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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 2821 - Lakeview Elementary School

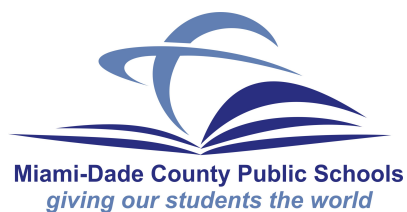
*FeederPattern:* Miami Central Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Jeffrey Hernandez

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Lakeview Elementary School*

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Lakeview Elementary is located at 1290 NW 115 street, Miami, Florida. The surrounding area is comprised of single family homes within a community that has seen few changes within the last couple of years. The current student population is 525 students pre-kindergarten through fifth grade. Ninety-seven percent of the students receive free or reduced lunch at the school and therefore, receives Title I funds. Fifty percent of our total student population are Limited English Proficient and participate in the English Speakers of Other Languages (ESOL) Program. There are 38 students in the Exceptional Student Education Programs such as gifted, specific learning disabilities, educable mentally handicapped, and language impaired programs.

Lakeview Elementary was rated an "A" school under the Florida A+ Plan during the 2004-2005 school year and made Adequate Yearly Progress. As a member of the School Improvement Zone, Lakeview Elementary recognizes that effective instruction is the foundation that fosters learning. Therefore, in order to continue to cultivate the changes necessary to advance high achievement while eliminating low performance, Lakeview Elementary will again institute an instructional program with a strong focus on literacy from kindergarten through fifth grade. Common instructional reading materials with research base demonstrated success will be employed at the school as well 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 the performance data to be carefully analyzed and used to focus instruction accordingly. Additionally, site-based professional development will be delivered by teams of specialist to ensure effective implementation of the professional development activities into classroom instruction.

After analyzing and evaluating data such as the Stanford Achievement Test, Florida Comprehensive Assessment Test, the 2004-2005 School Improvement Plan Year-End Progress Report, and Lakeview Elementary Accountability Report, the Educational Excellence School Advisory Council has identified the following objectives as school-wide priorities for the 2005-2006 school year:

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their Reading skills as evidenced by a five percent increase in the percent of students making adequate yearly learning gains on the 2006 Florida Comprehensive Assessment Reading Test as compared to the 2005 Florida Comprehensive Assessment Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematical skills as evidenced by a five percent increase in the number of students making adequate yearly learning gains on the 2006 mathematics administration of the Florida Comprehensive Assessment Test as compared to the 2005 mathematics administration of the Florida Comprehensive Assessment Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a one percent increase in the number of students scoring 4.0 or higher on the 2006 FCAT Writing Plus test, as compared to the 2005 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students will improve their scientific skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the

2006 FCAT Science Test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental, and community, involvement will reflect a five percent gain above the 2004-2005 level of parent participation, as evidenced by the data attained from the 2005-2006 Parental Involvement Attendance Rosters.

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

Given instruction with an emphasis on the use of technology in education, all students will augment their usage of the Reading Plus Program as evidenced by 80 percent of students in grades 2 through 5 having a minimum of 50 hours of usage for the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students showing an increase in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Given instruction with an emphasis on participating in an advanced academic program, the number of students enrolled in the Academic Excellence Program will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Lakeview Elementary will improve its ranking on the state of Florida index by five percentage points on the next publication of the index as compared to the 2003 publication of the index.

Lakeview Elementary administered the Organizational Performance Improvement Snapshot survey during the month of September 2005. The results indicate that the faculty and staff are more than satisfied with the overall operation of the school as evidenced by all categories receiving an average rating of 4 or higher. However, Lakeview Elementary will be focusing on improving two categories that were identified as a weakness: Business Results (4.1 average score) and Strategic Planning (4.2 average score). Data results in the Strategic Planning indicator note the need to involve stakeholders' ideas when planning for the future. This will be attained by holding regular meetings with the different learning communities such as the Literacy Leadership Team. Data results in the Business Results indicator note the need for stakeholders to know how well the organization is doing financially. This will be attained by implementing a budget review session at the monthly faculty meetings.

# 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.

## Lakeview Elementary School

### VISION

Our vision at Lakeview Elementary School consists of developing the whole child. Through the efforts of students, parents, staff, and administrators, we will strive to mold each child into a lifelong learner and achiever. Working together, we will give each child a harmonious, and safe learning environment that will ensure success for him/her and future generations.

### MISSION

Our mission at Lakeview Elementary School is to provide educational services based on the Sunshine State Standards to students in grades pre-kindergarten through five. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in kindergarten through fifth grade. School-to-home connections are fostered through Parent Center activities designed to keep parents abreast of developments in the classrooms.

### CORE VALUES

Lakeview Elementary is dedicated to providing an uplifting, enriched learning community that fosters the total child actualizing their individual potential. We strive to create honest, respectful, successful students who will develop into productive citizens. The faculty and staff is dedicated to the vision and mission of the school and serves as a vital part of the schools' success. Lakeview Elementary values its community and realizes its importance in creating a diverse, cooperative learning environment that will enable student achievement.

## *School Demographics*

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Lakeview Elementary School serves approximately 526 students pre-kindergarten through fifth grade, and is located at 1290 NW 115th Street, Miami, Florida. The school is located in an urban area surrounded by single family homes within a community that has seen few changes. Most of the students arrive at school either by private owned vehicles or walking.

Lakeview Elementary had been identified as a low-performing school that had not been successful in meeting the State Adequate Yearly Progress (AYP) target during the 2003-2004 school year. After being accountable for implementation of the Superintendent's School Improvement Zone Plan, new administration and instructional staff, implementing an effective curriculum that included enrichment and intervention for students, Lakeview Elementary School was rated an "A" school under the Florida A+ Plan in the 2004-2005 school year and met Adequately Yearly Progress (AYP) under the No Child Left Behind Act.

Ninety-seven percent of the students receive free or reduced lunch at Lakeview Elementary School and therefore, we qualify to receive Title I funds. The daily average attendance rate for students is 96 percent. The students in kindergarten through fifth grade are provided with traditional educational services through a balanced curriculum. In addition to the Title I program, the school implements Exceptional Student Education Programs, Advanced Academic Programs, and embraces multifaceted educational initiatives that include the Houghton Mifflin Legacy to Literature series, Early Success, Soar to Success, Reading Plus, KIDBIZ 3000, Learning Today and the Accelerated Reader Program.

