines that include the identification of skills to be taught and basal connections to ensure that all Sunshine State Standards are being addressed. | Teacher | 08/08/2005 | 05/24/2006 |
| Provide teacher access to SPI in order to utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while assessing their departmental action plans. | Administration | 08/08/2005 | 05/24/2006 |
| Utilize the Continuous Improvement Model (CIM) to assess data to drive instruction and target remediation in order to maximize student achievement, implemented through staff development and regular grade group meetings. | Teacher / Assistant Principal | 08/08/2005 | 05/24/2006 |

Research-Based Programs

Bent Tree Elementary will utilize the Scott Foresman state adopted, research-based core mathematics program.

Professional Development

Data Analysis training, Publisher-provided in-services, Grade level planning to share best educational practices.

Evaluation

This objective will be evaluated by scores on the 2006 administration of the FCAT Mathematics assessment. Site-generated pre/interim/post assessments will provide formative assessment which will be used to monitor progress toward this objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Improve student achievement in writing by providing students data-driven instruction and targeted remediation, supported by appropriate staff development.

Needs Assessment

Scores on the 2005 FCAT Writing assessment indicate that 89% of students are meeting state standards in writing. Additionally, 92% of students scored 3.5 or above on the expository assessment, 87% scored 3.5 on the narrative assessment for a combined percentage of 88%.

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 90 percent of students scoring 3.5 or higher on the 2006 administration of the FCAT Writing assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|------------|------------|
| | | START | END |
| Administer monthly prompts to use as learning and assessment tools in order to provide appropriate intervention to individual students. | Teacher | 08/08/2005 | 05/24/2006 |
| Maintain an Enrichment Lab which will be implemented and monitored by a certified teacher and/or trained paraprofessional. | Reading Leader | 08/08/2005 | 05/24/2006 |
| Continue to implement the Home Learning Lab in order to provide students assistance with their Home Learning. | Media Specialist | 08/08/2005 | 05/24/2006 |
| Continue to provide parents with workshops that will assist them in monitoring their child's writing development. | Teacher / Assistant Principal | 08/08/2005 | 05/24/2006 |
| Utilize grade level timelines that include the identification of skills to be taught to ensure that all Sunshine State Standards are being addressed. | Teacher | 08/08/2005 | 05/24/2006 |
| Provide teacher access to SPI in order to utilize the Academic Improvement Plan process to individualize instruction to meet the needs of lower performing students while assessing their departmental action plans. | Administration | 08/08/2005 | 05/24/2006 |

Research-Based Programs

Bent Tree Elementary is using the Houghton Mifflin state adopted, research based core reading and language arts program.

Professional Development

Data analysis training, CRISS training, grade level meetings to share educational best practices

Evaluation

The evaluation component will include the 2006 FCAT as the final data of evaluation, but will also incorporate the district and school generated assessments as progress monitoring tools.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Improve student achievement in Science by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

Needs Assessment

Scores on the 2005 FCAT Science administration indicate that students in grade 5 achieved a mean score of 292. This compares with a State mean score of 296 and a District mean score of 296.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by a minimum two point increase in students' mean scale score on the 2006 FCAT Science assessment administration.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|------------|------------|
| | | START | END |
| Apply interactive technology and hands on activities which will allow students to transform abstract ideas into concrete models in order to promote students' scientific literacy, logical reasoning, critical thinking, and their ability to apply these skills to solve real world problems. | A.E.P. teacher | 08/08/2005 | 05/24/2006 |
| Utilize assessment data to drive instruction and target remediation in order to maximize student achievement. This will be implemented through staff development and regular grade group meetings. | Teacher / Assistant Principal | 08/08/2005 | 05/24/2006 |
| Utilize grade level timelines that include the identification of skills to be taught and basal connections to ensure that all Sunshine State Standards are being addressed. | Teacher | 08/08/2005 | 05/24/2006 |
| Provide in-house fieldtrips that involve Science related topics and materials in order to broaden students' exposure to realistic science situations and therefore increase students' achievement in Science. | Media Specialist Grade Level Chairs | 08/08/2005 | 05/24/2006 |
| Provide opportunities for hands-on lessons at all grade levels to develop critical thinking skills in the field of science following the Science Scope and Sequence. | Teachers | 08/08/2005 | 05/24/2006 |

Research-Based Programs

Bent Tree Elementary will utilize the Silver Burdett-Ginn state-adopted, research-based series.

Professional Development

Data analysis inservice, Grade-level planning to share educational best practices.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Science assessment. Pre and Post site-authorized assessments will provide formative assessment which will be used to monitor progress toward the objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase parental involvement by providing parents an avenue to become more involved with Bent Tree Elementary.

