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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 2321 - Gulfstream Elementary School

*FeederPattern:* Miami Southridge Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Susan Lyle

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Gulfstream Elementary School*

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Gulfstream Elementary is a prekindergarten through fifth grade Title I school with an Special Student Education center. The multiethnic student membership has strived to increase its academic performance and was able to make Adequate Yearly Progress for the 2004-2005 school year. The Continuous Improvement Model in conjunction with the objectives of School Improvement Plan will be utilized to provide a map for continued student growth and development. Teachers will collaborate to provide research-based, data driven instruction. The school will embrace students and parents with knowledge and power that will create a passion for learning.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 72 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics as evidenced by 59 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean score of 288 as documented by scores of the 2006 FCAT Science Test.

Given more focused efforts by the Parent Teacher Association, the number of parents/family/community members attending school-related activities will increase by three percent during the 2005-2006 school year when compared to the 2004-05 school year as documented by sign-in logs.

Given instruction in the Learning for Life, character building curriculum, students will improve their conflict resolution skills as evidenced by 80% scoring proficiency on the post-test as compared to the pre-test.

Given training in the use of the Electronic Gradebook, teachers will improve their computer skills as evidenced by 100% of teachers converting from using a paper gradebook to an Electronic Gradebook.

Gulfstream Elementary school will achieve an increase of three percent on the President's Physical Fitness Award Program from 60 percent to 63 percent.

Given the participation of selected fifth grade students in a Science Club, science skills will improve as evidenced by their mean scale scores meeting the district average.

Gulfstream Elementary School will improve its ranking on the State of Florida ROI index publication from the percentile rank of four in 2003 to the percentile rank of five in 2004.

Utilizing Organizational Performance Improvement Snapshot Survey (OPIS) results, the leadership team selected the areas of Strategic Planning and Human Resource Focus. Both areas received the lowest scores out of the seven categories and after analyzing results, insight was gained into how to make improvement. Opportunities for team building, recognition, collaboration, as well as reduction of teacher isolation will address Human Focus. Strategic Planning will be improved through training in technology and researched-based instruction. Additionally, data analysis and progress reports will be shared at grade level, department, and staff meetings. Access will be made to all state, district, and school plans.

# 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.

## **Gulfstream Elementary School**

### VISION

Support and encourage children to achieve success to develop their maximum potential.

### MISSION

Gulfstream Elementary will provide the educational foundation for students to become productive members of society.

### CORE VALUES

#### Excellence

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

#### Integrity

We build positive relationship 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*

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Gulfstream Elementary School is located at 20900 S.W. 97th Avenue on nine acres in an urban area of southwest Miami-Dade County. The school is composed of 56 individual classrooms, a Physical Education pavilion housing three teachers, a music suite, an art suite, a media center and a cafetorium. The classrooms are located in eleven freestanding buildings, two multi-class portables, and eight portables.

The media center houses a closed circuit television system that is accessible to classrooms and offices. The school has been retrofitted to provide internet and intranet access to all classrooms and offices. The school has 404 computers that are used for instruction and 15 that are used for business operation purposes.

Gulfstream Elementary School has a total of 128 full-time and 22 part-time staff members of which 12 are males and 116 are females. The staff breakdown is as follows: two administrators; one program specialist; one reading leader; 22 general education teachers; three teachers of varying exceptionalities; one teacher of the gifted, four teachers of the trainable mentally handicapped; one teacher of the physically impaired; one media specialist, one social worker; one counselor; one part time school psychologist; two art teachers; two teachers for adaptive physical education; one physical education teacher; three speech/language therapists; two teachers for Spanish; one English as a Second Language teacher; 11 occupational therapists; two teachers for the hearing impaired; and 15 teachers of the Profoundly Mentally Handicapped. Additionally, there are 40 paraprofessionals; five clerical employees, six custodial service workers, one cafeteria manager; five cafeteria workers; one security monitor, one cafeteria monitor, one community involvement specialist; one sign language interpreter, and nine after care activity leaders. The school's teaching staff demographics may be described as 21 percent Black, 33 percent Hispanic, and 45 percent White (Non-Hispanic) and one percent Asian/Pacific. 40 staff members have achieved advanced degrees and 11 are nationally board certified.

