
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2881 - Leewood Elementary School

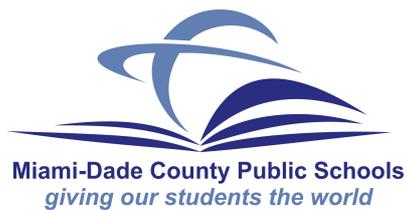
FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Bart Christie

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Leewood Elementary School

Leewood Elementary is a prekindergarten through fifth grade school of 643 students who are 37.6 percent White, non-Hispanic, 45.6 percent Hispanic, 11.3 percent Black, and 5.5 percent Asian/Multiracial. Free and reduced lunch students are .08 percent. Special programs include varying exceptionalities, a large gifted program and four Academic Excellence Programs, which include Broadcast Journalism, Drama, Hands-On Science, Print Journalism. Dropout prevention strategies are implemented by teachers and their teacher assistants at every grade level as necessary. There is an active and supportive community, which includes volunteers and Parent Teacher Association. After analyzing pertinent data such as Florida Comprehensive Achievement Test results, School Climate Survey, Writing Assessment results, the Florida School Report, and the Sunshine State Standards, our Educational Excellence School Advisory Council, with the collaboration of administrators and teachers, have identified the following objectives of school wide priorities for the 2005-2006 School Improvement Plan.

Given instruction using the Sunshine State Standards and the Grade Level Expectations, students will maintain and/or improve their reading scores as evidenced by 91 percent of students scoring at level three or above in the 2006 FCAT Reading subtest.

Given instruction using the Sunshine State Standards and the Grade Level Expectations, the percent of students in grades three through five meeting or exceeding level three will increase by two percentage points to 83 percent on the 2006 FCAT Mathematics subtest as compared to the 2005 FCAT Mathematics test.

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grade four will maintain or increase their writing skills as evidenced by 95 percent scoring at 4.0 or above on the 2006 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards and the Grade Level Expectations, students in grade five will meet or exceed the District's Mean Scale Score on the 2006 FCAT Science subtest.

Given the school emphasis on parental involvement, membership in the PTA will increase by 20 percent over the 2004-2005 membership, as measured by the previous year's membership enrollment.

Given attention to the Continuous Improvement Model, the percent of students needing to contact their parents by phone will decrease by ten percent throughout the year as documented by a dismissal phone log.

Given the use of the school's web page, parents and teachers will increase communication as evidenced by a minimum of 20,000 visits to the school web page.

Given instruction using the Sunshine State Standards, students in grades four and five will maintain or exceed their physical fitness levels as measured by the 2006 FITNESSGRAM as compared to the number of award recipients in 2005.

Given instruction on The Star Spangled Banner, ten percent of students in grade five in the 2005 - 2006 music class will increase their knowledge of the lyrics to our National Anthem on a written post-test of the first verse, as compared to their scores on a pre-test.

Leewood Elementary will improve its ranking on the State of Florida Return on Investment index publication from 62 percentile in 2003 to the 65 percentile on the next publication of the index.

The two areas for improvement that will be addressed based on the results of the Organizational Performance Improvement Snapshot survey tool are "I know how well my organization is doing financially," and "My organization uses my time and talents well." The rationale for selecting these two items is based on the lowest scores in all categories. In order to address these areas, Leewood Elementary's administration will provide an in-service for staff members on the school budget. Additionally, an analysis will be disseminated to all members who participated in the survey tool asking them to briefly describe ways in which this organization can use their time and talents wisely to enhance the school's vision and mission.

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.

Leewood Elementary School

VISION

Leewood Elementary School's vision is to strive to develop responsible, productive citizens by providing an optimal educational environment that is conducive to learning today and in the future.

MISSION

Leewood Elementary School's mission is to prepare our students to shape the world. Our philosophy is "If you believe... You can 'A'chieve."

CORE VALUES

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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.

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We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Leewood Elementary is a predominantly middle to upper-middle class community. Our school includes prekindergarten through fifth grade of 643 students who are 37.6 percent White, 45.6 percent Hispanic, 11.3 percent Black, and 5.5 percent Asian/Multiracial. Free and reduced lunch students are .08 percent. Leewood Elementary has 40 teachers, of which two are male and 38 are female. Of these teachers, 54 percent are White, 29 percent are Hispanic, and 17 percent are Black. The average years of teaching experience is 15 years. Nineteen teachers have advanced degrees.