Lakeview Elementary employs 65 full-time staff members and 15 part-time staff members of which 56 are teachers and four are paraprofessionals. Fifteen percent of the teachers at the school are beginning teachers. The leadership team consists of the principal, the assistant principal, the reading coach, the mathematics coach, the content area coach, the ESOL coach, the counselor, the social worker, and the ESE coach. Lakeview Elementary is comprised of teachers who are committed to learning, which is evident in the advancement of degrees at the school. Over 48 percent of the teachers possess higher degrees which consists of at least 31 percent of the teachers having a Masters Degree and approximately 17 percent with a Specialist Degree. There is also one teacher who has earned National Certification.

The class ratio average is approximately one teacher for every 16 students in grades kindergarten through third and one teacher for every 23 students in grades four and five. Lakeview Elementary student population consists of 50 percent LEP students, 25 percent ESE students, a 16 percent rate of first time third grade retentions, and a zero percent second time third grade retention rate. The Mobility Index rate of the school is 37.

# *School Foundation*

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## ***Leadership:***

The leadership team at Lakeview Elementary School consists of one principal, one assistant principal, one reading coach, one mathematics coach, one science/social studies coach, one ESOL chairperson, one ESE chairperson, one UTD Steward, and one EESAC Chairperson. The findings of the Organizational Performance Improvement Snapshot Survey indicated that the faculty and staff are satisfied with the leadership provided at the school to facilitate an effective school, as evident with a 4.4 average score in this category. The stakeholders felt that the strongest indicator in this category was the leadership ensuring that they know the organization's mission and what is trying to be accomplished, as evidenced by an average score of 4.9. The stakeholders felt that the organization could increase the opportunities for them to provide more input in the decision making process, as evident by a 4.0 average score in this indicator.

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

Lakeview Elementary implements the Continuous Improvement Model. Stakeholders are involved in all facets of the eight steps which addresses the indicators within this category, as evident by an average score of 4.2. The stakeholders felt that they know the parts of the organizational plans that will affect them and their work. They also know how to tell if they are making progress on their work group's part of the plan, as evident by both of these indicators scoring an average of 4.3. On the other hand, the stakeholders again feel that more opportunities need to be given for them to provide their input in the decision making process when developing plan of actions, as evident by an average score of 3.9.

## ***Stakeholder Engagement:***

The 2005 School Climate Survey indicated a high degree of satisfaction among school stakeholders with regards to their engagement. The indicator average scores on the Organizational Performance Improvement Snapshot Survey indicated that school staff stakeholders feel that their engagement in the decision making process could be more. On the other hand, parents expressed a sense of satisfaction with regards to their involvement in the decision making process when focusing on their child's academic progress as evident by 95 percent of them feeling their child was getting a good education at this school.

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

The Organizational Performance Improvement Snapshot Survey scores indicated that faculty and staff feel that they are encouraged to develop their job skills so that they can advance in their educational career. They feel that they can make changes to improve their work, that their colleagues are cooperative and work as a team, and most importantly, stakeholders are recognized for their hard work and efforts, as evidenced by all of these indicators receiving an average score of 4.3 or higher. The stakeholders felt that one of the indicators that could be improved in this category was creating a more safe workplace, as evidenced by an average score 4.0 (the lowest average score in this category).

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

Lakeview Elementary implements the 8-Step Continuous Improvement Model to improve all around student and

school achievement. Data disaggregation will be utilized to ensure that instruction is driven by the data provided from the Weekly Benchmark Assessments, DIBELS, FCAT scores and other data reports. Weekly Benchmark Assessments are aligned with the Lakeview Instructional Focus Timeline (L.I.F.T.). Teachers will be provided a monthly class comparison report of their Weekly Benchmark Assessments to alter their instruction and drive differentiated instruction. Data from the School Staff Surveys, as well as, the School Climate Surveys will assist in creating a positive school environment.

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

Lakeview Elementary adheres to the Superintendent's School Improvement Zone educational design and implement the 8-Step Continuous Improvement Model. Students are provided two and a half hours of language arts/reading, one hour of mathematics, one hour of science and/or social studies, and one hour of enrichment and/or intervention daily. The core curricular programs include: Houghton Mifflin (reading); Harcourt Brace (mathematics); Harcourt Brace (social studies); and Harcourt Brace (science). The instructional focus is established by the Curriculum Leadership Team which includes the principal, the assistant principal, the reading coach, the mathematics coach, the content area coach, and the ESOL coach. As a team, a pacing calendar (Lakeview Instructional Focus Timeline - L.I.F.T.) was created which outlines for the instructional staff, the benchmarks to incorporate within their core curricular program on a weekly basis. This ensure that all students are exposed to the same educational opportunities. On a weekly basis, students are assessed with a benchmark assessment so that mastery levels can be analyzed and appropriate interventions provided. These interventions include: Dolphins Accelerated Skill Hall (DASH); Dolphins Early Bird Academy; Dolphins After School Academy; and Dolphins Saturday Academy. The educational design also includes a rigorous on the job professional development support for teachers. This support is provided by ongoing in class coaching and modeling conducted by the reading coach, mathematics coach, ESOL coach, and content area coach. Another important component of the educational design is the parental academies available at the school. On a monthly basis, an inservice is held for parents to acquire additional techniques to help their child succeed. The focus of these inservices is to transition the role of the parent to a parent-teacher. Additionally, a parent resource center is available with multiple materials that parents can check out to use at home as part of the daily home learning activities. This strong customer focus is evident in the Organizational Performance Improvement Snapshot Survey where the average score in this category was 4.2.

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

Lakeview Elementary School was rated an "A" school according to the Governor's A+ Plan during the 2004-2005 school year (an improvement from a "D" rating the previous year) and met Adequate Yearly Progress under the No Child Left Behind Act. The school was also rated number one in attendance in the School Improvement Zone and received \$100,000 in educational support grants. Student Case Management Executive Summary indicated that 324 referrals were submitted for General Disruptive Behavior, 197 referrals were submitted for Defiance of School Personnel's Authority, and 120 referrals were submitted for fighting. The report also indicates that out of the 641 referrals, 107 received an action of outdoor suspension, 103 received an action of indoor suspension, 1 received an action of expulsion, and 430 received an action to include but not limited to parent conference, referral to student services department and referral to social services.

