
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3041 - Lorah Park Elementary School

FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Mattye Jones

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Lorah Park Elementary School

Lorah Park Elementary School, located at 5160 NW 31 Avenue, Miami, Florida 33142, serves pre-kindergarten through fifth grade with a student enrollment of 479. The student population consists of 22 percent Hispanic and 78 percent African-American. The community has a mixture of white and blue collar workers. The school is a strong icon in the community with many children being second and third generation Lorah Park students. In order to meet the various needs of all of the students within the school, several programs are offered at the school site. Lorah Park is a School of Choice with an emphasis on providing students with International Education in English and Spanish. The Dual Language Program was initiated in pre-kindergarten, kindergarten and first grade and currently includes second grade. Differentiated instruction is implemented through the tutorial services provided before and after school so that students can receive additional opportunities to master skills and state benchmarks. Saturday School is also available to students for an eight week period to support the reading, math and science instructional skills and strategies. The Academic Excellence Program, string ensemble and chorus program are offered as enrichment to students at the school site. In addition to this, the Special Education (SPED) Program and counselor provide support for our at-risk student population.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 65 percent of the students scoring on level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 80 percent scoring at least a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), students in grade four will maintain their writing skills as evidenced by 96 percent of students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 278 on the 2006 administration of the FCAT Science Test.

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

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

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

Given instruction based on the M-DCPS mandated FITNESSGRAM, student award recipients will increase by three percent in the 2005-2006 school year as compared to the percent of award recipients during the 2004-2005 school year.

Given emphasis on the benefits of learning a second language, the number of students participating in the Dual Language Program will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Lorah Park Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2003 to the 13th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, two areas for improvement are: "My organization asks me what I think," and "As it plans for the future, my organization asks for my ideas." The rationale for selecting these two areas is that stakeholders who feel that their ideas and concerns are valid are more apt to buy in to organizational goals and partake in school-wide initiatives. If faculty and staff feels that it has input in organizational decisions then organizational plans and programs will become more personalized and thus, more important to stakeholders. In order to enable faculty and staff to contribute to future planning and goals, the leadership team will implement several strategies. To begin with, a suggestion box will be placed in a centralized location so that all stakeholders will have a viable method to communicate ideas and concerns. Surveys and faculty representatives will all be in place when selecting new programs and instructional tools so that staff input will be directly correlated to the final decision. Finally, curriculum planning will be conducted with heterogeneous staff representations to brainstorm and plan for the following school year. All these strategies, aimed at improving communication between the organization and the stakeholders, will strengthen communication within the school community and enable the school leadership team to make decisions that better represent the needs of the faculty.

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.

Lorah Park Elementary School

VISION

Lorah Park's staff, parents and community envision our students to be model citizens with a love for learning based upon their ability to achieve at their grade level. Our role is to educate the total child using research-based instructional strategies and methodologies to launch them on their quest for life-long success.

MISSION

Our mission is to have each student surpass the state's expectations in reading, writing, mathematics and science so that all of our students become lifelong learners and productive members of the workforce.

CORE VALUES

Excellence

We pursue the highest standards in student academic achievement and instructional performance.

Integrity

We build relationships through community involvement, collaboration and respect to promote achievement, positive self-esteem, safety and well-being of our students, families and staff.

Equity

We foster high expectations and excellence of all students so that each an every child will achieve at their full potential.

Citizenship

Our school community works as a team to ensure the educational success of all our students and promote the achievement of each child.

School Demographics

Lorah Park Elementary School is located at 5160 NW 31 Avenue, Miami, Florida 33142, in an urban community that has a mixture of white and blue collar workers. The community is characterized as being a close knit, stable group which is evident in the fact that many families have been attending Lorah Park from generation to generation. The neighboring area is composed of mostly single-family homes with small businesses populating the main streets and avenues that surround the school. There are several parks in the area which provide after school activities for the students and which service the community as a whole. The school serves pre-kindergarten through fifth grade with a student enrollment of 479. The student population consists of 22 percent Hispanic and 78 percent African-American. There are currently 21 classroom teachers, 13 special area teachers, and 1 counselor, 1 reading coach, 1 lead teacher for the Dual Language Program. The teacher population consists of 41 percent Hispanic, 38 percent African-American, and 21 percent White.

