
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2041 - Benjamin Franklin Elementary School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dorothy Blake

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Benjamin Franklin Elementary School

Benjamin Franklin Elementary School serves 660 students. The school's population consists of 1 percent White, 84 percent Black, 14 percent Hispanic, and 1 percent Multiracial. The school's location is 13100 N.W. 12th Avenue in North Miami. Built in 1950 to serve 500 students, the school has benefited from the renovation of our media center and construction of a new wing. The average daily attendance is 95.1 percent and 93 percent of the students receive free or reduced meals. After careful review and evaluation of pertinent data, such as the School's Demographic and Academic Profiles, student report Cards, Florida Comprehensive Assessment Test (FCAT) results, and the 2004-2005 School Improvement Plan, the faculty and staff at Benjamin Franklin Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the following objectives as school wide priorities for all stakeholders for the 2005-2006 school year.

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

Given instruction based on the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 94 percent of the students achieving high standards on the 2006 administration of the FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade five will increase their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing hourly logs for 2004-2005 and 2005-2006 school years.

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

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a 10 percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the Miami-Dade Public Schools mandated FITNESSGRAM standards, student in grade four and five will improve their overall fitness levels as evidenced by 43 percent of the students meeting acceptable standards as indicated on the 2005- 2006 administration of the FITNESSGRAM Tests.

Given emphasis on the benefits of participating in advanced academic programs the number of students enrolled in the gifted program will increase by 10 percent during the 2005-2006 school year.

Benjamin Franklin Community School will improve its ranking on the State of Florida ROI index publication from the 11 percentile in the 2003 to the 16 percentile on the next publication of the index.

Based on the Organizational Performance Self-Assessment Survey, one of our weakest areas is that the staff did not feel they were given the opportunity to share their ideas for future planning. Therefore, during collaborative grade level planning meetings and faculty meetings, the staff will be given the opportunity to share ideas and make suggestions to develop future goals and planning.

The second area of weakness was the staff felt that they did not understand the finances of the organization. Consequently, faculty meetings will be scheduled throughout the school year to keep staff abreast of the school finances as it relates to the allocation and distribution of funds.

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.

Benjamin Franklin Elementary School

VISION

We believe all children can learn when they are taught by creative and positive adults in a clean and safe environment. Our intent is to ensure that all students will become life-long learners and productive citizens in our community.

MISSION

Benjamin Franklin Community School will implement a high quality program that will improve student performance and experiences. Our school is committed to providing each student with the maximum educational opportunity consistent with his/her ability and interest. Under the dynamic leadership of Dorothy R. Blake, principal, we will develop and maintain a positive attitude about learning, demonstrate effective teaching strategies in all aspects of instruction, and develop a collaborative relationship with parents and the community to form a network of support for educating all students. The principal will serve as a guiding force to ensure compliance with District and Regional Center III goals. We will provide an integrated multi-tiered system of training and support for students to meet the Sunshine State Standards as measured by the FCAT.

CORE VALUES

Excellence:

We seek the highest standards in academic achievement and organizational performance.

Integrity:

We promote positive relationships through honesty, respect and compassion.

Equity:

We cultivate an environment that serves all students.

Citizenship:

We respect 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 endorse democratic principles

School Demographics

Our community has gradually changed throughout the years. Benjamin Franklin Community School serves a predominantly low/middle income Haitian community. The student population for 2005-2006 school year is estimated to be 660 students in Pre-Kindergarten through grade 5, with an ethnic breakdown of 84 percent Black, 14 percent Hispanic, and 1 percent White. The number of students qualifying for free or reduced lunch is approximately 93 percent. Our student population consists of 12 percent of students with disabilities and 50 percent of limited English proficient students. Student attendance is consistently excellent at Benjamin Franklin and may be attributed to constant reminders by the administrative staff and teachers of the importance of attending schools and succeeding. The majority of our students walk to school; however, the students who attend the Emotionally Handicapped Program are transported by bus. Almost all students leaving Benjamin Franklin after fifth grade attend Westview Middle School. The staff of Benjamin Franklin works closely with Westview Middle School on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school.