According to the School Climate Survey, 79 percent of students, 85 percent of parents and 93 percent of staff members feel safe and secure at Lakeview Elementary School. In addition, the OPIS reflects that overall the faculty, staff and stakeholders feel that students are getting a good education at this school.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

Students at Lakeview Elementary will continue improving their reading skills as measured by the FCAT until 2013, when 100 percent of the students will be proficient readers.

### **Needs Assessment**

Scores indicate that 58 percent of the total population (17 percentage point increase from 2004), 50 percent of the Black (12 percentage point increase from 2004), 61 percent of the Hispanic subgroup (12 percentage point increase from 2004), 53 percent of the Free and Reduced subgroup (12 percentage point increase from 2004), 52 percent of the Limited English Proficient subgroup (21 percentage point increase from 2004) in grades 3 through 5 scored at achievement level 3 or higher on the 2005 reading administration of the Florida Comprehensive Assessment Test. Scores indicate that 60 percent of the students in the lowest 25 percent in Reading made adequate yearly learning gains (17 percentage point increase from 2004). Scores indicate that 42 percent of the third graders (3 percentage point decrease from 2004), 27 percent of the fourth graders (13 percentage point decrease from 2004) and 21 percent of the fifth graders (26 percentage point decrease from 2004) scored at achievement level 1 on the 2005 reading administration of the Florida Comprehensive Assessment Test. Content Cluster Analysis Score Reports indicate that third graders acquired 50 percent of the possible points in Word Phrases (no change from 2004), 50 percent of the possible points in Main Idea/Purpose (ten percent point acquisition decrease from 2004), 63 percent of the possible points in Comparison (13 percent point acquisition increase from 2004), and 40 percent of the possible points in Reference Research (35 percent point acquisition decrease from 2004). Content Cluster Analysis Score Reports indicate that fourth graders acquired 51 percent of the possible points in Word Phrases (seven percent point acquisition increase from 2004), 61 percent of the possible points in Main Idea/Purpose (11 percent point acquisition



decrease from 2004), 58 percent of the possible points in Comparison (five percent point acquisition increase from 2004), and 50 percent of the possible points in Reference Research (no change from 2004). Content Cluster Analysis Score Reports indicate that fifth graders acquired 63 percent of the possible points in Word Phrases (no change from 2004), 70 percent of the possible points in Main Idea/Purpose (17 percent point acquisition decrease from 2004), 77 percent of the possible points in Comparison (27 percent point acquisition increase from 2004), and 75 percent of the possible points in Reference Research (25 percent point acquisition decrease from 2004).

NCLB SUBGROUP TARGET

| TOTAL                    | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE<br>AMERICAN       | F/R LUNCH                | LEP                      | SWD                      | LEVEL I                  | LOWEST 25%               | OTHER                    | GRADUATIO<br>N 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 based on the Sunshine State Standards, students in grades 3-5 will improve their Reading skills as evidenced by a five percent increase in the percent of students making adequate yearly learning gains on the 2006 Florida Comprehensive Assessment Reading Test as compared to the 2005 Florida Comprehensive Assessment Reading Test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            |
|---|--|------------|------------|
|   |  | START      | END        |
| Implement an uninterrupted daily 2 hour block in reading for grades kindergarten through fifth.<br>Implement an uninterrupted daily 2.5 hour block in reading for students in grades three who were retained for the first time and a daily 3 hour block in reading for students who were retained for the second time. | Administrators<br>Reading Coach  | 08/01/2005 | 05/26/2006 |
| Continue the implementation of a departmentalized approach to teaching each subject area so instructional staff become experts in their respective benchmarks.  | Administrators   | 08/01/2005 | 05/26/2006 |
| Implement an Extended Day/Extended Year Program for all students.   | Administrators<br>School Improvement Zone Staff  | 08/01/2005 | 05/26/2006 |
| Utilize computer assisted programs in reading such as Accelerated Reader, Riverdeep, Fast Forward, KidBiz 3000, and Reading Plus to individualize interventions for low achieving students.   | Administrators<br>Technology Coach   | 08/01/2005 | 05/26/2006 |
| Implement the 8-Step Continuous Improvement Model for school reform.  | Administrators   | 08/01/2005 | 05/26/2006 |
| In order to evaluate the implementation of the professional development, school-site reading resource personnel will visit classrooms.  | Administrators<br>Reading Coach<br>ESOL Coach<br>Administration<br>SIZ Curriculum Specialist | 08/01/2005 | 05/26/2006 |
| Administer weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.  | Administrators<br>Reading Coach  | 08/01/2005 | 05/26/2006 |
| Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in the flexible tutorial groups.  | Administrators<br>Reading Coach<br><br>Teacher   | 08/01/2005 | 05/26/2006 |
| Utilize School site reading resource personnel and  | Administrators   | 08/01/2005 | 05/26/2006 |

|  |  |            |            |
|--|--|------------|------------|
| Curriculum Support Specialists from the School Improvement Zone to employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.  | SIZ Curriculum Specialist<br>Administration<br>Reading Coach |            |            |
| Identify the students in all subgroups who scored at achievement level 1 or 2 on the FCAT, as delineated in the adequate yearly progress disaggregated data. Implement before/after/Saturday tutorial programs to address the reading deficiencies of students, using a diagnostic/prescriptive approach, and evaluate biweekly. | Administrators<br>Reading Coach                              | 08/01/2005 | 05/26/2006 |
| Integrate CRISS strategies throughout the reading instruction.   | Administrators<br>Reading Coach<br>Reading Teachers          | 08/01/2005 | 05/26/2006 |
| Create an AIP for students who are not making academic progress and review quarterly.  | Administrators<br>Reading Coach<br>Teachers                  | 08/01/2005 | 05/26/2006 |
| Utilize L.I.F.T. (Lakeview Instructional Focus Timeline) as a guideline to incorporate weekly benchmarks within the core curricular program.   | Administrators<br>Reading Coach<br>Teachers                  | 08/01/2005 | 05/26/2006 |
| Ensure teachers in all grade levels consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading, as well as in the all content areas.                   | Administrators<br>Reading Coach                              | 08/01/2005 | 05/26/2006 |

### Research-Based Programs

Lakeview Elementary School is using Houghton Mifflin Core and Intervention Programs, Reading Plus, Learning Today, Voyager Passport, Quick Reads, Fast Forward and KIDBIZ 3000.

