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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 2511 - Zora Neale Hurston Elementary School

*FeederPattern:* G. Holmes Braddock Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* David Dobbs

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Zora Neale Hurston Elementary School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Zora Neale Hurston Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including monthly and interim assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 84 percent of students scoring at FCAT Level 3 or higher, a two percentage point increase, on the 2006 administration of the FCAT, Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 72 percent of students scoring at FCAT Level 3 or higher, on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of students scoring 4.0 or above, on the 2006 administration of the FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score meeting or exceeding the District on the 2006 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 2 percent increase in the number of parents participating in school site ESOL classes during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by sign-in logs.

Given the need to improve behavior, the school will reduce the number of referrals as documented by referrals written during the 2005-2006 school year compared to the 2004-2005 school year.

Given an emphasis on the use of educational technology, teachers who are identified as having a need through surveys will attend at least one workshop on the use of technology.

Given the instruction in Physical Education, there will be a 3% increase in the number of passing students receiving a gold or silver award on the 2005-2006 FITNESSGRAM as compared to the number awarded on the 2004-2005 FITNESSGRAM.

Given the instruction implemented by the special area teachers, special area teachers will incorporate FCAT strategies in reading, writing and math across the curriculum in three separate lessons.

Zora Neale Hurston Elementary School will improve its ranking on the State Florida ROI index publication from the 67 percentile in 2005 to the 70 percentile on the next publication of the index.

Zora Neale Hurston School recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers will occur. Additionally, site-based professional development will be delivered by reading and math coaches to ensure effective implementation of the professional development activities into classroom instruction.

## 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.

## Zora Neale Hurston Elementary School

### VISION

The staff at Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that students receive a quality educational program to meet students' academic and socioemotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents and students.

### MISSION

The staff at Zora Neale Hurston Elementary is committed to providing a learning environment rich with experience, curiosity and connection. Students will be energized to become self-directed, lifelong learners, contributing positively in a multicultural society by "Profiting from the Past-Focusing on the Future".

### CORE VALUES

We pursue the highest standards in academic achievement. We ensure all students are being treated with respect and are learning in a safe environment. At Zora Neale Hurston, we create opportunities for students and families to excel and become successful within our community.

## *School Demographics*

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Zora Neale Hurston Elementary School serves 846 students from the surrounding neighborhood, including standard curriculum students 83 percent, students with disabilities 17 percent, LEP students 30 percent, and economically disadvantaged students 71 percent. The ethnic/racial makeup of the student population is 93 percent Hispanic, 5 percent White and 2 percent Black. The mobility rate of the school is 43 percent. Because of the relative low income bracket of the area in which many of our students live, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The school is located on 13 acres in southwest Miami-Dade County at 13137 S.W. 26th Street. The school is an enclosed building with a free standing P.E. shelter. This school has been wired to provide internet access to all classrooms. Zora Neale Hurston Elementary School employs a total of 80 full time members and 33 part time staff members.

The staff at Zora Neale Hurston is comprised of 100% female classroom and exceptional education teachers. Of these classroom teachers, 72% are hispanic, 13% are black non-hispanic, and 15% are white non-hispanic. There are five exceptional student education teachers at Zora Neale Hurston. Zora Neale Hurston employs thirteen clerical, secretarial, custodial and other service workers. They are demographically represented by being 20% white non-hispanic and 80% hispanic. Zora Neale Hurston has a full- time staff ratio of 71% and a part-time ratio of 96%.

# *School Foundation*

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## ***Leadership:***

The Leadership Team at Zora Neale Hurston Elementary School believes in creating and maintaining a strong communication system with the staff, faculty, parents and community. This allows for all stakeholders to be aware and involved in the school. School information is presented at Faculty Meetings, Educational Excellence School Advisory Meetings (EESAC) and Parent Teacher Association (PTA) meetings, parent teacher conferences and grade level meetings. The mission and vision of the school is communicated throughout each and everyday. The vision and mission is evident in each classroom, office, and throughout the building. The Leadership Team believes in delivering a rich curriculum that is both skill based and diverse in instructional strategies. It is our desire to create a positive learning environment where academic needs are met and student achievement is increased. The staff scored the Leadership subgroup of the OPIS as a 3.9 out of a possible 5.