Gulfstream Elementary School serves 697 students from the surrounding neighborhood, including 412 standard curriculum students (59 percent), 285 exceptional education students (41 percent), 32 gifted students (five percent), 122 English as a Second Language (ESOL) students (18 percent), and 549 economically disadvantaged students (80 percent). Additionally, Gulfstream Elementary School provides services for 40 Pre-Kindergarten Exceptional Education students and 39 Pre-Kindergarten general education students. The ethnic/racial make-up of the student population is 45 percent Hispanic, 27 percent Black, 14 percent White, one percent Asian, 0.1 percent Indian, and three percent multi-racial.

The staff of Gulfstream Elementary School provides educational services for students in Pre-Kindergarten through Fifth Grade. The General Educational program is based on standards set forth in the Sunshine State Standards, Miami-Dade County Public Schools (MDCPS) Competency-Based Curriculum and the Comprehensive Reading and Mathematics Plans. Programs and services for the Exceptional Student Education program are based upon individual educational plans and the school's Gifted Resource Program is based upon established standards for the Gifted Program and student educational plans.

The Gulfstream Elementary School staff enjoys a collaborative system of leadership that includes representatives from all stakeholders on its primary decision-making group, the Educational Excellence School Advisory Council. Gulfstreams' teachers serve on selected, which provide opportunities for professional and personal growth. Innovation is encouraged and new ideas are given every opportunity to succeed.

Gulfstream Elementary School uses an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school's leadership team and the stakeholders enables staff to provide educational programs that are tailored to students' needs. An after-school Academic Excellence Program provides additional support and enrichment to academically talented students in the areas of mathematics, reading and critical thinking. The gifted student population's need for a differentiated curriculum is addressed through the school's gifted resource program.

# *School Foundation*

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## ***Leadership:***

Gulfstream Elementary is comprised of a group of professionals that share a vision and mission for successful student learning. Staff comes together regularly to share responsibility for student achievement, decision-making, and problem solving. Administration strives to facilitate a collegial work environment and to introduce and implement change as needed. Professional learning communities reduce teacher isolation, increase commitment to the mission and goals, and enhance morale.

Results of the Organizational Performance Improvement Snapshot Survey indicate a 4.3 score which demonstrates that the staff believes they share in the responsibilities of creating a positive work environment.

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

All stakeholders design the goals and objectives of Gulfstream Elementary and the staff is involved in critical decision-making. At grade level, department, and staff meetings, data is analyzed and strategies are designed to ensure student achievement. EESAC utilizes this information to formulate the School Improvement Plan.

The average score of the Strategic Planning category of the Organizational Performance Improvement Snapshot Survey was 4.0 out of a 5.0. This indicates the staff acknowledges that their input is important. They are cognizant of the relevant aspects of the school's plans and how they impact its progress.

## ***Stakeholder Engagement:***

Gulfstream Elementary endeavors to encompass our culturally rich community and include all stakeholders. Communication is maintained on a monthly basis through flyers, newsletters, phone calls, workshops, and meetings. Translations are available. Results of the Organizational Performance Improvement Snapshot Survey indicate a rating of 4.2, which shows the staff knows its customers are important and strives to meet their needs. Decisions are made to solve customer problems.

## ***Faculty & Staff:***

The faculty and staff are given opportunities to develop their full potential and are encouraged to participate in workshops, training, and team building activities. New and annual contract teachers receive support from the PACES Professional Growth Team. 11 board certified teachers mentor new candidates to the program and also assist the staff. A trained critical response team and overall security contribute to the atmosphere of safety of the school. Highly qualified experienced teachers serve as Grade Level Chairpersons, who lead collaborative weekly planning sessions, provide support in curricula and technology, and create a team approach. The Professional Development Plan is utilized to monitor the faculty's yearly professional growth objectives.