Leewood Elementary has received the All Schools All Students Grant for the past two years. Enhancing Education Through Technology Grant was implemented for the previous two years. Leewood Elementary has received an A+ rating for the past six years. The Golden Apple Award was presented to Leewood Elementary for volunteer hours.

Leewood Elementary is fortunate to have parent participation and community involvement which assists in student achievement and provides financial support.

In order to assist with student achievement, teachers will be encouraged to write and implement mini-grants to receive additional funding for their academic programs.

School Foundation

Leadership:

According to the results of the Organizational Performance Improvement Snapshot survey tool, the leadership team at Leewood Elementary sets direction for the school in a positive manner. The administration shares the mission and vision of the school through faculty, PTA and EESAC meetings, e-mail, newsletters and collaboration with all members of the learning community. A positive working environment is created to involve all stakeholders in the daily operation of the school by our open door policy. Parents, community members, and teachers are encouraged to provide constructive feedback.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot survey tool reveals that the majority of staff at Leewood Elementary feel they are included in the development and analysis of the school's goals and objectives. The staff and EESAC members are consistently involved in the development of our objectives and strategies of the School Improvement Plan.

Stakeholder Engagement:

Parents and students at Leewood Elementary are satisfied with the level of participation in school-related activities, as well as the daily operation of the school. The School Climate Survey indicates that Leewood Elementary was rated as an "A" school by stakeholders in 2004-2005. Customer satisfaction is determined through parent surveys, participation in parent workshops, and by daily interaction with faculty and staff.

Faculty & Staff:

Leewood Elementary takes a team approach to the overall function of the school. The Organizational Performance Improvement Snapshot survey tool reveals that the majority of staff at Leewood Elementary feel that their work location promotes leadership and customer satisfaction. Staff members collaborate to accomplish Leewood's strategic goals and objectives through grade-level meetings, the establishment of curriculum, attendance, and safety committees, as well as open discussion at faculty meetings. Leewood Elementary's average score on the Organizational Performance Improvement Snapshot survey tool was 4.3 on a scale of zero to five.

Data/Information/Knowledge Management:

Leewood Elementary utilizes data to monitor the progress of its employees and school functions. Data-driven decision-making is stressed in trainings provided in grade group meetings and faculty meetings. Test results and comparison data determine the appropriateness of the educational materials and the technology that is utilized.

Education Design:

Leewood Elementary implements many processes that drive the function of the school. These opportunities are provided through the Teaching and Learning Center (TLC), computer lab use, the Academic Excellence Program and the use of hourly teachers and paraprofessionals. In addition Leewood Elementary is implementing the Eight Step Continuous Improvement Model, and data from FCAT and SAT are analyzed and instruction is provided to

remediate areas of weakness.

Performance Results:

Leewood Elementary is quite effective in improving student performance by addressing student attendance, i.e., absences and tardies. Leewood Elementary has implemented attendance incentives to motivate students. This year Perfect Attendance pins will be distributed during grading period during our Honor Roll Assembly.