The school has been a recipient of several awards for community projects such as the Virginia Key Sand Dune Replanting Project and the annual Coastal Clean-ups. Youth Fair Special Awards have also been received by the school and our students have placed first, second and third in the district's Title 1 Theodore Gibson Oratorical Contests and Math Bowls. Currently, Lorah Park is an "A" school under the state's A+ Plan. The school has received recognition for improving their school grade consistently and systematically from an "F" since the inception of the FCAT school grading program. Many of the current programs being provided to the students are the result of grants awarded to the school. Grants include the Citibank Family Tech, which provides students and their families with a computer to take home and computer training for both parents and students; Earobics, through the Education Fund; and the AT&T grant, which enhances technology. These grants enabled the school's Technology Learning Centers to provide students with the latest interactive technology. The school has 125 computers on line distributed throughout the pre-kindergarten and fifth grades. In addition, a grant made available 54 computers with 9 printers to provide the dual platform necessary for the transition to the business world. The Dual Language Program, which has brought the school much recognition and attention for its excellent results in its first year of implementation, is funded through the "I Choose" grant.

The above-stated endeavors have contributed to high achievement in the areas of reading, mathematics and writing. Lorah Park Elementary School has met AYP for three years consecutively and continues to require high expectations of achievement from students and staff. The challenges that Lorah Park continues to face are low socioeconomic status, limited educational backgrounds and experiences, and varying family units. The challenges provide us with opportunities for improvement as we strive for educational excellence.

School Foundation

Leadership:

Strong Leadership is evident at Lorah Park Elementary with all sections of the survey averaging between “Frequently” and “Always.” The strongest component under the leadership section, according to all stakeholders, was a clear knowledge of the school’s mission. Other areas of strength include supervisors using the school’s mission and vision to guide school programs and initiatives and the leadership team communicating what goals and values are the most important to the organization. The weakest area in this section was the organization asking stakeholders what they think. This is a target area for improvement as the organization initiates a strategic plan to enhance communication between the leadership team and the stakeholders.

District Strategic Planning Alignment:

The area of strategic planning scored highly with all components scoring between “Always” and “Frequently.” Stakeholders responded that they are aware of plans that affect their work and that they are aware of the school’s progress towards meeting plan goals. The ability to input ideas was the lowest scoring within this segment and is also a target area for improvement during the 2005-2006 school year.

Stakeholder Engagement:

Communication with the school’s parents and students scored between “Always” and “Frequently” with knowledge of who the most important customers are rating the highest. The results of the survey indicate that the school has frequent communication with its customers and that staff members feel that they have the ability to solve problems for their customers. Asking customers for their satisfaction levels, was the lowest scoring component in this section.

Faculty & Staff:

Teacher Mentoring Programs:

PACES, Dual Language Collaborative Planning, Mentoring Principal for Dual Language Program

All components of the Human Resource Focus scored highly with averages between 4 and 5. The strongest sections within this component were feeling safe in the workplace and the belief that the people at the school site cooperate and work as a team. Most stakeholders feel that they have the power to make changes to improve their work and that the organization cares about them and encourages them to advance their careers by developing their work skills. Being recognized for work accomplished was the weakest component, but it still had a high score with an average of 4.2.

Data/Information/Knowledge Management:

This was the highest scoring section of the survey, with most components scoring at 4.6 or higher. The stakeholders at Lorah Park evidently used data analysis to make decisions about their work and to make changes that will impact their work. Staff members also noted that the organization utilizes data to make decisions and that those decisions are shared with the stakeholders.