## **Professional Development**

Using the School Improvement Zone's organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Training will be focused on the development of the teacher with a focus on the teaching of reading. Teachers will also participate in DISTRICT provided CRISS trainings in an effort to incorporate the various strategies into their classroom instruction.

## **Evaluation**

Formative weekly and monthly benchmark assessments will be administered along with summative Reading Standards Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials. Assessments from the research-based programs will be administered. These assessments include but are not limited to the 2006 FCAT Reading Test, DIBELS, MDCPS-OLPS-R (LEP), and DAR.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Students at Lakeview Elementary School will continue improving mathematical skills as measured by the FCAT.

### ***Needs Assessment***

Scores indicate that 53 percent of the total population (19 percentage point increase from 2004), 44 percent of the Black subgroup (17 percentage point increase from 2004), 47 percent of the Hispanic subgroup (5 percentage point increase from 2004), 45 percent of the Free and Reduced subgroup (15 percentage point increase from 2004), 38 percent of the Limited English Proficient subgroup (10 percentage point increase from 2004) in grades 3 through 5 scored at achievement level 3 or higher on the 2005 mathematics administration of the Florida Comprehensive Assessment Test. Scores indicate that 78 percent of the students in grades 3 through 5 made adequate yearly learning gains (22 percentage point increase from 2004). Scores indicate that 50 percent of the third graders (5 percentage point increase from 2004), 37 percent of the fourth graders (seven percentage point increase from 2004) and 15 percent of the fifth graders (34 percentage point decrease from 2004) scored at achievement level 1 on the 2005 mathematics administration of the Florida Comprehensive Assessment Test. Content Cluster Analysis Score Reports indicate that third graders acquired 33 percent of the possible points in Number Sense (nine percent point acquisition decrease from 2004), 38 percent of the possible points in Measurement (no change from 2004), 57 percent of the possible points in Geometry (no change from 2004), and 33 percent of the possible points in Algebraic Thinking (no change from 2004) and 57 percent of the possible points in Data Analysis (no change from 2004). Content Cluster Analysis Score Reports indicate that fourth graders acquired 54 percent of the possible points in Number Sense (one percent point acquisition decrease from 2004), 50 percent of the possible points in Measurement (13 percent point acquisition decrease from 2004), 57 percent of the possible points in Geometry (no change from

2004), and 43 percent of the possible points in Algebraic Thinking (no change from 2004) and 43 percent of the possible points in Data Analysis (no change from 2004). Content Cluster Analysis Score Reports indicate that fifth graders acquired 46 percent of the possible points in Number Sense (15 percent point acquisition increase from 2004), 55 percent of the possible points in Measurement (ten percent point acquisition increase from 2004), 54 percent of the possible points in Geometry (eight percent point acquisition increase from 2004), and 54 percent of the possible points in Algebraic Thinking (18 percent point acquisition increase from 2004) and 42 percent of the possible points in Data Analysis (nine percent point acquisition increase from 2004).

NCLB SUBGROUP TARGET

| TOTAL                    | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE<br>AMERICAN       | F/R LUNCH                | LEP                      | SWD                      | LEVEL I                  | LOWEST 25%               | OTHER                    | GRADUATIO<br>N 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 based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematical skills as evidenced by a five percent increase in the number of students making adequate yearly learning gains on the 2006 mathematics administration of the Florida Comprehensive Assessment Test as compared to the 2005 mathematics administration of the Florida Comprehensive Assessment Test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                      | TIMELINE   |            |
|--|--|------------|------------|
|  |  | START      | END        |
| Implement Learning Today technology program for students scoring at achievement levels 1 and 2 on the 2005 FCAT administration.  | Administrators<br>Mathematics Coach<br>Technology Coach          | 08/01/2005 | 05/26/2006 |
| Implement weekly, monthly, and quarterly assessments that are aligned to the Sunshine State Standards tested benchmarks.   | Administrators<br>Mathematics Coach                              | 08/01/2005 | 05/26/2006 |
| Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction and for placement of students in flexible tutorial groups.  | Administrators<br>Mathematics Coach                              | 08/01/2005 | 05/26/2006 |
| Implement an uninterrupted daily 60 minute block in mathematics for grades kindergarten through fifth.   | Administrators   | 08/01/2005 | 05/26/2006 |
| Implement the 8-Step Continuous Improvement Model for school reform.   | Administrators   | 08/01/2005 | 05/26/2006 |
| Identify the students in all subgroups at achievement levels 1 or 2 of the FCAT Mathematics Test, as delineated in the adequate yearly progress disaggregated data. Implement during/after/Saturday tutorial programs to address the mathematics deficiencies of students, using a diagnostic/prescriptive approach. | Administrators<br>Mathematics Coach                              | 08/01/2005 | 05/26/2006 |
| Utilize School site mathematics resource personnel and curriculum support specialists from the School Improvement Zone to employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.  | Administrators<br>Mathematics Coach<br>SIZ Curriculum Specialist | 08/01/2005 | 05/26/2006 |
| Utilize teachers in all grades to consistently focus on the clusters of Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis according to the timeline identified in the instructional focus calendar in mathematics.  | Administrators<br>Mathematics Coach                              | 08/01/2005 | 05/26/2006 |

|  |  |            |            |
|--|--|------------|------------|
| Implement an Extended Day/Extended Year Program for all students.  | Administrators<br>School Improvement Zone Staff      | 08/01/2005 | 05/26/2006 |
| Integrate CRISS strategies throughout the math instruction.  | Administrators<br>Mathematics Coach<br>Math Teachers | 08/01/2005 | 05/26/2006 |
| Create an AIP for students who are not making academic progress and review quarterly.  | Administrators<br>Mathematics Coach<br>Teachers      | 08/01/2005 | 05/26/2006 |
| Utilize L.I.F.T. (Lakeview Instructional Focus Timeline) as a guideline to incorporate weekly benchmarks within the core curricular program. | Administrators<br>Math Coach<br>Teachers             | 08/01/2005 | 05/26/2006 |

## **Research-Based Programs**

The research based programs used at Lakeview Elementary are Harcourt Brace State-Adopted Series, Learning Today, and Riverdeep.