The Human Resource Focus average score of 4.1 out of a possible score of 5 (Organizational Performance Improvement Snapshot) demonstrates that the staff agrees that professional development opportunities are encouraged, their efforts and accomplishments are acknowledged and their school environment is safe.

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

A score of 4.1 from the Organizational Performance Improvement Snapshot Survey indicates Gulfstream Elementary successfully collects, analyzes, and reviews important data and information as it pertains to student performance. Instructional strategies are adjusted to provide for the academic needs of students. Quarterly assessments are conducted to monitor progress. FCAT and SAT results provided by the newly purchased SPSnapShot Data Analysis Program are reviewed to identify students' strengths and deficiencies. Data driven instructional strategies are then developed.

### ***Education Design:***

Gulfstream Elementary provides teachers, administrators, and other staff members with opportunities to interact and share expertise about programs and data as it pertains to student achievement through the Continuous Improvement Model. An interviewing committee strives to maintain diversity in the hiring process. The staff is provided with the necessary resources to do their jobs effectively as evidenced by increased student performance on the FCAT in reading, writing, and mathematics. Collaboration is encouraged through weekly grade group meetings. Opportunities for collective learning are provided through a variety of staff development activities. The Organizational Performance Improvement Snapshot Survey score of 4.3 indicated that staff members work as a team to contribute to the overall success of the school.

Extended learning opportunities are offered to students to supplement instruction. They include a gifted resource program, academic excellence classes, math and reading tutoring, students' clubs (chess, art, science, chorus, fitness, Jump Rope, Future Educators of America, Safety Patrol, and Youth Crime Watch), Shake-A-Leg, extended library hours, extended school year, closed circuit television crew and Girl Scouts and Boy Scouts of America.

### ***Performance Results:***

Gulfstream Elementary is able to capitalize on the talents of a well-qualified faculty and staff. The high morale motivates the staff's ability to work cohesively and provides a well-rounded education for our diverse student body. The staff indicated that they possess a high degree of alignment with performance goals, standards, and ethics. The average score of 4.1 on the Organizational Performance Improvement Snapshot Survey demonstrates a strong commitment to generating top quality work in a professional manner. Work activities are structured to increase work quality, innovation, and productivity. The faculty and staff are confident that their analysis of assessment data is valued and leads to even greater student performance. This leads to a highly favorable perception of the school in the community, which facilitates needed funds and resources.

## 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 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 1 STATEMENT:**

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

**Needs Assessment**

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) Reading indicates that 69 percent of the students at Gulfstream Elementary are meeting high standards and 67 percent are making learning gains in reading. High standards are being met by 51 percent of the students in third grade, 60 percent of the students in fourth grade, and 50 percent of the students in fifth grade. Students in identified subgroups made adequate yearly progress under the "No Child Left Behind" Act for the 2004-2005 school year. There is a need to increase reading in third and fifth grades to 53% meeting high standards in order to meet adequate yearly progress for the 2005-2006 school year.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 72 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8-Step Continuous Improvement Model	Reading Coach, Assistant Principal	8/8/2005	5/24/2006
Implement the Accelerated Reading Program, the Reading Basal series, reading logs, sustained silent reading, with a focus on improving students' reading performance.	Reading Teachers, Reading Coach, Assistant Principal	8/8/2005	5/24/2006
Target students who are not demonstrating adequate growth and refer them to the Student Services Team for strategies to enhance academic achievement.	Reading Teachers, Reading Coach, Assistant Principal	8/8/2005	5/24/2006
Identify all students and NCLB subgroups scoring at levels 1 and 2 of the FCAT Reading Test, as delineated in the Annual Yearly Progress (AYP) disaggregated data and implement a tutorial program to address the reading deficiencies. Continue to provide remedial assistance to students in ESOL and SWD programs that will address remediation in the Sunshine State Standards.	Reading Teachers, Reading Coach, Assistant Principal	8/8/2005	5/24/2006
Provide computer-assisted instruction that will enhance students' reading comprehension skills. Instruct, remediate, and enrich students at appropriate levels.	Reading Teachers, Reading Coach, Assistant Principal	8/8/2005	5/24/2006

## Research-Based Programs

Gulfstream Elementary implements the following research-based programs: Houghton Mifflin Reading Program, Read 180, Sing, Spell, Read and Write, and Write Voyager.