Education Design:

Extended Learning Opportunities:

String Ensemble, Academic Excellence Program

School-wide Improvement Model:

Grade level collaborative planning, Continuous Improvement Model, monthly in-house professional development activities

Advanced Courses Initiatives & Post Unitary Commitments:

Level of education of instructional staff: 44% hold a Master's Degree, 9% hold a Specialist Degree, 13% are beginning teachers

Ethnicity of instructional staff: 22% White, Non-Hispanic; 38% African-American; and 41% Hispanic

Most stakeholders agree that there are efficient processes in place at the school for completing the work at hand. This was the highest component in this section; however, the other areas also showed high averages. Most staff members feel that they have the resources needed and that they have control over their work processes. Finally, staff members indicate that they collect data about their work and utilize it to adjust their work processes.

Performance Results:

Overall, stakeholders rated high quality, excellence, satisfaction, and high standards and ethics as the strongest features at the school. The staff indicated that laws and regulations are adhered to at the work site and that the organization attempts to improve the surrounding community. The two lowest areas, knowledge of financial status and the removal of things that impede process, still had high averages but indicate areas for future improvement on the part of the organization.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Scores on the 2005 FCAT Reading Test indicate that 38 percent of the students in grades three through five scored below grade level as evidenced by scores of Level 1 and Level 2 on the 2005 FCAT test; of these students, 62 percent scored at Level 1 and 38 percent at Level 2.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 (SSS), students in grades three through five will improve their reading skills as evidenced by 65 percent of the students scoring on level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development activities aligned to the Plan Do Study Act that include but are not limited to information about successful research-based strategies to improve the delivery of instructional lessons.	Administrator	8/8/2005	5/24/2006
Provide intensive instruction in small groups or by individual student, in the SSS, as budgetary constraints allow, to enhance learning interventions.	Administrator	8/8/2005	5/24/2006
Provide opportunities for extended day and Saturday school reading tutorials, as budgetary constraints allow, to provide additional learning opportunities.	Administrator	8/8/2005	5/24/2006
Focus on school-wide weekly benchmark assessments to drive instruction.	Reading Coach	8/8/2005	5/24/2006
Encourage participation in the Citibank/Family Tech grant to facilitate the completion of assignments/lessons at home.	Lead Teacher	8/8/2005	5/24/2006
Provide monthly FCAT parent/child workshops to disseminate educational strategies and hands-on materials that parents can use at home with their children.	Reading Coach	8/23/2005	2/21/2006
Identify funding available for student enrichment to implement the Journalism Component of the Academic Excellence Program.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading, Miami-Dade County Edition; Voyager Passport; Fast Forward, Leap Frog, and PMRN.

Professional Development

Guided Reading, The Big 5, STAR/ Accelerated Reading, Fast Forward, DIBELS, S-RUSS, Houghton Mifflin Reading Core, CRRP, and Edusoft.

Evaluation

Student achievement on the 2006 FCAT SSS reading component, student growth evident on district interim exams (Pre and Post tests), student growth evident on quarterly administrations of the DIBELS exam.

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.)

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<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

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

GOAL 2 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Scores on the 2005 FCAT Mathematics Test indicate that 24 percent of the students in grades three through five scored below grade level as evidenced by scores of Level 1 and Level 2 on the 2005 mathematics FCAT test; of these students, 40 percent scored at Level 1 and 60 percent at Level 2.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 (SSS), students in grades three through five will improve their mathematics skills as evidenced by 80 percent scoring at least a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development activities aligned to the Plan Do Study Act that include but are not limited to information about successful research-based strategies to improve the delivery of instructional lessons.	Administrator	8/8/2005	5/24/2006
Provide tutorial programs before, during and after school to present individualized instruction to students.	Administrator	8/8/2005	5/24/2006
Allow opportunities for the infusion of appropriate technology-based interventions provided by the state and district to accommodate students with different learning modalities.	Administrator	8/8/2005	5/24/2006
Conduct intensive tutoring during Saturday School to afford students additional learning opportunities.	Administrator	1/2/2006	3/10/2006
Utilize hands-on manipulatives with additional strategies during instructional time to service kinesthetic learner.	Administrator	8/8/2005	5/24/2006
Utilize flexible grouping during instructional time to maximize learning opportunities.	Administrator	8/8/2005	5/24/2006
Participate in the Title I Math Bowl to enhance students' mathematics skills.	Administrator	1/2/2006	5/12/2006