Benjamin Franklin Community School has three administrators, a principal, an assistant- principal, and an assistant-principal for community school. There are 52 teachers on staff and 27 of those teachers have advanced degrees, with an additional three pursuing advanced degrees. The teacher mobility rate is low; however, this year due to the class reduction requirements six new teachers have joined our staff. The school is fortunate to have a teacher leadership team that consists of a Reading Coach, a Writing Leader, a Primary Science/Math Leader, an Intermediate Science/Math Leader and a Media Specialist to assist teachers by modeling lessons, facilitating professional development, supplementing instruction, testing and analyzing data. Teachers meet weekly with the Leadership Team for collaborative planning and to share best practices. The average teacher/pupil ratio is 1:24. Higher ratios or challenging classes receive the services from a full-time paraprofessional.

Benjamin Franklin Community School has a school wide Title I Program utilizing allocated funds to reduce class size. Our Advanced Academic Program includes Team, Gifted and Academic Excellence. Our TEAM classes are for grades two through five where students are challenged beyond the basic curriculum. This year we are implementing a school-based Math and Science Gifted Program for students in grades Kindergarten through five. Additionally, our after school Academic Excellence Program serves students in grades two and three. For the pass three years our students have participated in the Reading is Fundamental Program. Students are given the opportunity to select a book to add to their home libraries three times during the year in order to promote the love for reading.

School Foundation

Leadership:

The faculty and staff strongly agree with how the school leaders set direction by creating a safe working environment, sharing information about the organization, and using the organizational values to guide the faculty and staff. This is supported by an average score of 4.5 in the leadership section and a 4.2 in the Business Results sections of the Organizational Performance Self Assessment Survey.

District Strategic Planning Alignment:

As evident in the results of the Organizational Performance Self Assessment Survey, the faculty and staff are actively involved in the development of the school's goals and objectives.

Stakeholder Engagement:

Based on the results of the Organizational Performance Self Assessment Survey, The faculty and staff strongly agree with the level of satisfaction of the students, parents/caregivers, and surrounding community and business. This is supported by an average score of 4.3 in the Customer and Market Focus section of the Survey.

Faculty & Staff:

The faculty and staff conduct weekly grade level planning meetings that result in consistency in the planning process and common lesson plans that enhance the knowledge and delivery of instruction. Vertical panning opportunities are provided in order to review grade level expectations for the following school year. This is supported by an average score of 4.3 in the Human Resource Focus section of the Organizational Performance Self Assessment.

Data/Information/Knowledge Management:

The faculty and staff strongly agree with its knowledge and ability to utilize data in order to make informed decisions about the quality of their work. This is supported by an average a score of 4.3 in the Measurement, Analysis, and Management sections of the Organizational Performance Self Assessment Survey.

Education Design:

The faculty and staff agree with the learning opportunities offered through a variety of programs. This is supported by an average score of 4.2 in the progress management section of the Organizational Performance Self Assessment Survey.

Benjamin Franklin Community School offers a variety of extended learning opportunities for all students including limited English proficient students and students with disabilities. After school tutoring is offered to students in third through fifth grades reading below state mastery level. Hourly and resource teachers meet with targeted groups of students in third through fifth grades to give additional reading and math instruction during the school day.

Enrichment programs are also made available to students after school. The Academic Excellence Program (AEP) is provided for academically talented students in second and third grades. Violin classes are provided through the Florida Youth Orchestra's S.T.E.P.S. program. Additional extra curricular options include cultural arts events, Future Educators of America and chorus.

The research-based school improvement model implemented at Benjamin Franklin Community School is the Plan-Do-Study-Act (PDSA) Cycle. This model has helped to improve student achievement by providing a clear and ongoing cycle utilizing student test scores to guide instruction, assess student learning, and monitor progress. In the planning component of the PDSA Cycle, grade level teams analyze test results to determine which content areas and sub-skills within these areas need to be addressed and to develop instructional groups. In order to meet state standards, a yearly time line of long range plans is created. The timeline is disseminated to all teachers. Teachers follow set time-lines on the instructional calendar using research-based materials such as the Houghton Mifflin Reading series. Assessments are administered weekly to identify mastery and non-mastery of strategies. Tutorials and enrichment programs are aligned with assessment results. Quarterly assessments are administered throughout the school year. Results from these assessments are utilized to reinforce skills by modeling explicit and systematic teaching techniques. Ongoing classroom visits, grade level and department chair meetings, and reviewing school-wide progress reports, assure that the academic mission stays focus.

grades. To ensure the representation of minority language students, the student services team actively seeks recommendations from teachers for possible placement in the gifted program. In addition, parental requests are considered and achievement results are reviewed at the end of the school year to prepare a cohort of possible gifted students for the following year. This consistent plan of action has resulted in the initiation of the gifted program this year.