## **Professional Development**

Continue to engage staff in professional development activities which are aligned to Reading Achievement. Teachers new to the grade level and new to the school will receive training in the Houghton Mifflin Reading Program, CRISS strategies, FCAT Explorer, Riverdeep, Accelerated Reader, Best Reading Practices, Academy of Reading, and A+ Learning Systems.

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Reading test. Additionally, progress monitoring will include Quarterly Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBLES), and Diagnostic Assessment of Reading (DAR).

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

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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:**

All students will be able to function on or above grade level in mathematics.

**Needs Assessment**

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) Mathematics indicates that 56 percent of the students at Gulfstream Elementary are meeting high standards and 67 percent are making learning gains. High standards are being met by 62 percent of third graders, 41 percent of fourth graders, and 32 percent of fifth graders. Students in identified subgroups made adequate yearly progress under the "No Child Left Behind Act" for the 2004-2005 school year. There is a need to increase mathematics scores in fourth and fifth grades to 48% meeting high standards to make adequate yearly progress for the 2005-2006 school year.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics as evidenced by 59 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8-Step Continuous Improvement Model.	Teachers of Mathematics, Tutors, Assistant Principal	8/8/2005	5/24/2006
Identify low performing students (Level 1 and 2) and provide small group tutorials services before, during, and after school.	Teachers of Mathematics, Tutors, Assistant Principal	8/8/2005	5/24/2006
Utilize computer assisted programs to monitor independent math activities.	Teachers of Mathematics, Tutors, Assistant Principal	9/26/2005	5/24/2006
Incorporate the use of concrete materials such as manipulatives to allow all students with deficiencies in mathematical concepts, the opportunity for hands on learning practice.	Teachers of Mathematics, Tutors, Assistant Principal	8/8/2005	5/24/2006
Utilize CRISS strategies with all students.	Teachers of Mathematics, Tutors, Assistant Principal	8/8/2005	5/24/2006

### Research-Based Programs

Harcourt Brace, Riverdeep, and Assess2Learn.

### Professional Development

CRISS Training, Team Curriculum planning, Harcourt Brace Textbook Adoption Training, Eisenhower Math, Science Training, and Cooperative Learning and Multiple Intelligence Training.

### Evaluation

This objective will be evaluated by the results of the 2006 FCAT Mathematics test. Additionally, progress monitoring will include Quarterly Assessments, Tutorial Program Evaluation, Harcourt Brace Diagnostic Testing, and Accelerated Math reports.

## 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 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*

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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:**

All students will be able to incorporate the following elements of writing: focus, organization, support, and conventions.

**Needs Assessment**

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) Writing indicates that as a whole the majority of the students at Gulfstream Elementary are scoring at or above grade level. Specific data indicates that 90 percent of the students have met high standards. Concentrated efforts will be made to improve all students writing achievement.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8-Step Continuous Improvement Model.	Classroom Teachers, Reading Coach, Tutors, Assistant Principal	8/8/2005	5/24/2006
Identify low performing students utilizing district assessments and provide small group instruction during the school day. Quarterly tests will help to monitor student progress.	Classroom Teachers, Reading Coach, Assistant Principal	8/8/2005	5/24/2006
Provide small group tutoring for students to target deficiencies in writing including, but not limited to: focus, organization, vocabulary development, and improper responses to type of prompt.	Classroom Teachers, Reading Coach, Tutors, Assistant Principal	8/8/2005	5/24/2006
Conduct on-going Instructional Improvement Team (IIT) meetings with administrative and leadership teams that work to evaluate each strategy and provide meaningful activities in writing.	Classroom Teachers, Tutors, Reading Coach, Assistant Principal	8/8/2005	5/24/2006
Meet weekly for grade level planning to evaluate strategies and provide meaningful activities in writing.	Classroom Teachers, Tutors, Reading Coach, Assistant Principal, Principal	8/8/2005	5/24/2006

## Research-Based Programs

Houghton Mifflin Reading Program, Read 180, Sing, Spell, Read and Write, and Write, Voyager.