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

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 91 percent of our students met the state's high standard level, while 78 percent made annual learning gains and 75 percent of the lowest 25 percent of students made annual learning gains. Scores of the 2005 FCAT Reading Test indicate that 11 percent of grade three, 13 percent of grade four and 13 percent of grade five students scored in levels one or two. Further analysis of data indicates that 90 percent of Hispanic students, 64 percent of Black and 69 percent of Economically Disadvantaged students scored at or above grade level on the 2005 FCAT Reading Test. Sixty-eight percent of our ESE students scored at or above grade level in grades three, four and five. Reading skills in the targeted AYP subgroups need to be addressed.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards and the Grade Level Expectations, students will maintain and/or improve their reading scores as evidenced by 91 percent of students scoring at level three or above in the 2006 FCAT Reading subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate on research projects to reinforce reference and research content clusters.	Media Specialist; Classroom Teachers	10/01/05	5/24/06
Infuse the Social Studies curriculum into the Reading/Language Arts block by introducing the students to factual concepts that reflect the passages in the Reading FCAT subtest.	Language Arts Teachers; Social Studies Teachers; Paraprofessionals/Tutors;	8/8/2005	5/24/2006
Utilize Accelerated Reader and Riverdeep to increase students' interest in reading.	Media Specialist; Classroom Teachers	8/8/2005	5/24/2006
Provide in-house tutoring utilizing programs such as SRA/Voyager for students identified by teachers and test scores as not meeting grade level standards.	Administrator; Classroom Teachers; Paraprofessionals/Tutors	08/08/05	05/24/06
Provide supplemental content area reading materials such as Time for Kids; Scholastic and National Geographic, etc.	Administrator; Classroom Teachers	8/8/2005	5/24/2006
Develop an Academic Improvement Plan for students who scored level 1 or 2 on the FCAT, students who scored in the lowest quartile on the SAT-10 and students working below grade level and analyze the data on a quarterly basis utilizing the Continuous Improvement Model.	Administrator; Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Harcourt Brace Social Studies Series

Professional Development

Inservice - Houghton Mifflin Reading Series

Inservice - Harcourt Brace Social Studies Series

New Comprehensive Reading Plan - Five Reading Components

Accelerated Reader Training

Riverdeep Training

In-service - RFB&D

In-service – Research skills and strategies; Reciprocal Teaching

Evaluation

Success will be achieved if the number of students scoring at achievement levels three, four and five is maintained and/or improved on the 2006 FCAT Reading subtest.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

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GOAL 2 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 81 percent of our students met the state's high standard level, while 67 percent made annual learning gains in mathematics. Scores of the 2005 FCAT Mathematics Test indicate that 18 percent of grade three, 23 percent of grade four and 25 percent of grade five students scored in levels one or two. Further analysis of data indicates that 76 percent of Hispanic students, 43 percent of Black and 49 percent of Economically Disadvantaged students scored at or above grade level on the 2004 FCAT Mathematics Test. Fifty-four percent of our ESE students scored at or above grade level in grades three, four and five.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards and the Grade Level Expectations, the percent of students in grades three through five meeting or exceeding level three will increase by two percentage points to 83 percent on the 2006 FCAT Mathematics subtest as compared to the 2005 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase use of Riverdeep Destination Math and FCAT Explorer across grade levels to reinforce FCAT strategies	Classroom Teachers; Media Specialist	08/08/05	05/24/06
Incorporate tessellations, geometric shapes and symmetrical design across grade levels.	Classroom Teachers; Art Teacher	08/08/05	05/24/06
Practice use of FCAT Math terms provided on school website.	Classroom Teachers; Media Specialist	08/08/05	05/24/06
Utilize Road Map to Fifth Grade Math to reinforce FCAT skills	Administrator; Fifth Grade Teachers	08/08/05	05/24/06
Provide tutoring through the Teaching and Learning Center (TLC) to Tier 1, Tier 2 students; students in level 1 and 2, and students that fell one level on the 2005 Mathematics subtest.	Classroom Teachers; Paraprofessionals/Tutors; Administrator	08/08/05	05/24/06
Develop an Academic Improvement Plan for students who scored level 1 or 2 on the FCAT, students who scored in the lowest quartile on the SAT-10 and students working below grade level and analyze the data on a quarterly basis utilizing the Continuous Improvement Model.	Administrator; Classroom Teachers	08/08/05	05/24/06

Research-Based Programs

Scott Foresman Textbook
Harcourt Brace Textbook
Houghton Mifflin Textbook

Professional Development

Vertical team training

Staff development for Riverdeep

Student Performance Indicators (SPI) training

Snapshot training

District initiatives in Mathematics

Evaluation

Success will be achieved if the percent of students in grades three through five scoring at achievement levels three, four and five increases by two percentage points on the 2006 FCAT Mathematics subtest.