Performance Results:

An emphasis on high academic standards and the facilitation of multiple resources has greatly attributed to the number of suspensions decreasing in the 2004-2005 school year. This is supported by an average score of 4.3 in the human resource focus section of the Organizational Performance Self Assessment Survey.

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 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:

Students will increase their academic performance in reading in order to meet state standards.

Needs Assessment

An in-depth content cluster analysis of each grade showed the following: 63 percent of students are reading below grade level in grade three. In grade four, 36 percent of students are reading below grade level. Furthermore, in grade five, 45 percent of the students are reading below grade level. Areas of strengths in grades three through five are Main Idea/Author’s Purpose and Comparisons. Conversely, grades three through five students need additional assistance with Words/Phrases.

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"/> |

Measurable Objective

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

Given instruction based on the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| 1. Implement a Continuous Improvement Model using the Plan Do Study Act Cycle. | Principal | 8/8/05 | 5/24/2006 |
| 2. Implement Comprehensive Research-based Reading Plan with intensive focus on students with disabilities using guided reading to increase reading mastery skills. | Reading Coach | 8/8/05 | 5/24/06 |
| 3. Utilize interim assessment results to provide students with disabilities in grades three through five small group tutorials during the school day to attain reading mastery skills. | Reading Coach | 8/8/05 | 5/24/06 |
| 4. Involve all teachers in data-driven decision-making by providing them with all available data which will enable them to analyze the on-going progress of their students with a special focus on students with disabilities. | Assistant Principal | 8/8/05 | 5/24/06 |
| 5. Utilize Soar to Success and Voyager Passport to instruct students with disabilities in grades three through five who are in need of reading interventions . | Reading Coach | 8/8/05 | 5/24/06 |
| 6. Establish grade level vertical planning opportunities for all teachers including Exceptional Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction. | Assistant Principal | 8/8/05 | 5/24/06 |

Research-Based Programs

Houghton-Mifflin Reading Basal Series, Early Success, Soar to Success, and Voyager Passport.

Professional Development

Teachers will attend workshops on the Houghton Mifflin Reading Series, Early to Success, Soar to Success, and Voyager Passport programs.

Evaluation

The 2006 FCAT Reading Test will be used as the primary source of evaluation for this objective. Additionally, interim assessments will be used to monitor the progress of the tutorial program. Reading diagnostic tests to include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Accelerated Reader, Soar to Success, and Diagnostic Assessment of Reading (DAR) will be used to monitor students reading below grade level.

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 type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will increase their academic performance in mathematics in order to meet state standards.

Needs Assessment

An in-depth content cluster analysis of each grade showed the following: 50 percent of the students are below grade level in grade three, 48 percent of the students are below grade leveling grade four, and 54 percent of the students are below grade level in grade five. Areas of strength in grades three through five are Measurement and Geometry. In addition, grade four was also successful in Algebraic Thinking and Data Analysis. Students in grades three and five need additional assistance in Number Sense and Algebraic Thinking.

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"/> |

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| 1. Implement a Continuous Improvement Model using the Plan Do Study Act Cycle. | Principal | 8/8/2005 | 5/24/2006 |
| 2. Analyze data including the Acaletics Mathematics Assessments in grades two through five, with special focus on students with disabilities, to identify strengths and weaknesses and to develop an instructional focus timeline for mathematics in order to improve skills. | Mathematics Leader | 8/8/2005 | 5/24/2006 |
| 3. Implement the Acaletics Mathematics Program in grades two through five including students with disabilities to increase skill mastery. | Mathematics Leader | 8/8/2005 | 5/24/2006 |
| 4. Implement Math Attack daily activities in grades two through five to review skills not mastered. | Mathematics Leader | 8/8/2005 | 5/24/2006 |
| 5. Identify students with disabilities in grades two through five that are not meeting state standards and provide intensive math classes to facilitate systematic remediation. | Mathematics Leader | 8/8/2005 | 5/24/2006 |
| 6. Establish grade level vertical planning opportunities for all teachers including Exceptional Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction. | Assistant Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Harcourt Mathematics Florida Edition

Professional Development

Teachers will attend workshops on the Continuous Improvement Model using the PDSA Cycle and the Harcourt Mathematics Textbook Series.