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

The goal and objectives of this school are to increase academic achievement in all grades. In addition to increasing academic achievement, the students will also take part in activities and programs that nurture the social, emotional and physical development of the child. The Leadership Team meets and follows the continuous improvement model by assessing student progress, analyzing data, implementing strategies, and monitoring classroom instruction. The Leadership Team plans regularly to effectively align school and district goals in order to increase student achievement. Under strategic Planning the faculty and staff scores a mean score of 3.7 out of a possible 5 on the OPIS survey.

## ***Stakeholder Engagement:***

Zora Neale Hurston Elementary takes pride in maintaining a high level of customer satisfaction. According to the Organizational Performance Improvement Snapshot Survey, the results indicate that the staff and faculty are well aware of who their most important customers are and they regularly communicate with them. According to the OPIS survey, the faculty and staff scored a mean score of 4.2 out of possible 5 on the Customer and Market Focus subgroup.

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

Zora Neale Hurston Elementary School Staff continues to implement the team approach through common planning time for all grade levels. Teachers and staff meet regularly and use the Continuous Improvement Model to discuss student progress, analyze data, discuss implementation of strategies and monitor student achievement to meet the needs of the students on their grade level. As a result of this collaborative effort, student achievement at Zora Neale Hurston has consistently demonstrated academic growth.

The OPIS survey was completed by 82% of the faculty and staff. The Human Resource subgroup received a mean score 3.9 out of a possible 5.

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

Zora Neale Hurston Elementary School is a data driven school. The instructional delivery is based on the strengths

and weaknesses of the students. A careful review of the disaggregated data is analyzed by the Curriculum Leaders and then presented to the faculty and staff for feedback. The use of interim and district assessments are utilized to assist teachers in the ongoing process of monitoring student progress. Our staff scored a mean score of 4.3 out of a possible 5 in the Knowledge Management subgroup.

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

The research based model we use is the Continuous Improvement Model. At Zora Neale Hurston Elementary School, we begin by assessing students to determine their strengths and areas in which they need assistance. The assessment data is analyzed to determine who is in need of immediate intensive interventions and what instructional strategies should be employed. This process will be facilitated by the utilization of interim and district assessments. The information from these assessments allow teachers to have information needed in order to implement the necessary instructional content. The implementation component includes but is not limited to: small group instruction, flexible grouping, computer assisted instruction, and whole class instruction. Support is provided through staff development and shared best practices. The faculty and staff scored a mean score of 3.7 out of possible 5 in the Strategic Planning subgroup on the OPIS survey.

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

Zora Neale Hurston Elementary School believes in providing all students with a safe, positive learning environment that provides as many opportunities as possible for each student to reach his or her maximum potential. The Leadership Team, Faculty and Staff work collaboratively with parents and students to effectively communicate behavioral and academic expectations. We work together by using alternative discipline methods to student suspensions. As a result of this collaboration between all the stakeholders and a strong belief in the vision and mission of the school, a decrease in suspension is expected. According to the OPIS the staff and faculty scored a 4.0 out of a possible 5 in Business Results subgroup.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

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

### **Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 82 percent of students in grades three through five have scored at or above FCAT achievement Level 3, 67 percent have made annual learning gains and 56 percent of students scoring in the lowest 25 percent have made annual learning gains.

### NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 84 percent of students scoring at FCAT Level 3 or higher, a two percentage point increase, on the 2006 administration of the FCAT, Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use manipulatives such as Dolch cards, FCAT task cards, and word games to increase and reinforce reading proficiency.	Classroom Teachers	08/08/2005	05/26/2006
Infuse the social studies curriculum into the reading block.	Classroom Teachers	08/08/2005	05/26/2006
Use Accelerated Reader to increase students' interest in reading.	Reading Coach, Media Specialist, Grade Level Chairs and Classroom Teachers	08/08/2005	05/26/2006
Increase implementation of Riverdeep in grades first through third.	Reading Coach, Grade Level Chairpersons and Classroom Teachers	08/08/2005	05/26/2006
Implement Buddy-Reading in grades first through fifth.	Reading Coach, Grade Level Chairpersons and Classroom Teachers	08/08/2005	05/26/2006
Summarize the Comprehensive Research based Reading Plan (CRRP) and will train teachers at the beginning and during the school year.	Reading Coach	08/08/2005	05/26/2006
Give SPI access to all staff in order to create Academic Intervention Plans for Levels 1 and 2 students as part of the Continuous Improvement Model.	All Teachers	08/08/2005	05/26/2006
Provide tutoring through the Intensive Care Unit to third grade retained students daily.	Reading Coach and Paraprofessionals	08/08/2005	05/26/2006

## Research-Based Programs

The research-based reading program that is being used at Zora Neale Hurston Elementary School is Houghton Mifflin, Voyager, Soar to Success, Early Success, and Lexia.

## **Professional Development**

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. The following are FLDOE approved professional development programs that will be implemented at our school: CRISS Strategies, and Just Read Florida.

With the support of the Reading Coach, classroom teachers will implement the two and a half-hour, uninterrupted language arts block, as well as all of the components and strategies described in CRRP.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Reading test. Progress will be monitored through interim assessment such as the FCAT district test.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

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

**Needs Assessment**

Results of the 2005 FCAT Mathematics Test indicate that 70 percent of students in grades three to five have scored at or above FCAT Achievement Level three and 68 percent have made learning gains.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 72 percent of students scoring at FCAT Level 3 or higher, on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate geometric shapes into the art program.	Art Teacher	08/08/2005	05/26/2006
Use grade level timelines to ensure the all FCAT skills are being taught.	Department Heads, Grade Level Chairpersons and Classroom Teachers	08/08/2005	05/26/2006
Incorporate manipulatives in daily instruction.	Classroom Teachers	08/08/2005	05/26/2006
Employ the coaching model (planning with teachers, demonstrating strategies, practice, and feedback to support the core mathematics program.	Mathematics Coach	08/08/2005	05/26/2006
Implement Riverdeep and FCAT Explorer Technology Program for students scoring at Achievement Level 1 and 2 on the 2005 FCAT administration.	Classroom Teachers	08/08/2005	05/26/2006
Give teachers access to SPI in order to develop Academic Intervention Plans for Level 1 and 2 students as part of Continuous Improvement Model.	Classroom Teachers	08/08/2005	05/26/2006

## Research-Based Programs

The research-based mathematics program that is being used at Zora Neale Hurston Elementary School is Scott Foresman.

## Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement.

Professional development will be provided to teachers and appropriate staff during the collaborative planning sessions. Trainings will include the core mathematics program, intervention programs, and assessment used at the elementary school level.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Mathematics test as compared to the 2005 FCAT district test. Progress will be monitored through quarterly assessments such as the FCAT district test.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

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

**Needs Assessment**

Based on the results from 2005 Florida Writes Plus 10 percent of the fourth grade students received a 2 or lower score.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of students scoring 4.0 or above, on the 2006 administration of the FCAT Writing Plus test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Model effective writing techniques.	Classroom Teachers	08/08/2005	05/26/2006
Implement cooperative learning and journal writing.	Classroom Teachers	08/08/2005	05/26/2006
Introduce shared and interactive writing in the primary grades.	Primary Department Head, Grade Level Chairpersons (K through 2nd)	08/08/2005	05/26/2006
Introduce guided and independent writing in the intermediate grades.	Intermediate Department Head and Grade Level Chairpersons (3rd through 5th).	08/08/2005	05/26/2006
Incorporate writing throughout all contents areas including specific strategies for each subgroup.	Reading Coach, Grade Level Chairperson and Classroom Teachers	08/08/2005	05/26/2006
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the six point Scoring Rubric, analysis of students' papers, and specific strategies to guide instruction to ensure writing gains.	Reading Coach	08/08/2005	05/26/2006
Use and analyze data from the district pre and post test narrative/expository writing prompts to develop and establish differentiated instructional groups.	Reading Coach and Classroom Teachers	08/08/2005	05/26/2006

## Research-Based Programs

The research-based reading program that is being used at Zora Neale Hurston Elementary School is Houghton Mifflin.