Research-Based Programs

Scott Foresman: Addison Wesley Mathematics

Professional Development

Acaletics, Accelerated Math

Evaluation

Student achievement on the 2006 FCAT SSS mathematics component, student growth evident on district interim exams (Pre and Post tests), student growth evident on monthly Acaletics progress tests. Students growth will be monitored by data collected during the Acaletics mathematics pre and post tests.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

Scores on the 2005 FCAT Writing Test indicate that eight percent of students did not meet mastery as evidenced by a score of 3.0 or below; of these students, 17 percent scored a 1, 0 percent scored a 1.5, 17 percent scored a 2, 33 percent scored a 2.5 and 33 percent scored a 3.

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 (SSS), students in grade four will maintain their writing skills as evidenced by 96 percent of students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development activities aligned to the Plan Do Study Act that include but are not limited to information about successful research-based strategies to improve the delivery of lessons in writing.	Administrator	8/8/2005	5/24/2006
Provide parents and students with effective writing strategies in the areas of expository and narrative writing at monthly workshops to encourage the home – school connection.	Administrator	8/8/2005	5/24/2006
Identify a target group of students (30 percent of grade four) comprising of the lowest scoring on the FCAT Writing Test to meet the needs of individual students.	Reading Coach	8/8/2005	5/24/2006
Provide opportunities for extended day and Saturday School, as budgetary constraints allow, to the targeted group to allocate students additional learning opportunities.	Administrator	8/8/2005	5/24/2006
Conduct “Writer of the Month” activities on a monthly basis to instill a sense of authorship in our students.	Media Specialist	8/8/2005	5/24/2006
Implement “Writing Across the Curriculum” with a focus on various types of graphic organizers to develop their thought processes.	Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading, Miami-Dade County edition

Professional Development

Holistic Scoring, The Writing Process, Revision Toolbox, CRRP, and FCAT Writing Plus.

Evaluation

Student achievement on the 2006 FCAT SSS writing component, student growth evident on district pre and post assessments, student growth evident on monthly "Writer of the Month" activities.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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<input 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 4 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Scores on the 2005 FCAT Science Test indicate that students in grade five scored a mean scale score of 273 points; 13 points below that of the district's mean scale score of 286 points. Based on the percentage points scored on each content cluster of the science test, students performed at the District's level of performance on the Environmental and Scientific Thinking strands. The results of the Physical and Chemical strand and the Earth and Space strand indicate that 8 percent of the students did not meet the District's level of achievement.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 278 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development activities aligned to the Plan Do Study Act that include but are not limited to information about successful research-based strategies to improve the delivery of lessons in science.	Administrator	8/23/2005	2/21/2006
Monitor instruction of science through lesson plans and classroom observation logs to ensure that all teachers are using long-range plans that address the Sunshine State Standards.	Administrator	8/8/2005	5/24/2006
Utilize Edusoft Science component to assess student knowledge and identify benchmarks for instruction in science.	Administrator	8/8/2005	3/17/2006
Increase all students' participation in science hands-on activities by conducting experiments/observations to service kinesthetic learners.	Administrator	8/8/2005	5/24/2006
Increase student participation in a school-wide science fair to provide a medium for student exhibition.	Administrator	4/3/2006	4/28/2006
Increase exposure to science related topics by utilizing Reading First Through Science to integrate the curriculum.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

Scott Foreman Science

Professional Development

Edusoft Training, and Scientific Process Skills.

Evaluation

Student achievement on the 2006 FCAT SSS science component, student growth evident on Edusoft assessments.

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

GOAL 5 STATEMENT:

All parents will participate in activities designed to enrich students' learning both at school and home.