Evaluation

The 2006 FCAT Mathematics Test will be used as the summative assessment for this objective. Additionally, interim assessments will be provided to monitor student progress.

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.)

| | | | | | |
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will maintain their writing performance in order to meet state standards.

Needs Assessment

Results from the School Performance Accountability Report indicated that 94 percent of the students tested met high standards in writing and all subgroups met the NCLB criteria. However, six percent of the students didn't meet high standards. An in-depth analysis indicated students in grade four scored equally as well on narrative and expository writings.

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"/> |

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 94 percent of the students achieving high standards on the 2006 administration of the FCAT Writing+ Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| 1. Implement a Continuous Improvement Model using the Plan Do Study Act Cycle. | Principal | 8/8/2005 | 5/24/2006 |
| 2. Establish grade level vertical planning opportunities for all teachers including Exceptional Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction. | Writing Leader | 8/8/2005 | 5/24/2006 |
| 3. Analyze narrative and expository pre-tests/post-tests given to students in grades two through five to identify weaknesses and develop a focus timeline for instruction in writing to strengthen skills. | Writing Leader | 8/8/2005 | 5/24/2006 |
| 4. Identify students with disabilities in grades two through five that are not meeting state standards and provide intensive writing classes to facilitate systematic remediation. | Writing Leader | 8/8/2005 | 5/24/2006 |
| 5. Utilize writing strategies across the curriculum with students in grades kindergarten through five to increase writing proficiency. | Writing Teacher | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Houghton-Mifflin Reading Basal Series

Professional Development

Teachers will attend workshops on the Houghton- Mifflin Reading Basal Series and FCAT Writing Skills.

Evaluation

Monthly writing assessments will be used to monitor the writing objective. Achievement of the objective will be considered accomplished if students maintain proficiency in writing, as evidenced by 94 percent of students achieving high standards, as documented by scores on the 2006 administration of the 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.)

| | | | | | |
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will improve their science skills in order to meet district mastery standards.

Needs Assessment

Results from the 2005 administration of the FCAT Science Test reflected a mean scale score of 247. Data reflected a need for an increase in the number of students scoring at or above the district mean scale score of 286. An in-depth content cluster analysis in grade five showed Life /Environment is an area of strength. However, students need additional assistance with Earth/Space and Scientific Thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will increase their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| 1. Implement a Continuous Improvement Model using the Plan Do Study Act Cycle. | Principal | 8/8/2005 | 5/24/2006 |
| 2. Administer interim science benchmark assessments to students in grade five to guide instructional strategies to promote experiences with science concepts. | Assistant Principal | 8/8/2005 | 5/24/2006 |
| 3. Implement check-out science laboratory in which all students are providing hands-on participatory type learning experiences in order to learn the scientific process. | Teacher of the Gifted | 8/8/2005 | 5/24/2006 |
| 4. Engage grade five students in producing science projects utilizing the scientific method. | Science Leader | 8/8/2005 | 5/24/2006 |
| 5. Provide vertical planning opportunities in science for teachers in grades four and five in order to share best practices and to assist students in learning the scientific method. | Assistant Principal | 8/8/2005 | 5/24/2006 |
| 6. Continue the Science Support Team that will coordinate school wide science activities. | Science Leader | 8/8/2005 | 5/24/2006 |

Research-Based Programs

McGraw-Hill Science Textbook Series

Professional Development

The teachers will be provided with workshops on the scientific method.

Evaluation

Achievement of the objective will be considered met when students improve their science skills as evidenced by an increase in the mean score to meet the District mean scale score on the 2006 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.)

| | | | | | |
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parental Involvement will increase to ensure continued student achievement.

Needs Assessment

Benjamin Franklin Community School has identified the need for greater parental involvement in order to increase student achievement. Results of 2004-2005 Title 1 Parent Outreach Monthly School Report indicate that while parent attendance at workshops and meetings increased by 50 percent when compared to 2003-2004, the number of parents in attendance was still unacceptable. Only 173 parents attended workshops between September and May.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing hourly logs for 2004-2005 and 2005-2006 school years.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| 1. Continue to promote and furnish the Parent Center with educational and technological resources to assist the parents and raise student achievement. | Community Involvement Specialist | 8/8/2005 | 5/24/2006 |
| 2. Establish a compact with parents in their home language, to keep them informed in order to meet the State's standards and establish that important link between school and home. | Community Involvement Specialist | 8/8/2005 | 5/24/2006 |
| 3. Schedule schoolwide grade level expectation meetings for parents at the end of the school year to help them prepare their children for continued academic success. | Principal | 8/8/2005 | 5/24/2006 |
| 4. Distribute and analyze the parent survey which will be used to plan workshops and activities throughout the year. | Assistant Principal | 8/8/2005 | 5/24/2006 |
| 5. Create and disseminate a school wide monthly parental involvement activity calendar. | Community Involvement Specialist | 8/8/2005 | 5/24/2006 |
| 6. Provide workshops to parents of students with disabilities and limited English proficiency students which will provide them with resources and strategies to help their children with home learning assignments. | Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Not Applicable