## Professional Development

Zelda Glazer Writing Institute and Team Curriculum Planning, in-house writing workshops, A+ Learning Systems.

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Writing test. Additionally, progress monitoring will include quarterly tests, scored monthly prompts and quizzes, and tutorial program evaluation.

## 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 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*

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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 4 STATEMENT:***

Increase the scientific knowledge of all students.

### ***Needs Assessment***

The results of the Science test administration reflect a mean scale score of 270. The scores reflect an increase of 29 mean scale points when compared to the 2004 test score of 241. The score indicates that we are performing below the district's average of 286. To demonstrate adequate improvement in science, mean scale scores will need to be increased by 25 points or more to achieve the district's average. The needs assessment reveals that students require intensive remediation in all benchmarks. The greatest areas of need (in ranking order from most need to least need) are Earth/Space, Scientific Thinking, Life/Environment, and Physical/Chemical Science.



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean score of 288 as documented by scores of the 2006 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule on-going career activities and special guests to expose students to science career opportunities that are available to them.	Classroom Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006
Require third, fourth and fifth grade student participation in an in-school science fair which will allow students to apply learned skills and procedures.	Classroom Teachers, Media Specialist, Assistant Principal, Principal	8/8/2005	5/24/2006
Provide teacher inservice in science strategies to facilitate the instructional program.	Assistant Principal, Principal	8/8/2005	5/24/2006
Utilize activities in FOSS to provide hands-on experiences.	Classroom Teachers, Grade Chairpersons, Media Specialist	8/8/2005	5/24/2006
Implement parental involvement to include in-school instructional workshops to increase understanding of scientific concepts.	Classroom Teachers, Counselor, Grade Level Chairpersons, Assistant Principal, Principal	8/8/2005	5/24/2006

## Research-Based Programs

Gulfstream Elementary implements the following research-based program: Harcourt Brace Science Program.

## Professional Development

Continue to engage staff in professional development activities which are aligned to science achievement: Full Option Science System (FOSS) Kits and Eisenhower Math and Science workshops.

## Evaluation

This objective will be evaluated by the results of the 2006 FCAT Science Test. Additionally, progress monitoring will include quarterly tests.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

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

**GOAL 5 STATEMENT:**

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

**Needs Assessment**

An analysis of the data from the 2004-2005 Parent Logs indicates that a large number of parents attended school-wide events and activities. Specific data indicates that there was a 10 percent increase of parents attending or participating in school-wide events or activities as compared to the 2003-2004 school year. Concentrated efforts will be made to continue to improve parental involvement.

## Measurable Objective

Given more focused efforts by the Parent Teacher Association, the number of parents/family/community members attending school-related activities will increase by three percent during the 2005-2006 school year when compared to the 2004-05 school year as documented by sign-in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities for ESE week that encourage participation of parents/guardians of children with disabilities.	ESE Program Specialist, Classroom Teacher, ESE Chairpersons, Assistant Principal, Principal	08/08/05	10/14/06
Notify parents/caretakers on a regular basis of student progress.	Classroom Teachers, Tutors	08/08/05	05/24/06
Schedule workshops for parents in developing strategies to improve the performance of students in the core curriculum.	Counselor, Grade Level Chairpersons, Assistant Principal	8/8/2005	05/24/06
Notify parents, in a timely manner, of upcoming events.	Classroom Teachers, Counselor, Assistant Principal, Principal	08/08/05	05/24/06
Provide grade level workshops for parents/guardians which address test strategies and grade level curriculum.	Classroom Teachers, Grade Level Chairpersons, Reading Coach, Assistant Principal, Principal	08/08/05	05/24/06

### Research-Based Programs

Just Read Families!, "Getting Started," and Families Building Better Readers.