## **Professional Development**

Using the School Improvement Zone's organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, CRISS and assessments used at the elementary school level. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up and evaluation.

## **Evaluation**

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative mathematics quarterly assessments. Generated data will be used to redirect classroom instruction and to create flexible tutorials using Edusoft and the 2006 FCAT Mathematics test.



## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Students at Lakeview Elementary will continue to increase their writing skills as measured by the FCAT for all the No Child Left Behind Act subgroups.

### **Needs Assessment**

Scores indicate that 89 percent of the students in grade 4 scored 3.5 or higher on the 2005 administration of the FCAT Writing Plus Test, an eight percent percentage point increase over the 2004 administration. Scores indicate that six percent of the students in grade 4 scored below a 3.0 on the 2005 administration of the FCAT Writing Plus Test, a three percent increase over the 2004 administration. Scores indicate that the average combined mean score for students in grade 4 decreased from a 3.7 (2004) to a 3.6 (2005). Scores indicate that the average narrative mean score for students in grade 4 decreased from a 4.0 (2004) to A 3.3 (2005). Scores indicate that the average expository mean score for students in grade 4 increased from a 3.4 (2004) to a 3.8 (2005). The decline emphasizes the need to address this area for all students.

### 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 based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a one percent increase in the number of students scoring 4.0 or higher on the 2006 FCAT Writing Plus test, as compared to the 2005 FCAT Writing Plus test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Administer and analyze the District's Pretest for Narrative and Expository Prompts to establish differentiated instruction groups.   | Administrators<br>Teachers<br>Reading Coach<br>SIZ Curriculum Specialist            | 08/01/2005 | 05/26/2006 |
| Incorporate writing throughout all content areas including CRISS strategies specific to each subgroup.   | Administrators<br>Teachers  | 08/01/2005 | 05/26/2006 |
| Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains. | Administrators<br>Reading Coach<br>SIZ Curriculum Specialist                        | 08/01/2005 | 05/26/2006 |
| Establish an early bird writing institute to provide additional writing instruction for low achieving students and enrich high achieving students.   | Administrators<br>SIZ Curriculum Specialist<br>Teachers                             | 08/01/2005 | 05/26/2006 |
| Implement, monitor and analyze "Learning Express."   | Administrators<br>School Improvement Zone<br>Reading Coach<br>Curriculum Specialist | 08/01/2005 | 05/26/2006 |
| Conduct parent workshops to provide them with strategies to assist their child to successfully master the components of the writing process.   | Administrators<br>SIZ Curriculum Specialist<br>Curriculum Involvement Specialist    | 09/01/2005 | 05/26/2006 |
| Create an AIP for students who are not making academic progress and review quarterly.  | Administrators<br>Reading Coach<br>Teachers   | 08/01/2005 | 05/26/2006 |
| Utilize L.I.F.T. (Lakeview Instructional Focus Timeline) as a guideline to incorporate weekly benchmarks within the core curricular program.   | Administrators<br>Reading Coach<br>Teachers   | 08/01/2005 | 05/26/2006 |
| Implement an Extended Day/Extended Year Program for all students.  | Administrators<br>School Improvement Zone   | 08/01/2005 | 05/26/2006 |
| Implement the 8-Step Continuous Improvement Model for school reform.   | Administrators  | 08/01/2005 | 05/26/2006 |
| Implement before/after/Saturday tutorial programs  | Administrators  | 08/01/2005 | 05/26/2006 |

|  |  |           |           |
|--|--|-----------|-----------|
| to provide writing strategies to students, using a diagnostic/prescriptive approach, and evaluate biweekly.          | Teachers   |           |           |
| Analyze data from District Posttest for Narrative and Expository Prompts to evaluate and refocus instruction groups. | Administrators<br>Teachers<br>Reading Coach<br>SIZ Curriculum Specialist | 08/1/2005 | 5/26/2006 |

## **Research-Based Programs**

Lakeview Elementary School will use the research based CRP.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, CRISS, Learning Express and assessments used at the elementary school level.

## **Evaluation**

Provide monthly assessments using DISTRICT prompts to monitor students' progress. Administer three prompts from the Learning Express program to use reports to intervene writing deficiencies in third, fourth, and fifth grade students. The 2006 FCAT Writing Plus Test will also be used to provide additional assessment results.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

|   |                                     |                                      |                          |                          |   |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance                 | Alignment of Standards and Resources | Educational Leadership   | Workforce Education      | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 4 STATEMENT:**

Lakeview Elementary aims at improving students' science process skills.

### ***Needs Assessment***

Scores indicate the average mean scale score was 270 for the science administration of the 2005 Florida Comprehensive Assessment Test as compared to the District mean scale score of 286. Scores indicate that 48 percent of the fifth graders scored below district average. Content Cluster Analysis Score Reports indicate that fifth graders acquired 53 percent of the total possible points in Physical/Chemical Science, 38 percent of the total possible points in Earth/Space Science, 46 percent of the total possible points in Life/Environmental Science, and 50 percent of the total possible points in Scientific Thinking.

## Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their scientific skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the 2006 FCAT Science Test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)         | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Engage students through research projects and reading material that relate to current science events in today's society during their science instructional block. | Administrators<br>Science Teachers<br>Science Coach | 08/01/2005 | 05/26/2006 |
| Implement weekly, monthly, and quarterly assessments that are aligned to the Sunshine State Standards test.   | Administrators<br>Science Coach                     | 08/01/2005 | 05/26/2006 |
| Provide a minimum of 20 hands-on-science lab activities that are related to the Sunshine State Standards for students in grades kindergarten through five.        | Administrators<br>Science Coach                     | 08/01/2005 | 05/26/2006 |
| Integrate CRISS strategies throughout the science instruction.  | Administrators<br>Science Coach<br>Science Teachers | 08/01/2005 | 05/26/2006 |
| Engage students in kindergarten through fifth grade in science project activities.  | Administrators<br>Science Coach                     | 08/01/2005 | 05/26/2006 |
| Implement an Extended Day/Extended Year Program for all students.   | Administrators<br>School Improvement Zone           | 08/01/2005 | 05/26/2006 |
| Implement before/after/Saturday tutorial programs to assist students with science, using a diagnostic/prescriptive approach, and evaluate biweekly.               | Administrators<br>Science Coach<br>Teachers         | 08/01/2005 | 05/26/2006 |
| Implement the 8-Step Continuous Improvement Model for school reform.  | Administrators                                      | 08/01/2005 | 05/26/2006 |
| Create an AIP for students who are not making academic progress and review quarterly.   | Administrators<br>Science Coach<br>Teachers         | 08/01/2005 | 05/26/2006 |
| Utilize L.I.F.T. (Lakeview Instructional Focus Timeline) as a guideline to incorporate weekly benchmarks within the core curricular program.                      | Administrators<br>Science Coach<br>Teachers         | 08/01/2005 | 05/26/2006 |
| Implement the district's Suggested Long Range Science Plans for elementary schools.   | Administrators<br>Science Coach                     | 08/01/2005 | 05/26/2006 |

## **Research-Based Programs**

The research-based program is FOSS KIT.

## **Professional Development**

Using the School Improvement Zones' organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development days. Trainings will include the core science program, intervention programs, and assessments used at the elementary level. Teachers will also participate in DISTRICT provided CRISS trainings in an effort to incorporate the various strategies into their classroom instruction.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Science Test. Quarterly reports will provide formative assessments which will be used to monitor progress toward the objective. Formative weekly and monthly benchmark assessments will be administered along with summative Science Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

## 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 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 5 STATEMENT:***

Lakeview Elementary aims at increasing parent involvement.

### ***Needs Assessment***

Analysis of the 2004-2005 Parent Involvement Attendance Rosters indicate a 15 percent increase in the level of parent participation in the school-based activities when compared to the 2003-2004 school year. Improvement is still needed since less than 60 percent of parents all students participated. Efforts need to be focused to increase participation and support from parents in order to ensure excellence in student achievement.

## Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental, and community, involvement will reflect a five percent gain above the 2004-2005 level of parent participation, as evidenced by the data attained from the 2005-2006 Parental Involvement Attendance Rosters.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            |
|---|--|------------|------------|
|   |  | START      | END        |
| Send all notification to parents in their home language.  | Administrators<br>Social Worker  | 08/01/2005 | 05/26/2006 |
| Appoint a liaison to visit homes, mail communications, and coordinate parent workshops with the Instructional Improvement Team to increase parental involvement among AYP subgroups and students scoring the lowest 25 percentile.    | Administrators<br>Community Involvement Specialist<br>Social Worker                                      | 08/01/2005 | 05/26/2006 |
| Utilize the Parent Compact (Title I) to engage their active involvement and support in both school and home based learning.   | Administrators<br>Community Involvement Specialist   | 08/01/2005 | 05/26/2006 |
| Provide parents with a Parent Resource Center to provide information and ideas to families about how to help students at home with home learning and other curriculum related activities, decisions, and planning.                    | Administrators<br>Community Involvement Specialist<br>Reading Coach<br>Social Worker                     | 08/01/2005 | 05/26/2006 |
| Include parents' active participation in decision-making groups such as the PTA/PTSA, the School Advisory Council, EEac, Title I PAC/DAC, IEP and AIP meetings.   | Administrators<br>EESAC Chairperson  | 08/01/2005 | 05/26/2006 |
| Plan and facilitate special "Family Night" activities such as Open House, Title I Parent Orientation, Family Fun Night, and Awards Ceremonies.  | Administrators<br>Reading Coach<br>Media Specialist<br>Community Involvement Specialist<br>Social Worker | 08/01/2005 | 05/26/2006 |
| Implement Ready School Grant components which focus on developing family literacy.  | Administrators<br>Reading Coach<br>ESOL Coach  | 08/01/2005 | 05/26/2006 |
| Provide informational workshops through the school and THE PARENT ACADEMY which will empower parents with the knowledge base to improve their parenting skills. This will augment their understanding of child-related health issues, | Administrators<br>Community Involvement Specialist<br>Technology Coach<br>Counselor                      | 08/01/2005 | 05/26/2006 |



|  |   |            |            |
|--|---|------------|------------|
| direct their own personal educational growth and increase their use of technology.   |   |            |            |
| Encourage and promote community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives. | Administrators<br>Community Involvement Specialist<br>EESAC Chairperson | 08/01/2005 | 05/26/2006 |

### **Research-Based Programs**

Lakeview Elementary will utilize the the Parents as Partners in Reading research-based program.

### **Professional Development**

Provide inservices for the Community Involvement Specialist and Social Worker focusing on ways to increase parent involvement.

### **Evaluation**

Parental and community involvement will show a five percent increase above the 2004-2005 level of participation, as reflected in the tally of data obtained from activity/workshop sign-in sheets, logs of attendance, and delivery of service of Title I Parental Involvement.

## 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 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 6 STATEMENT:**

Lakeview Elementary aims at creating a safe conducive to learning environment.

### ***Needs Assessment***

Analysis of data indicates that one of the greatest needs Lakeview Elementary has is to improve student behavior. This is evident through the executive summary report of Student Case Management. Student Case Management Executive Summary indicates that 324 referrals were submitted for General Disruptive Behavior, 197 referrals were submitted for Defiance of School Personnel's Authority, and 120 referrals were submitted for fighting. The report also indicates that out of the 641 referrals, 107 received an action of outdoor suspension, 103 received an action of indoor suspension, one received an action of expulsion, and 430 received an action to include but not limited to parent conference, referral to student services department and referral to social services.