Professional Development

The Community Involvement Specialist will attend district training.

Evaluation

This objective will be evaluated by conducting a quarterly analysis of sign-in logs and monitoring the percentage of parents participating in school activities. In addition, the Title I Monthly School Report will be analyzed on a monthly basis to determine what the strengths and weaknesses are and make adjustments accordingly.

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

GOAL 6 STATEMENT:

Student behavior will improve in order to maintain a safe and orderly environment.

Needs Assessment

The results of the 2004-2005 Student Case Management System reports indicated that 10 percent of the student population was referred to Student Services for violation of the Code of Student Conduct. In order to continue to decrease the number of student referrals, students with behavior problems are identified by the homeroom teacher and are provided with weekly group counseling in order to avoid future disorderly conduct.

Measurable Objective

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

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| 1. Implement a school-wide discipline plan. | Principal | 8/8/2005 | 5/24/2006 |
| 2. Continue the peer mediation program. | Guidance Counselor | 8/8/2005 | 5/24/2006 |
| 3. Establish a detention schedule and hold weekly detentions. | Principal | 8/8/2005 | 5/24/2006 |
| 4. Use positive reinforcement to promote good behavior. | Guidance Counselor | 8/8/2005 | 5/24/2006 |
| 5. Continue implementing the Code of Student Conduct Policy. | Guidance Counselor | 8/8/2005 | 5/24/2006 |
| 6. Promote on-going activities for Character Education. | Guidance Counselor | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Not Applicable

Professional Development

Teachers will attend professional development on the code of student conduct policy and character education.

Evaluation

This objective will be quarterly monitored and evaluated by the amount of teacher referrals submitted during the 2005-2006 school year.

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.)

| | | | | | |
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Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Students use of technology in education will increase.

Needs Assessment

Results from the 2004-2005 Accelerated Reader Program summary form reflected that 75 percent of the students in grades two through five participated in the program. Data reflected a need for a 10 percent increase in the percentage of students participating in the Accelerated Reader Program. An in-depth analysis of grade five indicated that there was 100 percent participation in the fifth grade. However, students in grades two through four need to increase participation with the Accelerated Reader Program.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a 10 percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| 1. Train students on how to access quizzes in the Accelerated Reader Program. | Media Specialist | 8/8/2005 | 5/24/2006 |
| 2. Promote and monitor the process of students using the Accelerated Reader Program. | Media Specialist | 8/8/2005 | 5/24/2006 |
| 3. Establish an incentive program to reward student achievement. | Media Specialist | 8/8/2005 | 5/24/2006 |
| 4. Award "Certificate of Recognition" to high achieving students during the end-of-the year Promotional Assemblies. | Principal | 8/8/2005 | 5/24/2006 |
| 5. Recognize high achieving students through closed-circuit television on morning announcements each month. | Media Specialist | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Not applicable

Professional Development

Teachers will attend workshops on analyzing the Accelerated Reader program reports in order to modify instruction.

Evaluation

The Accelerated Reader program reports will be used to quarterly monitor and evaluate this objective.

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.)

| | | | | | |
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Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students will improve their physical fitness.

Needs Assessment

Results from the 2004-2005 FITNESSGRAM Tests indicated that 40 percent of students in grades four and five met the minimum health-related standards. 183 students were tested, 34 received Gold Awards and 39 received Silver Awards. After analyzing last year's FITNESSGRAM Tests, data indicated that 60 percent of students in grades four and five are in need of meeting the minimum health-related standards.