Needs Assessment

During the 2004-2005 school year, parental involvement in grades three through five was comprised of an average of 43 percent of the student population being represented at school events and workshops. In addition, after analysis of parent participation, it was evident that ESOL parent participation did not equate to the total ESOL population of the school. ESOL participation consisted of one percent of the total parent turn-out, whereas the school's ESOL population comprises 22 percent of the total student representation. This indicates that the majority of the ESOL population was a part of the 57 percent of parents who did not participate at the evening FCAT workshops.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Hold regular parent/teacher conferences with parents where student's strengths and weaknesses are discussed to collaboratively plan goals for the child.	Administrator	8/8/2005	5/24/2006
Conduct home visits to provide materials and information necessary for academic success.	Community Involvement Specialist	8/8/2005	5/24/2006
Maintain a Compact with parents to attend monthly workshops and training sessions to assist parents with activities and strategies conducted at home.	Administrator	8/8/2005	5/24/2006
Provide an in-school resource center for parents to distribute information.	Community Involvement Specialist	8/8/2005	5/24/2006
Encourage participation in the Citibank/Family Tech grant to bridge the technological gap.	Lead Teacher	8/8/2005	5/24/2006
Conduct monthly Bilingual Outreach Program workshops for parents to provide information on community and school resources.	Administrator	9/21/2005	5/23/2006
Maintain communication to parents via the Internet, monthly calendars and flyers to strengthen the home – school connection.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Parent sign-in sheets, parent conference logs, school communication log.

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

GOAL 6 STATEMENT:

All students will exhibit appropriate behaviors that will produce a safe and orderly environment.

Needs Assessment

The results of the Student Case Management System summary of the 2004-2005 school year indicate that there were 101 students referrals. Of the total number of Student Case Management referrals for General Disruptive Conduct, 7 cases resulted in student suspensions.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Random Acts of Kindness Program to encourage positive interaction between students.	Administrator	8/8/2005	5/24/2006
Implement the Do The Right Thing Program to recognize acts of good citizenship.	Activities Director	8/8/2005	5/24/2006
Review Student Code of Conduct with parents and students annually to clarify expectations.	Administrator	8/8/2005	5/24/2006
Implement Assertive Discipline Plan in all classrooms to maintain a safe and productive environment.	Administrator	8/8/2005	5/24/2006
Counsel at-risk students on a one-to-one basis in order to foster tolerance and instill anger management strategies.	Counselor	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Decreased number of student referrals as evidenced by results of the Student Case Management System summary 2005-2006 as compared to the 2004-2005 summary.

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

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 type="checkbox"/>

GOAL 7 STATEMENT:

All students will utilize Accelerated Reader in order to practice their independent reading and comprehension skills.

Needs Assessment

Student use of Accelerated Reader during the 2004-2005 school year was 82 percent, indicating that 18 percent of students did not utilize the program. Analysis indicated that the Accelerated Reader program was not utilized in the Kindergarten classrooms.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct STAR Testing on all students to identify their initial independent reading level.	Reading Coach	8/8/2005	9/19/2005
Identify and provide incentives to students who achieve the top 20 status monthly on the Accelerated Reader to encourage student participation.	Reading Coach	8/8/2005	5/24/2006
Create school bulletin board of top 20 students to showcase high achievement and encourage participation.	Reading Coach	8/8/2005	5/24/2006
Analyze students' use of Accelerated Reader program by producing quarterly reports of number of tests taken to monitor student use.	Reading Coach	8/8/2005	5/24/2006
Provide classroom sets of multi-leveled Accelerated Reader books to facilitate independent reading.	Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Accelerated Reader, and STAR.

Evaluation

Accelerated Reader reports indicating frequency of student use, increased grade level equivalency scores on STAR test.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

All students will attain their optimal level of fitness and develop habits that promote overall wellness.