## **Professional Development**

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. The following are FLDOE approved professional development programs that will be implemented at our school: CRISS Strategies, Just Read Florida, and Writing Professional Development.

Professional development will be provided by the Reading Coach to include areas of professional growth for teachers at their school site:

Examination and discussion of scientifically-based research in reading/language arts;

Delivery and scaffolding on instruction in the five major reading/language arts components;

Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;

Methods for providing differentiated instruction in the classroom;

Meeting the need of all students specific to individual school sites.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Writing Plus test, as compared to the 2005 FCAT Plus Writing Test. This objective will also be evaluated by the district Pre and Post Tests.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

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

### ***Needs Assessment***

Scores on the 2005 FCAT Science Test indicate that the mean scale score was 301. The district average was 286. Pre and Post Tests results administered to 5th grade students indicated a decrease by 1% in the scientific inquiry strand.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a mean scale score meeting or exceeding the District on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Instruct the student in the use of and evaluation of scientific websites.	Media Specialist and Classroom Teachers	08/08/2005	05/26/2006
Use the steps of the scientific process to conduct manipulative variable experiments.	Classroom Teachers	08/08/2005	05/26/2006
Apply interactive technology and hands-on activities that encourage students to improve their scientific literacy.	Media Specialist and Classroom Teachers	08/08/2005	05/26/2006
Utilize FOSS kits to further understand scientific strands.	Classroom Teachers	08/08/2005	05/26/2006
Implement district-wide scope and sequence plans for grades kindergarten through 5 as part of the Continuous Improvement Model.	Department Heads, Grade Level Chairpersons, and Classroom Teachers	08/08/2005	05/26/2006

### Research-Based Programs

The research based science program that is being used at Zora Neale Hurston Elementary School is Harcourt.

### Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. The following are FLDOE approved professional development programs that will be implemented at our school: Supporting Mathematics and Science Teachers as a Professional Learning Community, and Standards for Professional Development for Teachers of Science.

### Evaluation

This objective will be evaluated by scores 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.)

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

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement by providing parents an avenue to become more involved with Zora Neale Hurston Elementary School.

### ***Needs Assessment***

Results of survey forms sent home to parents indicate that parents would like ESOL classes to be provided for them. The 2004 -2005 sign in logs for ESOL classes showed there was an average of 35 parents in attendance.

## Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 2 percent increase in the number of parents participating in school site ESOL classes during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by sign-in logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parental participation through monthly calendars and agendas to parents enrolled in ESOL classes.	Curriculum Support Specialist	08/08/2005	05/26/2006
Disseminate a Parent Handbook to all parents involved in the Project EXCEL (ESOL) program.	Administrators and Curriculum Support Specialist	08/08/2005	05/26/2006
Provide ESOL classes for all parents.	Curriculum Support Specialist and Miami Sunset High Adult Education Teachers	08/08/2005	05/26/2006
Distribute information regarding ESOL classes through flyers.	Administrators and Curriculum Support Specialist	08/08/2005	05/26/2006
Provide parenting workshops to increase literacy levels.	Curriculum Support Specialist and Outside Agencies	08/08/2005	05/26/2006

## Research-Based Programs

The research-based parent and family involvement programs that are being used at Zora Neale Hurston Elementary School are Just Read Florida, the National Parent Teacher Association, Standards for Parent/Family Involvement Programs, and the Project Excel Even Start.

## Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact parents and student achievement. The following are FLDOE approved professional development programs that will be implemented at our school: Just Read Florida and National Standards for Parent Involvement.

## Evaluation

This objective will be evaluated by using sign-in logs to document parent attendance in ESOL classes for 2005-2006 as compared to 2004-2005.

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

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

### ***GOAL 6 STATEMENT:***

Student referrals and suspensions will decrease 2005- 2006 school year.

### ***Needs Assessment***

The data obtained from the school report reflects that Student Case Management Referrals were written, and as a result suspensions were issued during the 2004-2005 school year. At the current level of performance, the school is faced with the challenge to decrease the number of Student Case Management Referrals during the 2005-2006 school year.

## Measurable Objective

Given the need to improve behavior, the school will reduce the number of referrals as documented by referrals written during the 2005-2006 school year compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Reinforce positive behavior by charting daily classroom behavior.	Classroom Teachers	08/08/2005	05/26/2006
Display behavior charts throughout the school as a constant reminder of appropriate behavior.	Classroom Teachers	08/08/2005	05/26/2006
Implement "Student of the Month" recognition program monthly.	Classroom Teachers	08/08/2005	05/26/2006
Implement a training on what constitutes an appropriate referral.	Safety Patrol Sponsor	08/08/2005	05/26/2006
Disseminate the Code of Conduct to all students and faculty.	Safety Patrol Sponsor	08/08/2005	05/26/2006

## Research-Based Programs

## Professional Development

Teachers will attend in-house discipline workshops presented by the school's counselor.

## Evaluation

The data from the school report will be reviewed to compare the number of Student Case Management referrals and suspensions for the 2004 school year as compared to the 2005 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 7 STATEMENT:**

Increase the use of student technology by providing professional development to teachers and reinforcing the usage of technology in the classroom.

### **Needs Assessment**

During the 2005-2006 school year there are five computers per class; therefore, teachers will need enhanced skills in the use of technology.

## Measurable Objective

Given an emphasis on the use of educational technology, teachers who are identified as having a need through surveys will attend at least one workshop on the use of technology.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse student based programs into the curriculum giving students daily opportunities to utilize technology.	Media Specialist, Department Heads, Grade Level Chairpersons and Classroom Teachers	08/08/2005	05/26/2006
Utilize technology to retrieve, evaluate and use information related to student progress.	Classroom Teachers	08/08/2005	05/26/2006
Employ skills that foster higher level thinking to produce various projects electronically.	Classroom Teachers	08/08/2005	05/26/2006
Utilize FCAT Explorer, Riverdeep and Voyager to enhance student learning.	Classroom Teachers	08/08/2005	05/26/2006
Utilize internet to conduct research.	Classroom Teachers	08/08/2005	05/26/2006

### Research-Based Programs

Zora Neale Hurston Elementary School will utilize Riverdeep, FCAT Explorer, Accelerated Reader, and Voyager.

### Professional Development

Teachers will participate in the following development training sessions as needed: Powerpoint, Microsoft Word, Excel, FCAT Explorer, Riverdeep, and Voyager.

### Evaluation

The objective will be evaluated through teacher sign in sheets from the technology workshops.



## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

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

We will improve student health and physical fitness.

### ***Needs Assessment***

Based on the results of the 2004-2005 FITNESSGRAM, 76% of 233 students tested received a gold or silver award.

## Measurable Objective

Given the instruction in Physical Education, there will be a 3% increase in the number of passing students receiving a gold or silver award on the 2005-2006 FITNESSGRAM as compared to the number awarded on the 2004-2005 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities that promote further knowledge in food, nutrition, and raise health consciousness.	Physical Education Teachers	08/08/2005	05/26/2006
Monitor and direct student participation in the FITNESSGRAM to complete 20 curl-ups in one minute.	Physical Education Teacher	08/08/2005	05/26/2006
Monitor and direct student participation in the FITNESSGRAM to complete 10 push-ups in one minute.	Physical Education Teachers	08/08/2005	05/26/2006
Monitor and direct students to pass the FITNESSGRAM in the one mile run.	Physical Education Teachers	08/08/2005	05/26/2006
Initiate drug awareness through the "Say No To Drugs" campaign.	Counselor	08/08/2005	05/26/2006

## Research-Based Programs

FITNESSGRAM

## Professional Development

N/A

## Evaluation

The objective will be evaluated by data collected from the 2006 FITNESSGRAM.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

At Zora Neale Hurston Elementary School all special area teachers will implement FCAT strategies.