### Professional Development

Parental Involvement Workshops (in English and Spanish), ESE Parent/Guardian IEP Meetings (in English and Spanish), Grade Level Meetings (in English and Spanish), PTA Workshops (in English and Spanish), and Academic Improvement Plan Meetings (in English and Spanish).

### Evaluation

This objective will be evaluated by the results of 2005-2006 parent sign-in sheets as compared to 2004-2005 parent sign-in sheets.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

**GOAL 6 STATEMENT:**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

**Needs Assessment**

An analysis of the data from Student Case Management reports, suspension rates, and incident reports indicates a need to implement a character education program.

## Measurable Objective

Given instruction in the Learning for Life, character building curriculum, students will improve their conflict resolution skills as evidenced by 80% scoring proficiency on the post-test as compared to the pre-test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Character Education Fair	Counselor, Assistant Principal	04/01/06	04/30/06
Provide Student training as peer mediators	Counselor	10/05/05	04/30/06
Schedule monthly counseling sessions with targeted students.	Counselor, Classroom Teachers	8/8/2005	5/24/2006
Schedule DARE classes for fifth grade students.	Classroom teachers,DARE coordinator	10/12/2005	11/30/2005
Implement Monthly Themes on Character Education (i.e.: cooperation, honest, etc.)	Counselor, Classroom Teachers	10/5/2005	05/24/06

## Research-Based Programs

NA

## Professional Development

Learning for Life training for teachers, In-house training in conflict resolution, counselor training in conflict resolution.

## Evaluation

This objective will be evaluated by the results of a pre-test and post-test developed by the Learning For Life Program.

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

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

**GOAL 7 STATEMENT:**

The school will promote equitable and universal access to technology.

**Needs Assessment**

As analysis of the data from the System for Technology Accountability and Rigor (STAR) Survey indicates a need for staff review of technology skills and tools for evaluation.

## Measurable Objective

Given training in the use of the Electronic Gradebook, teachers will improve their computer skills as evidenced by 100% of teachers converting from using a paper gradebook to an Electronic Gradebook.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establishing five computers with Internet access in every general education classroom and three in every exceptional education classroom.	Microsystem Technician, Principal	8/8/05	10/31/05
Schedule use of the computer lab by all classes.	Assistant Principal, Computer Lab assistant, teachers	9/19/05	5/24/05
Train the teachers in the use of the electronic gradebook.	Gradebook coordinator, Grade Level Chairpersons, Principal	9/1/2005	5/24/2006
Increase the use of Recording for the Blind and Dyslexic software to provide accommodations for exceptional education students.	Company Representative, Program Specialist	8/23/2005	5/24/2006
Provide training in the use of The Academy of Reading and A+ Learning Software.	Principal, Computer Lab Assistant	10/31/2005	11/30/2005

### Research-Based Programs

NA

### Professional Development

Teacher training in the use of the electronic gradebook, Academy of Reading and A+ Learning software programs. Grade level chairpersons will mentor grade level teachers in the use of the electronic gradebook.

### Evaluation

This objective will be evaluated by 100 percent compliance by the faculty on the electronic gradebook. Additionally, the school will continue to participate in the STAR Survey. Results will be used to help monitor progress towards increased technology use.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 8 STATEMENT:***

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

### ***Needs Assessment***

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



## Measurable Objective

Gulfstream Elementary school will achieve an increase of three percent on the President's Physical Fitness Award Program from 60 percent to 63 percent.

### 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 on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principal and Principal	8/8/2005	5/24/2006
Utilize the FITNESSGRAM to administer a pre-test to determine baseline measures. Compare pre- and post-test data to provide valid measures of student/school improvement.	Physical Education Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006
Develop an action plan to ensure input from the physical education department to meet the goals and objectives as stated.	Assistant Principal and Principal	8/8/2005	5/24/2006
Promote physical fitness awareness throughout the school.	Physical Educational Teachers, School Nurse, Principal	8/8/2005	5/24/2006

### Research-Based Programs

NA

### Professional Development

Departmental and staff meetings to analyze results.