## Measurable Objective

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

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            |
|--|--|------------|------------|
|  |  | START      | END        |
| Establish a discipline committee to create a school-wide discipline plan.    | Administrators                               | 08/01/2005 | 05/26/2006 |
| Conduct parent workshops on parenting and alternative discipline strategies. | Administrators<br>Counselor                  | 08/01/2005 | 05/26/2006 |
| Implement the School Improvement Zone Bullying Prevention Program.           | Administrators<br>Counselor<br>Social Worker | 08/01/2005 | 05/26/2006 |
| Implement the Character Education Curriculum Program.                        | Administrators<br>Counselor                  | 08/01/2005 | 05/26/2006 |
| Implement the Character Education Curriculum Program.                        | Administrators<br>Counselor                  | 08/01/2005 | 05/26/2006 |
| Implement the Youth Crime Watch and Project DARE Programs.                   | Administrators<br>DARE Officer               | 08/01/2005 | 05/26/2006 |
| Implement a Student Government Program in fifth grade.                       | Administrators<br>Counselor<br>Social Worker | 08/01/2005 | 05/26/2006 |
| Implement the Dolphin Good Manners Program.                                  | Administrators                               | 08/01/2005 | 05/26/2006 |

## Research-Based Programs

Lakeview Elementary will employ the Safe Drug Free Schools, Gun Free Schools Act, Character Education, Anti-Bullying Program, and the Dare Program as research-based programs.

## Professional Development

Provide staff members with inservices on classroom management techniques, school-wide discipline plan, monitoring learning routines, and Anti-Bullying Program.

## **Evaluation**

Utilize the District provided annual SCAM Summary Report to compare numbers of SCAMs in 2004-2005 and 2005-2006.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

|   |                                     |                                      |                          |                                     |   |
|---|-------------------------------------|--------------------------------------|--------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance                 | Alignment of Standards and Resources | Educational Leadership   | Workforce Education                 | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input 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 7 STATEMENT:**

Increase the usage of technology to enrich high performing students and intervene low performing students.

### ***Needs Assessment***

Lakeview Elementary technology records indicate that the hardware availability during the 2003-2004 school year provided a ratio of one computer to 20 students. It also indicates that the 2003-2004 school year software collection readily available for students to utilize to reinforce previously taught skills and intervene deficiencies was limited to FCAT Explorer and Riverdeep (District licenses provided in a web based format). Records indicate that the infrastructure at the school prior to the 2004-2005 school year was an analog system running at 100 mega bytes. Staff surveys indicate that 35 percent of the teachers attended a professional development activity related to the incorporation of technology into the daily curriculum.

## Measurable Objective

Given instruction with an emphasis on the use of technology in education, all students will augment their usage of the Reading Plus Program as evidenced by 80 percent of students in grades 2 through 5 having a minimum of 50 hours of usage for the 2005-2006 school year.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)                            | TIMELINE   |            |
|---|--|------------|------------|
|   |  | START      | END        |
| Devise a schedule comprised of 30 minute intervals daily during the School Improvement Zone Extended Day Program for students to utilize the Reading Plus Program | Administrators<br>Technology Coach                                     | 08/01/2005 | 05/26/2006 |
| Develop an incentive program to promote, encourage, and facilitate an increase in usage of the Reading Plus Program.  | Administrators<br>Technology Coach                                     | 08/01/2005 | 05/26/2006 |
| Conduct professional development for the instructional staff that incorporates strategies on how to integrate Reading Plus into the curriculum.                   | Administrators<br>Technology Coach                                     | 08/01/2005 | 05/26/2006 |
| Conduct student training sessions that model effective usage of each component of the Reading Plus Program.   | Administrators<br>Technology Coach                                     | 08/01/2005 | 05/26/2006 |
| Conduct student training sessions that model effective usage of each component of the Reading Plus Program.   | Administrators<br>Technology Coach                                     | 08/01/2005 | 05/26/2006 |
| Improve hardware availability to reduce student computer ratio to increase student usage of the Reading Plus Program.   | Administrators   | 08/01/2005 | 05/26/2006 |
| Improve hardware availability to reduce student computer ratio to increase student usage of the Reading Plus Program.   | Administrators   | 08/01/2005 | 05/26/2006 |
| Conduct parent workshops that provides them with the technology resources readily available to them and their children.   | Administrators<br>Technology Coach<br>Community Involvement Specialist | 08/01/2005 | 05/26/2006 |

## Research-Based Programs

Lakeview Elementary School will use Reading Plus, Learning Today, KIDBIZ 3000, Riverdeep and the National Education Technology Standards (NETS) System of Technology Accountability and Rigor.

## **Professional Development**

Lakeview Elementary will provide teachers with professional development activities related to the utilization of the Reading Plus Program.

## **Evaluation**

Lakeview Elementary School will utilize the Reading Plus usage reports to indicate attainment of the objective.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### **GOAL 8 STATEMENT:**

Lakeview Elementary aims at achieving an annual increase of three percent in recipient awards as measured by the FITNESSGRAM.

### **Needs Assessment**

FITNESSGRAM records indicate that 67 percent of the students received an award during the 2003-2004 school year.



## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students showing an increase in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            |
|---|--|------------|------------|
|   |  | START      | END        |
| Develop an incentive plan to encourage participation in the Lakeview Elementary School Breakfast Program.   | Administrators<br>Cafeteria Manager          | 08/01/2005 | 05/26/2006 |
| Administer a student survey to gather input from them with regards to how to improve the breakfast program and therefore increase participation.  | Administrators<br>Counselor                  | 08/01/2005 | 05/26/2006 |
| 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. | Administrators                               | 08/01/2005 | 05/26/2006 |
| Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items to enhance specificity of training.   | Administrators                               | 08/01/2005 | 05/26/2006 |
| Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items to enhance specificity of training.   | Administrators                               | 08/01/2005 | 05/26/2006 |
| Implement and monitor a physical education curriculum that focuses on warm up activities, teacher guided activities and summarization of skills learned.  | Administrators<br>Physical Education Teacher | 08/01/2005 | 05/26/2006 |
| Develop an action plan for the school to ensure input from the department to meet the goals and objectives as stated.   | Administrators<br>Department Chairperson     | 08/01/2005 | 05/26/2006 |

## Research-Based Programs

Lakeview Elementary will use the Fitness Gram research-based program.

## **Professional Development**

Provide physical education teachers professional development activities to increase their knowledge on strategies to delivery the curriculum objectives needed for students to be successful on the FITNESSGRAM exam.