**Needs Assessment**

The data obtained from the 2005 FCAT administration indicates that our students will benefit from further exposure to FCAT strategies in different content areas.

## Measurable Objective

Given the instruction implemented by the special area teachers, special area teachers will incorporate FCAT strategies in reading, writing and math across the curriculum in three separate lessons.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement in their curriculum the FCAT Task Cards.	Special Area Teachers	08/08/2005	05/26/2006
Incorporate math concepts during art.	Art Teachers	08/08/2005	05/26/2006
Implement graphic organizers after reading.	Spanish Teachers	08/08/2005	05/26/2006
Require student based projects on important contributors in their fields.	All Special Area Teachers	08/08/2005	05/26/2006
Implement the writing process into planned activities.	Special Area Teachers	08/08/2005	05/26/2006

## Research-Based Programs

## Professional Development

The faculty at Zora Neale Hurston Elementary School will be provided with in-house workshops targeting the reading and mathematics benchmarks along with the item specifications.

## Evaluation

The three lesson plans from each special area teachers will monitor goal achievement.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 10 STATEMENT:***

Zora Neale Hurston Elementary School will rank at the 70 percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2005, Zora Neale Hurston Elementary School ranked in the 67 percentile on the State of Florida ROI index.

## Measurable Objective

Zora Neale Hurston Elementary School will improve its ranking on the State Florida ROI index publication from the 67 percentile in 2005 to the 70 percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal	08/08/2005	05/26/2006
Consider shared use of facilities or partnering with community agencies.	Administration and EESAC	08/08/2005	05/26/2006
Increase spending on personnel.	Principal	08/08/2005	05/26/2006
Consider increase in spending on technology resources.	Principal	08/08/2005	05/26/2006
Increase spending on curriculum resources.	Administration	08/08/2005	05/26/2006

## Research-Based Programs

## Professional Development

## Evaluation

On the next State of Florida ROI index publication, Zora Neale Hurston Elementary School will show progress toward reaching the 70 percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

The EESAC recommended that the School Advisory Council review, analyze and evaluate pertinent data such as the School's Demographic Profile, FCAT Reports and Academic Profile, and formulated objectives and strategies as school wide priorities to be included in the School Improvement Plan. The council then scheduled meetings, notified participants, and created agendas, as per state district guidelines. In addition, the council expended a budget of \$7,830.00 to support school wide initiatives. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the School Advisory Council. The Council will support the efforts of the PTA in achieving a higher level of parental involvement. In addition, EESAC provided input to the school wide budget.

### ***Training:***

The EESAC recommends that EESAC members will attend District Professional Development to stay abreast of current EESAC requirements.

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

The EESAC will view instructional materials and offer suggested activities to enhance instruction and promote student achievement.

### ***Technology:***

The EESAC will view technology programs and equipment and offer suggested activities to enhance instructions and promote student achievement.

### ***Staffing:***

The EESAC recommends that EESAC provide support to staff members in order to promote student achievement.

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

The EESAC will offer suggested activities and resources to enhance student support services.

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

The EESAC recommends that the EESAC will support and assist the efforts of the PTA in achieving higher parental involvement.

***Benchmarking:***

The EESAC will monitor students' performance on a quarterly basis by reviewing District Interim Assessment data and offer suggested activities to enhance instructions and promote student achievement.

***School Safety & Discipline:***

The EESAC will promote school safety and discipline by providing additional resources to enhance the school wide discipline plan.



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*