### Evaluation

This objective will be evaluated by the results of the pre- and post-tests on the FITNESSGRAM.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

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

### ***Needs Assessment***

After administering a school generated Science pre-test and analyzing the 2004-05 science FCAT test results, it was determined that Gulfstream would benefit from a Science Club.

## Measurable Objective

Given the participation of selected fifth grade students in a Science Club, science skills will improve as evidenced by their mean scale scores meeting the district average.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide hands-on science activities after school to Science Club members.	Science Club Sponsor, Assistant Principal	10/31/2005	3/31/2006
Require students to develop science projects for entry in the county youth fair.	Science Club Sponsor, Principal	10/31/2005	5/24/2006
Conduct a parent involvement science night.	Science Club Sponsor, Assistant Principal	10/31/2005	5/24/2006
Provide computer-assisted instruction to science club members.	Science Club Sponsor	10/31/2005	5/31/2006
Provide opportunities for science club students to mentor their peers.	Science Club Sponsor, Assistant Principal	10/31/2005	5/24/2006

## Research-Based Programs

NA

## Professional Development

Further training in FOSS Kits, District sponsored science workshops, science workshops, and other community science resources workshop.

## Evaluation

This objective will be evaluated by the results of the 2006 FCAT science test.

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

### *Miami-Dade County Public Schools*

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

### **GOAL 10 STATEMENT:**

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

### **Needs Assessment**

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

## Measurable Objective

Gulfstream Elementary School will improve its ranking on the State of Florida ROI index publication from the percentile rank of four in 2003 to the percentile rank of five in 2004.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	EESAC Committee, Assistant Principal, Principal	8/8/2005	5/24/2006
Collaborate with district on resource allocation.	EESAC Committee, Assistant Principal, Principal	8/8/2005	5/24/2006
Consider recognition of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	EESAC Committe, Assistant Principal, Principal	8/8/2005	5/24/2006
Condiser shared use of facilities, partnering with community agencies.	EESAC Committe, Assistant Principal, Principal	8/8/2005	5/24/2006

## Research-Based Programs

NA

## Professional Development

Staff meeting to discuss ROI and how the index is derived.

## Evaluation

This objective will be evaluated by the results of the State of Florida ROI index scale. Gulfstream Elementary will show progress toward reaching the fifth percentile rank.

## *EESAC Compliance*

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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:***

Members of the Educational Excellence School Advisory Council (EESAC) will attend budget training and will be instrumental in providing input on the needs of the school's community.

### ***Training:***

The Educational Excellence School Advisory Council (EESAC) recommended that the majority of staff development in-service activities focus on reading, mathematics, and science with special attention to available computer software.

### ***Instructional Materials:***

The Educational Excellence School Advisory Council (EESAC) has recommended expenditures for reading, technology, and science.

### ***Technology:***

The Educational Excellence School Advisory Council (EESAC) reviewed the current technology status of the school and made recommendations to improve it by adding additional computer equipment and upgrading existing systems.

### ***Staffing:***

The Educational Excellence School Advisory Council (EESAC) discussed the staffing needs of the school. The administrative staff considered the recommendations that were made.

### ***Student Support Services:***

Educational Excellence School Advisory Council (EESAC) assisted with the identification and referral of students to the Student Services Team/Child Study Team.

***Other Matters of Resource Allocation:***

The Educational Excellence School Advisory Council (EESAC) provided incentives for student attendance and academic achievement.

***Benchmarking:***

The Education Excellence School Advisory Council (EESAC) appointed a sub-committee to write the goals and strategies for the School Improvement Plan. The EESAC recommended that the administration and EESAC members monitor the implementation of the plan on a quarterly basis to maximize resources.

***School Safety & Discipline:***

The Educational Excellence School Advisory Council (EESAC) reviewed the school's safety and discipline plans and made recommendations on how to improve these plans.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*