## **Evaluation**

Lakeview Elementary will administer the FITNESSGRAM, health-related fitness test.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Lakeview Elementary School aims at increasing student participation in Advanced Academic Programs.

**Needs Assessment**

School records indicate that 35 students participated in the Academic Excellence Program during the 2004-2005 school year. School records indicate that 0 students participated in the Teaching Enrichment Activities to Minorities (TEAM) Program. School records indicate that two students participated in the Gifted Program during the 2004-2005 school year.

## Measurable Objective

Given instruction with an emphasis on participating in an advanced academic program, the number of students enrolled in the Academic Excellence Program will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                           | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Create school newsletter to highlight school success and current events.   | Administrators<br>Academic Excellence Journalism<br>Teacher           | 08/15/2005 | 05/26/2006 |
| Create school newsletter to highlight school success and current events.   | Administrators<br>Academic Excellence Journalism<br>Teacher           | 08/15/2005 | 05/26/2006 |
| Create school newsletter to highlight school success and current events.   | Administrators<br>Academic Excellence Journalism<br>Teacher           | 08/15/2005 | 05/26/2006 |
| Create school newsletter to highlight school success and current events.   | Administrators<br>Academic Excellence Journalism<br>Teacher           | 08/15/2005 | 05/26/2006 |
| Provide field trip excursions that expose students to real-life experiences related to the curriculum content of the Academic Excellence Program components.                               | Administrators<br>Academic Excellence Teachers                        | 08/15/2005 | 05/26/2006 |
| Establish culminating activities for parents to showcase students' portfolios demonstrating mastery acquired skills via the Academic Excellence Program.                                   | Administrators  | 05/01/2006 | 05/26/2006 |
| Host quarterly science fair events that will highlight the increased awareness of the scientific discovery process students gained after participating in the Academic Excellence Program. | Administrators<br>Academic Excellence Teachers<br>Assistant Principal | 04/01/2006 | 05/26/2006 |
| Identify students who are high achieving to participate in the Academic Excellence Program.  | Administrators<br>Curriculum Coaches                                  | 08/01/2005 | 09/01/2005 |
| Implement the DISTRICT provided Academic Excellence Program Hands-on Science (grade K, 2, and 3) and Journalism (grade 4 and 5) Components.  | Administrators  | 08/15/2005 | 05/26/2006 |

## **Research-Based Programs**

Not applicable.

## **Professional Development**

Teachers will be trained on characteristics of students that are exhibiting a need for enrichment activities that could be provided via Advanced Academic Programs. Academic Excellence, TEAM, and Gifted Teachers will be provided inservices on strategies to enrich and cultivate academic excellence among high achieving students.

## **Evaluation**

Lakeview Elementary use will enrollment data in the Academic Excellence Program to document student participation in the program.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

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

### ***Needs Assessment***

This school is in the middle third of all elementary schools in the state on percent of students making learning gains. This school is in the upper third of all elementary schools in the state on money spent per student.

## Measurable Objective

Lakeview Elementary will improve its ranking on the state of Florida index by five percentage points on the next publication of the index as compared to the 2003 publication of the index.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)        | TIMELINE   |            |
|---|--|------------|------------|
|   |  | START      | END        |
| Become more informed about the use of financial resources in relation to school programs.   | Administrators                                     | 08/01/2005 | 05/26/2006 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks. | Administrators<br>PTA                              | 08/01/2005 | 05/26/2006 |
| Collaborate with the district on resource allocation.   | Administrators                                     | 08/01/2005 | 05/26/2006 |
| Consider shared use of facilities, partnering with community agencies.  | Administrators<br>Community Involvement Specialist | 08/01/2005 | 05/26/2006 |

## Research-Based Programs

Not applicable

## Professional Development

Not applicable

## Evaluation

On the next State of Florida ROI index publication, Lakeview Elementary will show progress toward reaching the 90th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC made recommendations on the instructional purchases that were going to be made with the funds allocated by the state to them. After EESAC reviewed the data of Lakeview Elementary School and assessed the needs of the school, it was consensus to purchase additional library books for the media center that correlated to the Accelerated Reader Program.

### ***Training:***

After EESAC reviewed the Professional Development Survey administered by the school's principal, they made recommendations to provide professional development to teachers in the areas of CRISS, the Big 5, Hands-on instruction in mathematics and science, and most importantly, in classroom management.

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

The EESAC reviewed the new requirements of the reading core series published by Houghton Mifflin. They recommended that we continue to use the implementation model and procedures used during the 2004-2005 school year since it proved to be effective. The recommended that we have additional training conducted in the usage of Early Success and Soar to Success intervention program. EESAC also participated in the selection of the materials that will support the before and after school tutorial program and Saturday Academy.

### ***Technology:***

The EESAC reviewed the technology needs assessment conducted by the technology committee and make recommendations as to a plan of action to continue efforts to increase hardware and software within the next three years. The EESAC reviewed the implementation of the software programs currently at the school such as Reading Plus, Fast Forward, and Learning Today.

### ***Staffing:***

The EESAC continues to be an active part of the instructional hiring process. An EESAC representative participates in the interviewing committee to select teachers to fill openings as they arise.



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

Members of our EESAC played an active role in the development of our school's Good Manners Program which incorporates the values of the Character Education Curriculum. They have set aside funds to purchase rewards for students who are deemed to be representative of the values set forth in the program. Furthermore, they played a role in working with the school guidance counselor in developing development groups to address the emotional issues within the student body.

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

After the principal presented the total school budget to the EESAC, they recommended that the budget resources continue to be used to reduce class size, to increase technology, and to provide intervention services for students.

### ***Benchmarking:***

The EESAC was previewed to the different means of assessment that the school is using with regards to noting progress of students toward meeting all of the grade level benchmarks assessed in the Florida Comprehensive Assessment Test. They selected an instructional personnel to represent them in the weekly and monthly assessment development committee. Furthermore, after reviewing the data available for the 2004-2005 test results, they were an integral part of the team that developed the school's focus calendar.

### ***School Safety & Discipline:***

The EESAC provided input in the development of a schoolwide safety and discipline plan. Currently, the school has developed an indoor suspension developmental program to serve as an alternative to outdoor suspension. Furthermore, they worked with the administration in outlining areas where security personnel were most needed.

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*

---

*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*