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

GOAL 3 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that students scored a mean score of 4.2 in Narrative writing and 4.2 in Expository writing. Test scores indicate that 95 percent of our students met state standards. We will need to continue to maintain high standards.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grade four will maintain or increase their writing skills as evidenced by 95 percent scoring at 4.0 or above on the 2006 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer monthly writing prompts across all grade levels.	Classroom Teachers	08/08/05	05/24/06
Display and model use of transitional words.	Classroom Teachers	09/01/05	05/24/06
Implement "Advocating Excellence" Schoolwide Writing Program across all grade levels.	Classroom Teachers	08/08/05	05/24/06
Utilize picture books and good quality books to model examples of good writing.	Classroom Teachers	09/01/05	05/24/06
Develop an Academic Improvement Plan for students who scored level 1 or 2 on the FCAT, students who scored in the lowest quartile on the SAT-10 and students working below grade level and analyze the data on a quarterly basis utilizing the Continuous Improvement Model.	Administrator; Classroom Teachers	08/08/05	05/24/06
Conduct mini writing staff development	All Teachers	11/01/05	1/30/06

Research-Based Programs

Houghton Mifflin Reading Series

Project Beginning Emergent Awareness in Reading (BEAR)

Project Opening Minds with Literacy (OWL)

Developing Reading and Writing (DRAW)

Professional Development

Writing inservice for all staff members

Professional development for infusion of Writing Across the Curriculum

Evaluation

Success will be achieved if students in grade four maintain or increase their writing skills as evidenced by 95 percent scoring at 4.0 or above on the 2006 FCAT Writing Plus test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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"/>

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

GOAL 4 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Science Test taken by grade five students indicate that the mean scale score, 321, increased by one percent as compared to the 2004 FCAT Science Test. Based on the scores of the 2005 FCAT Science subtest content cluster, more emphasis will be placed on the Earth and Space strand.

Measurable Objective

Given instruction using the Sunshine State Standards and the Grade Level Expectations, students in grade five will meet or exceed the District's Mean Scale Score on the 2006 FCAT Science subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer District-wide pre/post tests to all fifth grade students.	Classroom Teachers	09/01/05	05/24/06
Develop and implement grade level time lines that include identification of skills to be taught based on Sunshine State Standards.	Classroom Teachers	09/01/05	05/24/06
Implement monthly hands-on science experiments and apply interactive technology across grade levels using the scientific method.	Classroom Teachers	09/01/05	05/24/06
Develop an Academic Improvement Plan for students who scored level 1 or 2 on the FCAT, students who scored in the lowest quartile on the SAT-10 and students working below grade level and analyze the data on a quarterly basis utilizing the Continuous Improvement Model.	Administrator; Classroom Teachers	08/08/05	05/24/06
Provide bi-weekly Academic Excellence Program Hands-On Science and monthly science club.	Administrator; Teacher of AEP; Teacher of Gifted	09/01/05	05/24/06
Increase guest speakers to discuss careers in science, as compared to the 2004-2005 school year.	Administrator; Counselor	09/01/05	05/24/06

Research-Based Programs

Harcourt Science Series

FOSS Kits

Professional Development

Staff development in the Scientific Method

Hands-on Science

In-service: Full Option Science System (FOSS)

Evaluation

Success will be achieved if students in grade five meet or exceed the District's 2006 Mean Scale Score.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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GOAL 5 STATEMENT:

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

Needs Assessment

Parent involvement is high at Leewood Elementary School, however it is felt that the inclusion of more parents will benefit the students and school. Only 155 families were members of the PTA during the 2004-2005 school year. Increased membership and communication through e-mail will improve student achievement and community participation.

Measurable Objective

Given the school emphasis on parental involvement, membership in the PTA will increase by 20 percent over the 2004-2005 membership, as measured by the previous year's membership enrollment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create e-mail distribution list of parent addresses across grade levels	Media Specialist	08/08/05	05/24/06
Disseminate information in numerous subject strategies linked to e-mail.	Counselor	08/08/05	05/24/06
Sponsor Take Your Father to School Day to encourage additional membership in PTA membership	Administrator; Media Specialist	03/01/06	03/31/06
Invite community members to introduce various career options to students across all grade levels.	Administrator; Media Specialist; Counselor; Classroom Teachers	08/08/05	05/24/06
Provide evening FCAT strategies parent meetings per grade level.	Administrator; Classroom Teachers	10/01/05	05/24/06
Increase parent/teacher communication in all grades through use of student agenda books.	Administrator; Classroom Teachers	08/08/05	05/24/06
Sponsor Spooky Grandparents Story Day to encourage further enrollment in the PTA	Administrator; Media Specialist	10/31/05	10/31/05

Research-Based Programs

National PTA Standards for Parents/Family Involvement Programs

Bullying Prevention presented by the Division of Student Services

What Your Child Should Know

Miami-Dade County Public School's e-guide to learning.