Measurable Objective

Given instruction based on the Miami-Dade Public Schools mandated FITNESSGRAM standards, student in grade four and five will improve their overall fitness levels as evidenced by 43 percent of the students meeting acceptable standards as indicated on the 2005- 2006 administration of the FITNESSGRAM Tests.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| 1. Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities. | Principal | 8/8/2005 | 5/24/2006 |
| 2. Monitor the Physical Education Program to ensure that selected activities relate to the assessment component items. | Principal | 8/8/2005 | 5/24/2006 |
| 3. Involve students in appropriate activities specific to improving cardiovascular, flexibility, muscular, strength and endurance. | Physical Education teacher | 8/8/2005 | 5/24/2006 |
| 4. Promote good physical fitness throughout the curriculum. | Principal | 8/8/2005 | 5/24/2006 |
| 5. Implement competition in an effort to motivate students to develop a healthy lifestyle. | Physical Education teacher | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers will attend physical education monthly seminars sponsored by the District on the implementation of the FITNESSGRAM test standards.

Evaluation

The FITNESSGRAM Tests and other health related fitness tests will be quarterly administered to determine students improvement.

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.)

| | | | | | |
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GOAL 9 STATEMENT:

Student participation will increase in the gifted program.

Needs Assessment

The results of the 2004-2005 Student Assessment Referral Reports indicated that 40 students were evaluated by the school psychologist to determine eligibility for placement in the gifted program. Eighteen students met the requirements and are presently participating in the gifted program. After a thorough analysis, data indicated that all students referred were in the intermediate grades. There is a need to identify high achieving students in the primary grades for evaluations.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs the number of students enrolled in the gifted program will increase by 10 percent during the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| 1. Expand a school based gifted program. | Principal | 8/8/2005 | 5/24/2006 |
| 2. Conduct an in-service to inform teachers of the requirements needed to determine eligibility for placement in the gifted program. | Teacher of the Gifted | 8/8/2005 | 5/24/2006 |
| 3. Analyze assessment data to identify high achieving students that might meet criteria for evaluation. | Support Services Team | 8/8/2005 | 5/24/2006 |
| 4. Offer workshops to parents of the gifted students to provide them with strategies that will enhance home learning. | Teacher of the Gifted | 8/8/2005 | 5/24/2006 |
| 5. Provide Academic Excellence classes and Teaching Enrichment to Minorities (TEAM) classes in an effort to increase critical thinking skills. | Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Not Applicable

Professional Development

Teachers will be attending training on completing referrals.

Evaluation

The number of student referrals for evaluation will be used to monitor this objective quarterly. The number of students eligible for the gifted program will be used as the summative evaluation for this objective.

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.)

| | | | | | |
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Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Benjamin Franklin Community School will rank at or above the 90th percentile statewide in 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, Benjamin Franklin Community ranked at the 11th percentile on the State of Florida ROI index.

Measurable Objective

Benjamin Franklin Community School will improve its ranking on the State of Florida ROI index publication from the 11 percentile in the 2003 to the 16 percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| 1. Become more informed about the use of financial resources in relation to school programs. | Administrators | 8/8/2005 | 5/24/2006 |
| 2. Collaborate with the district on resource allocation. | Principal | 8/8/2005 | 5/24/2006 |
| 3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundation, volunteer networks. | Principal | 8/8/2005 | 5/24/2006 |
| 4. Consider shared use of facilities, partnering with community agencies. | Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida on Investment (ROI) index publication, Benjamin Franklin Elementary School will show progress toward reaching the 90th 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 school budget was reviewed with the EESAC so that well-informed recommendations will be made for the implementation of the School Improvement Plan.

Training:

The EESAC supported professional development activities to enhance teachers' knowledge as it applies to student achievement in reading, writing, mathematics and science.

Instructional Materials:

The EESAC reviewed and supported the goals and objectives of the Comprehensive Research-based Reading Plan and tutorial program material requirements to enhance the instructional needs and interests of students and staff.

Technology:

The EESAC supported the acquisition of technological upgrades in the computer lab and the classrooms.

Staffing:

The ESSAC was apprised of the school's growth as it pertained to classroom space, additional instructional support personnel and non-instructional personnel.

Student Support Services:

The EESAC supported tutoring programs which provide additional instructional support for students.

Other Matters of Resource Allocation:

The EESAC will continue to participate in using allocation to maintain supplemental materials for the tutorial programs.

Benchmarking:

The EESAC was apprised of benchmarking activities throughout the school year.

School Safety & Discipline:

The EESAC has addressed issues that impact the safety and discipline of students and will continue to provide recommendations as needed to enhance school initiatives that address safety and discipline.

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