Needs Assessment

The Parent sign-in logs from 2004-2005 school year indicate that 70% of parents attended a minimum of one school function during the school year. The 2004-2005 staff survey questionnaires indicate that 100 percent of our teachers stated that student performance would improve if parents attend more school functions.

Measurable Objective

Given a continued emphasis on meaningful parental involvement in the education of their children, parental participation will increase as evidenced by a two percentage point increase in the number of parents attending school services as compared to the 2004-2005 sign-in logs.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Distribute a monthly parent and activity calendar with suggestions for home learning. | Counselor | 08/08/2005 | 05/24/2006 |
| Distribute a Parent Student Handbook detailing programs and policies at Bent Tree Elementary. | Administration | 08/08/2005 | 05/24/2006 |
| Provide access to the internet to all Bent Tree families to gain instruction in Home Learning and assessment preparation during after school hours. | Media Specialist | 08/08/2005 | 05/24/2006 |
| Continue to publish current information regarding school events through the school website. | Administration/Webmaster | 08/08/2005 | 05/24/2006 |
| Continue the after school Home Learning Lab in the Media Center four days a week. | Media Specialist | 08/08/2005 | 05/24/2006 |
| Provide in-house parent workshops and promote the Parent Academy as monitored through a sign-in log. | Administration | 08/08/2005 | 05/24/2006 |

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

Professional Development

Staff development on parental involvement including District guidelines regarding volunteers.

Evaluation

This objective will be evaluated based on the number of parents who sign the 2005 -2006 sign-in attendance logs. The sign-in logs will be monitored quarterly in order to ensure progress towards the objective and make adjustments to parental involvement programs as needed.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Improve discipline and safety by providing a safe learning environment supported by appropriate staff development.

Needs Assessment

The 2004-2005 Student Case Management Report indicates a need to reduce the number of general disruptive conduct incident reports.

Measurable Objective

Given information as presented in the Code of Student Conduct the number of student referrals will decrease by two percent during 2005-2006 as compared to the number of student referrals from 2004-2005.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|------------|------------|
| | | START | END |
| Implement P.I.N. curriculum (Proudly Infusing Non-Violence) | Counselor | 08/08/2005 | 05/24/2006 |
| Continue weekly Lunch Bunch groups to provide self-esteem support and counseling. | Counselor | 08/08/2005 | 05/24/2006 |
| Provide planning support to implement Character Education lessons in the classroom. | Counselor | 08/08/2005 | 05/24/2006 |
| Provide counseling based on parent and teacher requests to address a variety of needs. | Counselor | 08/08/2005 | 05/24/2006 |
| Reward classes completing 100% attendance chart with an ice cream party. | Assistant Principal | 08/08/2005 | 05/24/2006 |
| Reward classes with outstanding behavior in the cafeteria during lunch. | Assistant Principal | 08/08/2005 | 05/24/2006 |
| Share effective classroom management strategies during weekly grade level meetings. | Teacher | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Bent Tree Elementary will use the P.I.N. (Proudly Infusing Non-Violence) curriculum, Miami-Dade County Public Schools Human Growth and Development curriculum and the Character Education curriculum.

Professional Development

AIDS training, Miami-Dade County Public Schools Human Growth and Development training, Hepatitis B training, and other workshops provided by the Division of Life Skills as indicated in Professional Development Plans.

Evaluation

This objective will be evaluated based on the number of student case management reports for the 2005-2006 school year. Improvement in attendance will be monitored quarterly.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

To improve student achievement in technology based learning by providing students data-driven instruction and targeted remediation, supported by appropriate staff development.

Needs Assessment

Based on our 2004 Star School Profile results, our students access to technology is at stage 2.3 (intermediate level) and students use of technology is at 2.4 (advanced level) which shows a need to improve student access to technology.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades K-5 will increase their access to technology to a stage 2.5 as evidenced by the 2005 STAR School Profile.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|------------|------------|
| | | START | END |
| Implement lessons in the computer lab created by COHORT I. | Tech Mentor | 08/08/2005 | 05/24/2006 |
| Establish a technology committee to provide staff support. | Media Specialist | 08/08/2005 | 05/24/2006 |
| Continue teacher training through the E.E.T.T (Enhancing Education through Technology Act). | Tech Mentor | 08/08/2005 | 05/24/2006 |
| Continue the availability of computers for on site after school care use for students and families. | Media Specialist / After School Care Manager | 08/08/2005 | 05/24/2006 |
| Establish a mini computer lab to service ESOL students. | E.S.O.L. Teacher | 08/08/2005 | 05/24/2006 |
| Continue scheduled computer lab classes for grades 1-5. | Media Specialist/Computer Lab Assistant | 08/08/2005 | 05/24/2006 |

Research-Based Programs

Atomic Learning, Riverdeep, STAR

Professional Development

E.E.T.T. training, Accelerated Reader, District Workshops, In-house training

Evaluation

This objective will be evaluated by an improvement in the STAR School Profile.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