Professional Development

General PTA meetings

County Based PTA meetings

Family oriented county wide meetings

In-services in ESE and FCAT strategies

Parent workshop on Bullying.

Evaluation

Success will be achieved by a twenty percent increase in the 2005-2006 PTA membership, as compared to the membership during the 2004-2005 school year.

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.)

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

GOAL 6 STATEMENT:

Leewood Elementary has implemented a daily Dismissal and Rainy Day procedure to ensure safety of all students at all times.

Needs Assessment

Dismissal, especially during inclement weather, was felt to be chaotic and confusing. A need for a concrete, well-thought-out plan was identified by all stakeholders to ensure the safety of each of our students.

Measurable Objective

Given attention to the Continuous Improvement Model, the percent of students needing to contact their parents by phone will decrease by ten percent throughout the year as documented by a dismissal phone log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide dismissal and rainy day procedures via school website.	Media Specialist	08/08/05	05/24/06
Create and implement school-wide dismissal procedures.	Administrator	08/08/05	05/24/06
Establish traffic patterns to facilitate drop-off and pick-up of students safely.	Administrator	08/08/05	05/24/06
Develop plan and identify specific rooms to hold students during severe weather.	Administrator	08/08/05	05/24/06
Provide parents written notification of rainy day procedures.	Administrator	08/08/05	05/24/06
Position safety patrols throughout entrances, exits and around perimeter of building before and after school.	Physical Education Teacher	08/08/05	05/24/06
Document the number of phone calls to parents when rainy day procedures are not followed.	Office Assistant	08/08/05	05/24/06

Research-Based Programs

National PTA Standards for Parents/Family Involvement Programs

State of Florida DOT Traffic Safety Rules

Professional Development

In-service for implementation of Rainy Day and Dismissal Procedures

Evaluation

Success will be achieved if the number of phone calls, as recorded in the daily dismissal phone log, decreases on a quarterly basis over the course of the year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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GOAL 7 STATEMENT:

Leewood Elementary School intends to provide improved communication to the community through the use of the school web page.

Needs Assessment

Current communication methods are limited due to the inability to personally contact parents. The school web page will provide parents with the ability to be informed and to communicate with school personnel.

Measurable Objective

Given the use of the school's web page, parents and teachers will increase communication as evidenced by a minimum of 20,000 visits to the school web page.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop grade level web pages containing long term projects and assignments.	Classroom Teachers; Media Specialist	09/01/05	05/24/06
Provide workshops for parents and teachers to demonstrate use of District-provided online resources.	Administrator; Media Specialist	09/01/05	05/24/06
Increase number of community members to share technology-related career opportunities with students.	Administrator; Counselor; Classroom Teachers	09/01/05	05/24/06
Increase number of community members to share how technology is used in the workplace.	Administrator; Counselor; Classroom Teachers	09/01/05	05/24/06
Create and maintain a log indicating number of visits to the Leewood web page per month.	Media Specialist	09/28/05	05/24/06

Research-Based Programs

National PTA Standards for Parents/Family Involvement Programs
M-DCPS Provided databases

Professional Development

In-service for staff on creation of web pages
In-service for staff on use of e-mail

Evaluation

Success will be achieved if a minimum of 20,000 visits are logged on the school's web page.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Improve students' awareness of the importance of physical fitness by providing data-driven instruction.