Needs Assessment

The results of the 2005 FITNESSGRAM indicate that 23 percent of students tested were not award recipients in the 2004-2005 school year. Of the 77 percent of students in grades two through five receiving awards, 52 students received Gold status and 36 students received Silver status.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM, student award recipients will increase by three percent in the 2005-2006 school year as compared to the percent of award recipients during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize National Health calendar to highlight aspects of good nutrition.	Cafeteria Manager	8/8/2005	5/24/2006
Communicate health and safety issues via school calendar to increase awareness at home.	Administrator	8/8/2005	5/24/2006
Ensure that recess activities adhere to district mandates to provide students with unrestricted physical activity.	Administrator	9/5/2005	5/24/2006
Identify current levels of physical fitness by administering a fitness screening to provide a baseline measure.	P.E. Teacher	8/8/2005	5/24/2006
Provide incremental practice sessions of tested skills on the FITNESSGRAM to ensure success on the assessment.	P.E. Teacher	08/08/05	05/24/06
Conduct on-going lessons focusing on nutrition and good exercise habits as evidenced in lesson plans to assure implementation.	Administrator	08/08/05	05/24/06

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM

Evaluation

Increased percentage of award recipients on the annual FITNESSGRAM assessment as compared to the FITNESSGRAM results of 2004-2005.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

All students enrolled in Lorah Park will participate in the Dual Language Program.

Needs Assessment

Student enrollment in the school's Dual Language Program during the 2004-2005 school year was 192 students; 45 percent of the total student population. The program was offered to all students in pre-kindergarten through first grade during the 2004-2005 school year. The school's proposal is to increment one grade level a year until the entire student body participates in the Dual Language Program.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in the Dual Language Program will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Distribute information about the Dual Language Program at the Open House Resource Fair to promote our program.	Lead Teacher	9/14/2005	9/14/2005
Participate in Dual Language Road Shows twice a year in order to recruit future students.	Lead Teacher	8/8/2005	5/24/2006
Display posters giving information about the program at various local community agencies and businesses to advertise bilingual education.	Lead Teacher	8/8/2005	5/24/2006
Conduct mass mailings to recruit students from various communities.	Lead Teacher	7/4/2005	7/28/2006
Conduct annual dual language show and invite community agencies and prospective families to showcase accomplishments.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

Extended Foreign Language (EFL), “Cancionero”, “Lectura” by Scott Foresman, “Pan y Canela” – Guided Reading Program, and “Ele Fonetica” – Extended Phonics Program.

Professional Development

Extended Foreign Language Program Summer Institute, in-house teacher mentoring and off-campus site visitations to other EFL programs.

Evaluation

Increased student enrollment in the Dual Language Program as compared to enrollment during the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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<input 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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Lorah Park ranked in the eighth percentile on the State of Florida ROI index.

Measurable Objective

Lorah Park Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2003 to the 13th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs to utilize funds more effectively.	Administrator	8/8/2005	5/24/2006
Collaborate with the district on resource allocation to ensure that necessary funds are allocated.	Administrator	8/8/2005	5/24/2006
Consider reconfiguration of existing resources and/or taking advantage of a broader resource base, e.g. private foundations, volunteer networks to utilize outside resources.	Administrator	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies to build strong partnerships.	Administrator	8/8/2005	5/24/2006
Analyze student data to target areas for improvement and purchases tools that will increase achievement.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Lorah Park Elementary will show progress toward reaching the 13th 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:

The EESAC reviewed budget and discussed modes of expenditures.

Training:

EESAC promoted professional development of instructional staff and attended EESAC related trainings and activities.

Instructional Materials:

The EESAC monitored the School Improvement Plan implementation and reviewed instructional materials purchased by the school.

Technology:

The EESAC promoted and monitored the enhancement of technology through the Education Fund Grant.

Staffing:

The EESAC monitored student population and supported small classroom sizes.

Student Support Services:

The EESAC monitored support services and activities provided to the student population.

Other Matters of Resource Allocation:

The EESAC allocated funds for supplemental materials and activities.

Benchmarking:

The EESAC monitored SIP implementation of strategies on a monthly basis.

School Safety & Discipline:

The EESAC reviewed and approved the school's discipline plan.

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

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

Required Signatures:

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