To properly assess both student fitness performance and programmatic success, it is recommended that all schools administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

The school will demonstrate an increase of three percent in the number of student awards as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Ensure that an appropriate amount of instructional time is dedicated to fitness related activities. | P.E. Coach | 08/08/2005 | 05/24/2006 |
| Analyze ongoing skills test to provide valid measures of student improvement in the FITNESS GRAM. | P.E. Coach | 08/08/2005 | 05/24/2006 |
| Implement activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance. | P.E. Coach | 08/08/2005 | 05/24/2006 |
| Monitor the physical education program to ensure that coaches select activities specifically related to assessment component items. | P.E. Coach | 08/08/2005 | 05/24/2006 |

Research-Based Programs

Bent Tree Elementary will implement the FITNESSGRAM.

Professional Development

Physical education will attend Professional Development provided by the Life Skills Department as indicated on their Professional Development Plans.

Evaluation

This objective will be evaluated by an increase in students receiving FITNESSGRAM awards.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Improve student achievement in Art, students in grades one through five will participate in community and in-house exhibitions.

Needs Assessment

There is a need to increase the number of students participating in exhibitions in comparison to the number of students who participated in exhibitions in 2004-2005.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade one through five will improve student achievement in Art by increasing two percent the number of students participating in community and in-house exhibitions.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Include students in grade 1 in the Art program during their Enrichment Cycle. | Art Teacher | 08/08/2005 | 05/24/2006 |
| Select a student "Masterpiece of the Month" which will be displayed in the Media Center. | Art Teacher | 08/08/2005 | 05/24/2006 |
| Recognize students each quarter on the school announcements for outstanding achievement in a selected Art goal. | Art Teacher / WBTE crew | 08/08/2005 | 05/24/2006 |
| Select students to participate in a fieldtrip to a local museum. | Art Teacher | 08/08/2005 | 05/24/2006 |
| Implement a program for students to produce writings in response to Art work that will be featured on the school's website. | Art Teacher / Webmaster | 08/08/2005 | 05/24/2006 |

Research-Based Programs

Bent Tree Elementary school's Art program will feature a variety of components designed to appeal to students' and families' varied educational, cultural and linguistic needs. In addition the National Endowment of the Arts will be used as a resource in the development of Art Programs and exhibits.

Professional Development

Art teacher will attend a two-day district workshop, "Visual Thinking Strategies", to integrate critical thinking skills through the medium of art.

Evaluation

This objective will be evaluated based on the number of students participating in school based and community exhibitions.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Bent Tree Elementary School will rank at or above the 63rd percentile in statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the capital FLDOE indicate that in 2003-2004 Bent Tree Elementary School ranked at the 58% percentile on the State of Florida ROI index.

Measurable Objective

Bent Tree Elementary School will improve its ranking on the State of Florida ROI index publication from the 58% percentile in 2003 to the 63% percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Develop workshops for staff to become more informed about the use of financial resources in relation to school programs. | Administration | 8/8/2005 | 5/24/2006 |
| Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations or volunteer networks. | Administration | 8/8/2005 | 5/24/2006 |
| Collaborate with the District on resource allocation. | Administration | 8/8/2005 | 5/24/2006 |
| Share use of facilities in partnership with community agencies. | Administration | 8/8/2005 | 5/24/2006 |

Research-Based Programs

The State of Florida ROI index publication.

Professional Development

Administrators will attend workshops and information sessions on ROI.

Evaluation

On the next State of Florida ROI index publication, Bent Tree Elementary School will show progress toward reaching the 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 members voted and presented to the faculty and staff to utilize funds to purchase National Geographic student consumable materials for grades 2-5. For grades K-1, National Geographic class trade book sets.

Training:

EESAC members recommend Houghton Mifflin Reading training for teachers and Reading Leader; Administrator and Reading Leader attended the "Just Read" Conference in Orlando; Parent Academy workshops offered by the District; Technology training for teachers.

Instructional Materials:

EESAC recommended that any additional funds to be used for support materials in the Enrichment Lab.

Technology:

EESAC recommends to educate parents and community members about the availability of online resources to facilitate successful student learning.

Staffing:

EESAC recommends that community and parents are encouraged to volunteer and participate in school-wide functions.

Student Support Services:

EESAC recommends that staff and family members are educated in the community resources available to facilitate effective parenting skills.

Other Matters of Resource Allocation:

EESAC recommends for P.T.A. fundraising to be utilized in supplementing classroom needs.

Benchmarking:

In order to align with State and District Standards, EESAC voted to provide support in the collection of data with the goal of monitoring student progress as it correlates to the School Improvement Plan.

School Safety & Discipline:

EESAC recommends a committee to be established to address the on-site needs of our facility.

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