Needs Assessment

Results of the 2004-2005 FITNESSGRAM test indicate that 74 percent of all fourth and fifth grade students tested received a Fitness Award. An analysis of the data indicates the need to improve student performance on the mile run portion of the test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will maintain or exceed their physical fitness levels as measured by the 2006 FITNESSGRAM as compared to the number of award recipients in 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline measures.	P.E. Coaches	08/08/05	05/24/06
Implement recess across grade levels to provide opportunities for students to exercise and interact with each other.	Classroom Teachers	09/01/05	05/24/06
Provide appropriate amount of instructional time for activities that emphasize improvement in cardiovascular, flexibility and muscular strength and endurance.	P.E. Coaches; Classroom Teachers	08/08/05	05/24/06
Monitor physical education program to ensure that selected activities relate to assessment component items and enhance specificity of training.	Administrator	08/08/05	05/24/06
Develop action plan to meet the goals and objectives as stated in the FITNESSGRAM Program.	Administrator; P.E. Teachers	08/08/05	05/24/06

Research-Based Programs

FITNESSGRAM

Presidential Physical Fitness Program

Professional Development

In-service for P.E. coaches – FITNESSGRAM

Evaluation

Success will be achieved if students in grades four and five maintain or exceed their physical fitness levels on 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

The goal of the National Anthem Project, proposed by First Lady, Laura Bush, is to improve American citizens' ability to sing all of the words of The Star Spangled Banner and know their meaning.

Needs Assessment

Research by the National Association for Music Education (MENC) and the Harris Poll estimates that two-thirds of the population does not know the words to our National Anthem.

Measurable Objective

Given instruction on The Star Spangled Banner, ten percent of students in grade five in the 2005 - 2006 music class will increase their knowledge of the lyrics to our National Anthem on a written post-test of the first verse, as compared to their scores on a pre-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Sing the lyrics each morning, following the words on the Opening Exercises video.	Media Specialist	08/08/05	05/24/06
Define the meaning of key words.	Music Teacher	10/01/05	05/24/06
Write the lyrics as a poem and illustrate word meaning.	Music Teacher; Art Teacher	10/01/05	05/24/06
Read the lyrics as a choral reading.	Music Teacher; Classroom Teachers	10/01/05	05/24/06
Read the lyrics with a picture book illustrating the meaning of the words.	Art Teacher; Music Teacher; Media Specialist	10/01/05	05/24/06

Research-Based Programs

National Anthem Project

Professional Development

In-service for teachers on the National Anthem

Evaluation

Success will be achieved if ten percent of all students increase their knowledge of The Star Spangled Banner as demonstrated by the scores on the post-test compared to the scores on the pre-test.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Leewood Elementary School will rank at or above the 90 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 Florida Department of Education indicate that in 2003, Leewood Elementary ranked 62 percentile on the State of Florida Return on Investment index.

Measurable Objective

Leewood Elementary will improve its ranking on the State of Florida Return on Investment index publication from 62 percentile in 2003 to the 65 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the District on resource allocation.	Principal	8/08/05	5/24/06
Increase knowledge of the use of financial resources in relationship to school programs.	Principal	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. grants, volunteer networks.	Principal	08/08/05	05/24/06

Research-Based Programs

None

Professional Development

None

Evaluation

On the next State of Florida Return on Investment index publication, Leewood Elementary will show progress toward reaching the 65 percentile.

EESAC Compliance

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

Budget:

School-specific budget training shall be provided to all members during a scheduled EESAC meeting. Consensus will be reached regarding the use of EESAC funds, based on current school needs. Additional budget issues and status will be shared on an on-going basis.

Training:

All incoming members receive training at the school level each year.

Instructional Materials:

All members shall be regularly informed of materials purchased that support the School Improvement Plan.

Technology:

The school shall continue to integrate the use of technology and multimedia in every aspect of the instructional curriculum, as well as opening the school to all stakeholders.

Staffing:

The school shall hire hourly teachers and paraprofessionals to tutor students at-risk at a 4:1 student/teacher ratio.

Student Support Services:

The Student Council president and recording secretary shall continue to be active members of the committee. Additionally, Leewood should continue to conduct academic improvement plan conferences, child study teams and student mentoring programs in support of student achievement for all students.

Other Matters of Resource Allocation:

Leewood shall continue to allocate resources as recommended by the administration and EESAC committee.

Benchmarking:

All Sunshine State Standard strands and Grade Level Expectations at each grade level shall be taught throughout the year, reinforcing each strand during every grading period.

School Safety & Discipline:

In order to maintain a safe learning environment, school safety and discipline issues are discussed regularly during EESAC meetings and monthly safety committee meetings.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent