
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3301 - Miami Park Elementary School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Deborah Darbonne

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Park Elementary School

Miami Park Elementary School, located at 2225 N.W. 103rd Street Miami, FL 33147, was constructed in 1953 and currently serves students in pre-kindergarten through fifth grade. The one-story building spans a 1 block area in the northwest section of Miami-Dade County. Miami Park Elementary School currently has an enrollment of 609 students. The student population is composed of 66 percent Black, 33 percent Hispanic and 1 percent White. Miami Park is a full-service community school offering a variety of academic and social services for the students and community such as; Academic Excellence Program (AEP), Science Engineering Communication Mathematics Enhancement (SECME), Bertha Abess Children's Center, Speech Services, Full-Service Health Care Facility, Head Start Primary Learning Center, Pre-Kindergarten, Washington Mutual Parent Outreach Center, and an After-Care Program.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the lowest 25% students in grades three through five, will improve their reading skills as evidenced by 50 percent making adequate progress on 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50% scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50% scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50% scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their mathematics skills as evidenced by 50% scoring a level 3 or higher on the 2006 administration of the

FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in all curriculum groups in grade four will improve their level of performance as evidenced by a 1% increase in the number 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 meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the 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% decrease in the number of teacher written referrals for fighting during the 2005-2006 school year as compared to the 62 teacher written referrals for fighting during the 2004-2005 school year.

Given an emphasis on the use of technology in education, students with disabilities, will augment their usage of SuccessMaker as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four and five will increase the percent of award recipients by 3% on the 2005-2006 administration of the FITNESSGRAM assessment as compared to the 2004-2005 administrations of the FITNESSGRAM assessment.

Given the emphasis on the benefits of participating in fine arts programs, the number of students participating in art presentations and Art Club will increase by 20% during the 2005-2006 school year as compared to the 25 students during the 2004-2005 school year.

Miami Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 10th percentile in 2003 to the 15th percentile on the next publication index.

Results of the Organizational Performance Improvement Snapshot survey indicate that areas in need of improvement are Process Management (3.7) and Strategic Planning (3.5). The greatest area for improvement is Strategic Planning with the specific item most in need of improvement being "As it plans for the future, my organization asks for my ideas." (3.3). "I know the parts of my organization's plans that will affect me and my work." and "I know how to tell if we are making program on my work group's part of the plan." scored somewhat better at 3.6. It will be necessary for the leadership team to provide for on-going opportunities for staff to give input into planning for the future and

ensure that the staff is aware of the importance of their work to overall plans and academic success.

The second area for improvement is Process Management. Two other categories had the same score, but Process Management had a significantly lower number of staff members indicating they “Strongly Agree”. The specific statement that was of the greatest need of improvement is “I can get all of the resources I need to do my job.” (3.4). The other items included in Process Management scored 3.7 or higher. It will be necessary for the leadership team to provide information sessions to staff regarding how monies and materials are supplied and divided to provide for the educational needs of all students.

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.

Miami Park Elementary School

VISION

Miami Park Elementary School envisions an environment based on student centered learning, in which all stakeholders facilitate the development of higher order thinking skills and provide opportunities for inquiry-based learning for all modalities.

MISSION

Miami Park Elementary School staff, parents and community believe that by creating a hands-on, minds-on learning environment using real-world experiences, all students will be prepared to make life-long contributions to the multicultural community in which they live.

CORE VALUES

Miami Park Elementary School is committed to build up our community through the service of our children. We deem it necessary to pursue and achieve the fundamental core values of, excellence, integrity, equity and citizenship, which form the foundation by which our administration, faculty and staff engage our students in a learning rich environment. At Miami Park Elementary School we strive to build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety and well-being of our students, families and staff as we pursue the highest standards in academic achievement and organizational performance. We are dedicated to honoring the vast diversity of our community by working as a team to ensure the educational success of all our students as we aim to foster a learning environment that serves all students and aspires to eliminate the achievement gap. We recognize and willfully accept that our obligations go beyond our professional responsibilities to promote democratic principles as we strive to serve the whole beyond the confines of our classrooms.

School Demographics

The staff members and students of Miami Park Elementary School hold high expectations of student achievement. The school is located at 2225 N.W. 103rd Street, Miami, Florida 33147. The one-story building spans a one block area in the northwest section of Miami-Dade County. Situated on a highly utilized avenue, the school is surrounded by single family homes and duplexes, occupied by lower, middle-class blue and white-collar workers. The community has evolved in recent years as more non-traditional family structures have surfaced. Changes in family dynamics include the addition of grandparents, extended family members, foster parents, and step-parents assuming the role of primary caregivers. A number of small business and retail establishments provide services for the surrounding community.

The school was established in 1948, and currently serves students in pre-kindergarten through fifth grade. The school has been retrofitted to provide internet access to 100 percent of the classrooms. The school's construction includes a main office, a registrar's office, 40 self-contained classrooms, four portables, two workrooms currently serving as an administrative office and a guidance counselor's office, one parent outreach center, a cafeteria/auditorium, a computer lab, an art lab, a music lab, and a Library Media center. The Library Media center houses a closed-circuit television system and 12 internet accessible computers.

Miami Park Elementary School is a full-service community school offering a variety of academic and social services for the community such as: Bertha Abess Children's Center (BACC): Emotionally Handicapped (EH) and Severely Emotional Disturbed (SED) Programs, Speech Services, Full-Service Health Care Facility, Head Start Primary Learning Center, Voluntary Pre-K Program, Title I Program, Specific Learning Disabilities Program, a Washington Mutual Parent Outreach Center, and an extended school After-Care Program, operated by the Family Christian Association of America.

The school's human resources are currently comprised of 100 full-time and part-time staff members. This number consists of two administrators, five office support personnel and 58 instructional staff members, including Exceptional Student Education. Other positions include six special area teachers, one instructional support personnel, one library media specialist, one guidance counselor, six custodians, nine cafeteria employees, one psychologist, one program specialist, three bilingual education instructors, one speech-language pathologist, one full-service coordinator, one community involvement specialist and three security monitors. There are nine beginning teachers currently working at Miami Park Elementary School. Eleven teachers at Miami Park Elementary School have two to five years of prior teaching experience, but are new to the school. Eighteen instructional staff members have earned advanced degrees. Recent percentages of instructional staff attendance show a rate of 94 percent. Current teacher attrition rates are due to promotions and transfers to reduce travel time. The racial and ethnic characteristics of the instructional staff are represented by 20 percent White, 64 percent Black, 29 percent Hispanic and 7 percent "Other".

The school has a current enrollment of 609 students. The student population is represented by 66 percent Black, 33 percent Hispanic and one percent White. The teacher/student ratio is one teacher per 25 students. The rate of student attendance has recently been reported at 95 percent. More than 97 percent of this population is considered economically disadvantaged, as determined by participation in the free and reduced lunch program. There are currently 147 limited English proficient (LEP) students. There are 79 full-time Exceptional Student Education (ESE) students that are part of the Bertha Abess Children's Center EH and SED programs. The majority of the ESE students are bused to school from various neighborhoods in the surrounding community in Miami-Dade County. The students come from schools that did not offer the appropriate program for their exceptional education placement. Currently, 11 students in the ESE program are being mainstreamed. Once BACC EH students finish the fifth grade, they attend Westview Middle School. Students living outside the boundaries of Regional Center III return to their designated neighborhood middle school. Students that have not been mainstreamed attend the Renick Center. Students in the BACC SED program attend Madison Middle School for their secondary education. Madison Middle School currently has the only BACC program in Regional Center III. Miami Park Elementary School is the only BACC SED in Regional Center III.

Most of the 609 students live within two miles of the school. Direct competition currently facing Miami Park Elementary School includes; Henry Reeves Elementary School, Bible Baptist Private School, and nearby Lillie C. Evans Elementary School.

Recent investments have made available current technologies aimed at bridging the gap in the digital world. Title I funding has been allocated to service small groups in reading, writing, mathematics, and science. As a result of its intensive emphasis on literacy, Miami Park Elementary School has been recognized for its successful participation in regional and district-wide writing competitions. Grants have been awarded to the school to support educational initiatives. The Family Literacy Grant derived from the comprehensive approach developed by the National Center for Family Literacy (NCFL) has been adopted into federal legislation and provides the foundation for intergenerational learning that leads to long-term success. In family literacy programs, children develop language and literacy skills with the support of their parents or primary caregivers, who also have the opportunity to improve their own skills. Additionally, the bilingual department received a grant to provide for technology to promote English language acquisition and reading skills for the limited English proficient student population.

Miami Park Elementary School is fortunate to have a parent resource center with a full time Community Involvement Specialist (CIS) which serves as a liaison between staff, administrators and parents. The Community Involvement Specialist is used to increase parental involvement in school activities and events. Through the use of the parent resource center, workshops and classes are delivered to meet parents' needs. Another strength our school has is our Full Service Health Care Facility which provides our students and community with all their health care needs.

Additionally, Miami Park Elementary School maintains partnerships with William H. Turner Technical Arts Senior High School and Miami Central Senior High School. Students from these schools work directly with classroom teachers to provide direct, small group instruction for students that are performing below proficiency levels as determined by the Florida Department of Education. In turn, Miami Park Elementary School teachers, who have completed the requirements of the district's clinical supervision education class, may elect to supervise pre-service teachers using a classroom field experience model. Barry University, Florida Memorial College/University, Florida International University, and the Union Institute provide partnerships for this component.

Miami Park Elementary School is still faced with several opportunities for improvement as well as challenges. The security of our students is one of our challenges. The school is located in a very busy street, school staff must take extreme measures to ensure that our students are safe coming to school as well as going home. The school is faced with the challenge of having lost staff members to our neighboring Zone Schools. Acquiring qualified personnel has been difficult. Finally, we continue to try to address parental involvement as an opportunity for improvement. Maintaining constant parental involvement has proven to be a huge task that Miami Park Elementary School is struggling with.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot indicates that Miami Park Elementary School's leadership is instrumental in the success of the school (3.8). All of the leadership items also indicate that the faculty and staff are highly satisfied with the school's leadership. The leadership team sets and deploys organization values by using the principles of collaboration and consensus. Short-term directions are set and deployed in accordance with the School Improvement Plan (SIP); long-term directions are in alignment with the Miami-Dade County Public Schools' five year District Strategic plan.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot indicates that Miami Park Elementary School's employees are involved in all the stages of the deployment and implementation of the school's mission, vision, and core values (3.5). The strategic planning process is consensus based incorporating the expectations of the stakeholders and reflecting the school's goals and objectives. This process utilizes the Plan-Do-Study-Act cycle which ensures continuous improvement.

Stakeholder Engagement:

The Organizational Performance Improvement Snapshot demonstrates evidence that the faculty and staff recognize the importance of establishing and maintaining an alliance with customers and stakeholders (4.0). In addition, the employees analyze the services provided and use the results to develop action plans to better meet the students' needs; thus, ensuring customer satisfaction and loyalty.

Faculty & Staff:

The Organizational Performance Improvement Snapshot indicate that the school's consensus based approach promotes initiative, cooperation, and innovation, giving employees the opportunities to share their skills and knowledge with the entire community (3.7). The consensus-based system capitalizes on the diverse ideas, cultures, and thinking of its employees and the community with which it interacts. The administration utilizes the expertise and creativity of its employees throughout all levels of the organization. The consensus-based approach promotes team structure bringing together faculty and staff from different parts of the organization to act on issues that affect the organization and its goals.

Data/Information/Knowledge Management:

The Organizational Performance Improvement Snapshot indicates that school personnel analyze data pertaining to their professional status, professional development, and Professional Development Plans (PDP) to make decisions to meet the organization's mission, vision, and goals (4.1). In order for the staff to monitor the progress of its customers and school functions, pertinent student information is disseminated and analyzed through a team-based approach to effectively plan, align and manage student performance.

Education Design:

Extended Learning Communities: To supplement instruction for struggling students, tutoring has been instituted during the school day and after school. Students enrolled in these programs work in small groups with more personal instruction to help accelerate their learning. Opportunities are also offered through the district funded after school Academic Excellence Program to provide enrichment to targeted students.

School-wide Improvement Model: Miami Park Elementary School implements the Plan, Do, Study, Act (PDSA) Instructional Cycle as the school-wide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four-step analysis approach for continuous improvement. The four-step process includes the follow, (1) Plan-for change aimed at improvement, collect data, and establish a timeline, (2) Do-implement the plan, (3) Study-analyze data to assess results, and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.

Performance Results:

The 2005 Organizational Performance Improvement Snapshot submitted by faculty and staff indicates favorable results in all categories (3.7). The survey results from the Parent Climate Survey also indicates the stakeholders' satisfaction in relation to the organization's service performance.

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

GOAL 1 STATEMENT:

Increase students' proficiency in reading.

Needs Assessment

The results of the 2005 FCAT Reading Test indicated that 52% of all students in grades three through five, showed learning gains, a decrease of five percent from the previous year. Specifically, results of the 2005 FCAT Test indicate that 59% of African American students scored below grade level in reading, 53% of Hispanic students scored below grade level in reading, 60% of economically disadvantage students scored below grade level in reading, 61% of limited English proficiency (LEP) students scored below grade level in reading and 75% of students with disabilities (SWD) scored below grade level in reading. Intensive instruction in the areas of comprehension, fluency, and word phrases is needed. The content area in need of improvement for grade three is words and phrases. Similarly, the content area in need of improvement for grades four and five is reference and research. The assessments also uncovered needs that include, but are not limited to the following: an instructional initiative that promotes reading fluency and school-wide vocabulary development, monitoring the utilization of the two-hour block to maximize learning, thereby increasing reading achievement, and the need for professional development in the Comprehensive Research-based Reading Plan specific to those strategies which maximize reading comprehension.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the lowest 25% students in grades three through five, will improve their reading skills as evidenced by 50 percent making adequate progress on 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize computers within all classrooms, the media center and the technology lab to ensure that all subgroups, in grades three through five, practice FCAT Reading skills through the use of computerized programs, such as research-based Accelerated Reader and SuccessMaker. Additionally, Riverdeep and FCAT Explorer will be utilized to increase mastery of reading skills.	Media Specialist	8/8/2005	5/24/2006
Implement a daily, uninterrupted two-hour reading block for all students who have not been retained (Tier 1). Implement a daily, uninterrupted two and a half hour reading block for third grade students who have been retained for the first time (Tier 2). Implement a daily, uninterrupted three hour reading instructional block for students who have been retained twice (Tier 3).	Principal Assistant Principal	8/8/2005	5/24/2006
Provide daily reading vocabulary tips to students via Miami Park Elementary School closed circuit TV morning broadcast.	Reading Coaches	8/8/2005	5/24/2006
Utilize FCAT Explorer and Riverdeep computer programs for intensive remediation in reading.	Reading Coaches	8/8/2005	5/24/2006
Provide appropriate on-site and district approved staff professional development activities which promote the Comprehensive Research-Based	Principal Assistant Principal Reading Coaches	8/8/2005	5/24/2006

Reading Plan and the Plan-Do-Study-Act encouraging teachers to utilize the two-hour reading block to maximize learning and increase student reading achievement to 54 percent.			
Implement grade level planning so that teachers focus on the reading action plan and the instructional calendar to ensure that the curriculum is aligned with the Sunshine State Standards and the Comprehensive Research-Based Reading Plan to facilitate student achievement.	Principal Assistant Principal Grade Level Chairpersons Curriculum Team Members	8/8/2005	5/24/2006
Provide remediation for the lowest 25% of students outside of the Reading/Language Arts block.	Reading Coaches	8/8/2005	5/24/2006
Implement the Plan Do Study Act (PDSA) whereby instructional personnel disaggregate test data, use an instructional timeline, deliver an instructional focus, use frequent assessment, utilize tutorials to re-teach weak areas, provide enrichment opportunities for mastery students, and use maintenance & monitoring strategies to reinforce learning and improve student achievement.	Principal Assistant Principal Reading Coaches	8/8/2005	5/24/2006
Provide small group intensive remedial instruction in school and after school to all subgroups using the sunshine state standards.	Assistant Principal Reading Coaches	8/8/2005	5/24/2006

Research-Based Programs

The research-based programs that will be utilized are the Houghton-Mifflin Comprehensive Core Reading Program (CCRP), Soar to Success, Voyager Passport Reading Intervention Program, and SuccessMaker.

Professional Development

Professional Development activities by Miami-Dade County will be provided as follows:

Project Right Beginnings for selected Kindergarten teachers, Project BEAR for selected 1st grade teachers, Project OWL(Opening Worlds of Literacy) for selected 2nd grade teachers, Project DRAW (Developing Readers and Writers) for selected 3rd grade teachers, Implementation of the new reading series, Houghton-Mifflin, CRISS (Creating Independent Student owned Strategies) Strategies, Soar to Success, Instructional Strategies to improve student proficiency in reading vocabulary and fluency, Literacy Development for New Teachers, Literacy Development in Reading Strategies in the Content Area.

Evaluation

Evaluation will be based on 54 percent of students, in grades three through five, scoring at or above FCAT Achievement Level 3 on the 2006 FCAT Reading Test, as compared to the 2005 administration.

Evaluation will be based on 50 percent of the lowest performing 25% students in grades three through five making adequate progress as documented by scores on the 2006 FCAT Reading Test.

Evaluation will be based on 44 percent of students with disabilities (SWD), in grades three through five, scoring at or above FCAT Achievement Level 3 on the 2006 FCAT Reading Test.

In-house reading quarterly assessments will provide formative reports on students' skill mastery from the beginning to the end of the year. The data will be used to modify instruction in the tutorial program

Additionally, analyzing the results from DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments will determine growth in reading skills, for grades K-3 and levels I & II in grades 4-5.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Increase students' proficiency in Mathematics.

Needs Assessment

The results of the 2005 FCAT Mathematics Test indicate that 58% of the students in grades three through five are currently below grade level in math. Specifically, results of the 2005 FCAT Test indicate that 71% of African American students scored below grade level in mathematics, 68% of economically disadvantaged students scored below grade level in mathematics, 86% of students with disabilities (SWD) scored below grade level in mathematics, 55% of Hispanic students scored below grade level in mathematics and 56% of limited English proficiency (LEP) students scored below grade level in mathematics. The greatest area of need for students in third grade is Number Sense and Algebraic Thinking with only 33% correct of total points earned. In fourth grade, the greatest area of need is Algebraic Thinking and Data Analysis with only 43% correct of total points earned. In fifth grade, the greatest area of need is Number Sense with only 31% correct of total points earned.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50% scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50% scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50% scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with disabilities (SWD) will improve their mathematics skills as evidenced by 50% scoring 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
Implement the Plan Do Study Act (PDSA) utilizing the Eight-Step Process.	Principal Assistant Principal Math Facilitators	8/8/2005	5/24/2006
Provided all instructional staff with professional development activities that include information about successful research-based mathematics instructional strategies.	Principal Assistant Principal Math Facilitators	8/8/2005	5/24/2006
Create and implement a new instructional focus based on 2005 FCAT Test data to provide level I and II students in all subgroups remediation reflecting their individual needs.	Math Facilitators	8/8/2005	5/24/2006
Develop and monitor weekly and quarterly assessments for students in all subgroups to identify individual strengths and weaknesses.	Math Facilitators	8/8/2005	5/24/2006
Provide and implement additional research based resources to support instruction in the areas of Number Sense and Algebraic Thinking for 3rd grade, Algebraic Thinking and Data Analysis for 4th grade and Number Sense for 5th grade.	Principal Assistant Principal Math Facilitators	8/8/2005	5/24/2006
Develop and implement Mathematics Problem of	Math Facilitators	8/8/2005	5/24/2006

the Day activities.			
Align an in school and after school as well as an enrichment tutoring program tailored to the strengths and weaknesses indicated on the 2005 Mathematics FCAT Test.	Principal Assistant Principal Math Facilitators	8/8/2005	5/24/2006

Research-Based Programs

The research-based programs that will be used are the Scott Foresman state adopted mathematics series and SuccessMaker.

Professional Development

Professional Development activities provided by Miami-Dade County will include but are not limited to; Elementary Mathematics Resource Leaders: Raising the Bar to Build Capacity, Riverdeep- Curriculum Resource for Intensive Mathematics, Elementary FCAT Mathematics Lessons.

Additionally, the mathematics facilitator will provide professional develop which includes training in the Mathematics Item Specifications, inquiry-based instruction, focusing on the greatest areas of need for students, number sense and algebraic thinking. Activities for these two strands will include; using cooperative problem-solving strategies, use of manipulatives and hands on activities for selected teachers, real-world situations, gathering and analyzing information. Additional staff development initiatives will be scheduled based upon teacher surveys, data-driven analysis, and District initiatives.

Evaluation

Evaluation will be based on 50 percent of students in grades three through five scoring a level 3 or above on the 2006 FCAT Mathematics Test.

Evaluation will be based on 50 percent of African American students scoring a level 3 or higher on the 2006 FCAT Mathematics Test.

Evaluation will be based on 50 percent of economically disadvantaged students scoring a level 3 or higher on the 2006 FCAT Mathematics Test

Evaluation will be based on 50 percent of students with disabilities (SWD) scoring level a 3 or higher on the 2006 FCAT Mathematics Test.

In-house mathematics quarterly assessments will provide formative reports on students' skill mastery from the beginning to the end of the year. The data will be used to modify instruction in the tutorial program.

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 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 3 STATEMENT:

Increase students' writing proficiency.

Needs Assessment

The results of the 2005 FCAT Writing Test indicate that 8% of fourth grade students scored below state's mastery level. Specifically, narrative results fell below the district's average by 0.4% and below the state's by 0.3%. Combined results fell below the district's average by 0.2% and the states by 0.1%. Narrative scores fell considerable lower than expository scores.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in all curriculum groups in grade four will improve their level of performance as evidenced by a 1% increase in the number 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 tutorial and enrichment activities, using small group and one-on-one instruction that focused on specific student needs	Writing Facilitator	8/8/2005	5/24/2006
Provide monthly writing prompts to kindergarten, first, second, third and fifth grades to aid in identifying areas of deficiencies in the writing process	Writing Facilitator	8/8/2005	5/24/2006
Implement monitoring of the progression of students in grade four will be assessed by monthly writing prompts and bi-weekly grammar skills review.	Writing Facilitator	8/8/2005	5/24/2006
Identify those students in need of intervention and enrichment, based on district pretest, in order to provide activities that can be implemented to impact all subgroups.	Writing Facilitator	8/8/2005	5/24/2006
Implement daily, on-going skills in grammar as specified in the Comprehensive Research-based Reading Plan.	Writing Facilitator	8/8/2005	5/24/2006

Research-Based Programs

Research based programs utilized will be the writing component of the Houghton-Mifflin Comprehensive Core Reading Program.

Professional Development

Professional Development activities provided by Miami-Dade County will include but are not limited to; Writing Across the Curriculum: Step Up to Writing: Strategies to Improve Student Proficiency in Writing, Improving Student Writing, CRISS Strategies. Additionally, the writing facilitator will provide an in-service on rubric scoring as well as the writing process. New and beginning teachers will receive mentoring and classroom demonstrations, to improve the delivery of instruction.

Evaluation

Evaluation will be based on the results of the 2006 FCAT Writing Test.

In-house monthly writing prompts will provide formative data on students' skill mastery from the beginning to the end of the year.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Increase students' proficiency in science.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that our mean scale score of 256 is 30 points below the district's mean scale score of 286. Specifically, the greatest content areas in need of improvement are Earth & Space and Scientific Thinking clusters scoring below the District and State by less than 50%.

An assessment of the data reveals the need for professional development which addresses inquiry-based instruction as well as hands-on activities.

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 meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase students' in grades three through five participation in scientific hands-on activities by conducting relevant experiments/observations that correlate scientific concepts to daily life	Assistant Principal	8/8/2005	5/24/2006
Analyze science pretest to provide immediate feedback to teachers, and modify the instructional timeline, if needed, based on student performance	Assistant Principal	8/8/2005	5/24/2006
Monitor that all student subgroups, in grades three through five, are instructed in the use of science process skills, using resources, gathering and analyzing information to increase thinking and communication skills	Assistant Principal	8/8/2005	5/24/2006
Coordinate and implement a culminating Science Fair school wide, for the purpose of assessing mastery and application of science content area clusters (physical and chemical, earth and space, life and environmental and scientific thinking) taught throughout the school year	Assistant Principal	8/8/2005	5/24/2006
Conduct hands-on science experiments, in grades kindergarten through five, focusing on the scientific method to prepare students for the annual science fair, and, in turn, help them better understand the connections between science and the surrounding world	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

The research based program that will be utilized is the Harcourt Science state adopted science series.

Professional Development

Professional Development activities provided by Miami-Dade County will include but are not limited to; Preparing for Science Standards, Elementary Science Inquiry Workshop. Additionally, the Science Facilitator will provide in-services on the annually assessed benchmarks, targeting the areas of Earth & Space and Scientific Thinking clusters. Provide on-site professional staff development activities regarding inquiry-based instruction for kindergarten through fifth grade teachers.

Evaluation

Evaluation will be based on an increased on the mean scale score to meet the district's mean scale score of 286 on the administration of the 2006 FCAT Science Test.

In-house science quarterly assessments will provide formative data on students' skill mastery from the beginning to the end of the year.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Increase the parental and community involvement.

Needs Assessment

The assessment of parent logs, sign-in sheets and PTA memberships indicate a lack of parental involvement in school activities. Parent logs signal a need for professional development, for the faculty and staff, in the areas of teacher/parent communication and increasing parental involvement in school. Results of the 2004-2005 PTA memberships indicate that 21% of parents joined the PTA. Additionally, results of the 2004 Family Literacy Program indicate that 50% of parents were not consistently present to every class.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and deliver workshops and classes to meet parents' needs	Principal Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006
Collaborate among administration, faculty, and parent representatives that survey parents' needs, prioritizing areas of greatest concern to implement a plan to meet the needs of parents	Principal Assistant Principal	8/8/2005	5/24/2006
Encourage parents' active participation in decision-making groups such as the PTA, room parents, school volunteers, and the Education Excellence School Advisory Council, to assist in their child's education	Principal Assistant Principal Media Specialist	8/8/2005	5/24/2006
Maintain an on-going line of communication between home and the school through the use of: home learning lines, teachers' voice mail, Interim Progress Reports, letters, flyers, school marquee, report cards, parent/teacher conferences and home visits to strengthen the home-school connection	Principal Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006
Plan and facilitate special 'Family Night' activities such as: Open House, Family Night Book Fair, and Mathematics/Science Family Night	Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development on impacting positive home school connection will be provided to teachers in an effort to promote parental involvement.

Evaluation

The evaluation will be based on a 5% increase in parent involvement in school activities as documented on sign-in logs for 2005-2006 school year as compared to the 2004-2005 school year.

Sign-in logs will be reviewed in a quarterly basis to monitor progress.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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 6 STATEMENT:

Improve the discipline and safety of our students.

Needs Assessment

Miami-Dade County Case Management System indicates there were 62 teacher written referrals for fighting during the 2004-2005 school year. A review of the data also indicates that there were 16 outdoor suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of teacher written referrals for fighting during the 2005-2006 school year as compared to the 62 teacher written referrals for fighting during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the School wide Discipline Plan to facilitate early intervention and parent communication	Principal Assistant Principal	8/8/2005	5/24/2006
Provide intensive counseling to remediate inappropriate behavior and set behavior expectations	Guidance Counselor	8/8/2005	5/24/2006
Implement a Conflict Resolution program to provide strategies for anger management and alternatives for violence	Assistant Principal Guidance Counselor	8/8/2005	5/24/2006
Explore alternate means of discipline to better meet the needs of students	Principal Assistant Principal	8/8/2005	5/24/2006
Utilize daily progress reports to maintain lines of communication with parents to provide feedback	Guidance Counselor	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development for faculty and staff will include Implementing Conflict Resolution Strategies and behavior modification strategies to positively impact student behavior.

Evaluation

The evaluation will be based on the comparison of the number of teacher written referrals for fighting during the 2005-2006 school year when compared to the 2004-2005 school year.

In-house quarterly count of written referrals for fighting will provide formative reports of progress.

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

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

GOAL 7 STATEMENT:

Provide students with multiple opportunities to use technology to reinforce educational skills and participate in reference and research to complete academic requirements.

Needs Assessment

Given the results of an informal survey, the school needs to provide a variety of opportunities for students to be engaged in the use of technology to produce original work and to enhance learning. Results also indicate that 0% of students with disabilities used SuccessMaker to enhance their learning during the 2004-2005 school year.

Measurable Objective

Given an emphasis on the use of technology in education, students with disabilities, will augment their usage of SuccessMaker as evidenced by a 10% 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
Provide students with adequate time to complete assignments using SuccessMaker in both reading and math	Assistant Principal	8/8/2005	5/24/2006
Schedule students in computer lab in order to access SuccessMaker Program	Assistant Principal	8/8/2005	5/24/2006
Monitor student progress by analyzing reports	Assistant Principal	8/8/2005	5/24/2006
Provide students with tools for applying technology in mathematics problem solving activities	Assistant Principal	8/8/2005	5/24/2006
Provide students with activities for exploring reading and math concepts and relationships	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Research based program utilized is SuccessMaker.

Professional Development

Professional Development will be provided to teachers on the use, maintenance, and creation of reports of computer programs to monitor student achievement. Teachers will also receive professional development on the use of word processing software, SuccessMaker and the monitoring of FCAT Explorer, Riverdeep and A.R.

Evaluation

Evaluation will be based on a 10% increase in the number of students with disabilities using SuccessMaker during the 2005-2006 school year as compared to the 2004-2005 school year.

In-house quarterly reports will track students' progress.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

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

The 2004-2005 FITNESSGRAM assessment indicates that 94% of the students participating in the assessment were award winners.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four and five will increase the percent of award recipients by 3% on the 2005-2006 administration of the FITNESSGRAM assessment as compared to the 2004-2005 administrations of the FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize pedometers to provide students with information regarding the number of calories burned and steps taken in walking at least a mile	Physical Education Teachers	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teacher select activities specifically related to assessment component items, which would enhance specificity of training	Principal Assistant Principal	8/8/2005	5/24/2006
Promote eating breakfast to develop a healthy body and facilitate being ready to learn for the entire school day	Physical Education Teachers Full Service Coordinator	8/8/2005	5/24/2006
Promote healthy eating habits by developing better choices for food selection	Physical Education Teachers Full Service Coordinator Cafeteria Manager	8/8/2005	5/24/2006
Utilize the Body Mass Index (BMI) to identify students who are at risk for health related problems	Physical Education Teachers Full Service Coordinator	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided to teachers on the food pyramid, healthy food choices, appropriate physical fitness goals, and building a healthy lifestyle so that these issues can be reinforced in the regular classroom setting with their students.

Evaluation

Evaluation will be based on a 3 percent increase in the percentage of students, in grades four and five, receiving awards on the 2005-2006 administration of the FITNESSGRAM assessment.

In-house quarterly reports will track students' progress.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Expose students to new trends in graphic and fine arts.

Needs Assessment

Results of an informal survey indicate there is a declining trend in the number of students participating in art presentations and Art Club. Attendance records reveal that only 25 students participated in art presentatins and Art Club during the 2004-2005 school year.

Measurable Objective

Given the emphasis on the benefits of participating in fine arts programs, the number of students participating in art presentations and Art Club will increase by 20% during the 2005-2006 school year as compared to the 25 students during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the internet to provide students the opportunities to view a wide range of art through the use of virtual tours of art museums	Art Teachers	8/8/2005	5/24/2006
Increase the number of students providing art projects for display at art fairs and bulletin boards	Art Teachers	8/8/2005	5/24/2006
Utilize graphic art programs to expose students to new trends in art	Art Teachers	8/8/2005	5/24/2006
Increase the number of students participating in district-wide exhibitions	Art Teachers	8/8/2005	5/24/2006
Provide quarterly incentives to students with the highest percentage of attendance to Art Club.	Art Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will provide teachers the opportunity to use various graphic art programs, as well as, critical and visual thinking strategies for children. Teachers will participate in numerous art exhibits and galleries to keep abreast of the new trends in the arts. Teachers will be trained on the "Ready, Set...Start Writing" Program.

Evaluation

The evaluation will be based on review of individual cumulative portfolios produced by students and attendance logs from Art Club.

In-house quarterly attendance and participation reports will track students' progress.

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

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

GOAL 10 STATEMENT:

Miami 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 Florida Department of Education indicate that in 2003, Miami Park Elementary School ranked at the 10th percentile on the State of Florida ROI index.

Measurable Objective

Miami Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 10th percentile in 2003 to the 15th percentile on the next publication index.

Action Steps

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

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided by the administrative team, and regional and district representatives on how classroom teachers can more effectively use materials and supplies to promote education excellence and increased student achievement.

Evaluation

On the next State of Florida ROI index publication, Miami Park Elementary School will show progress toward reaching the 15th percentile.

Quarterly monitoring of budget expenditures.

EESAC Compliance

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

Budget:

EESAC recommended continuing the emphasis on acquiring materials needed to implement the Core Reading Program and practice of FCAT strategies, and to support the integration of technology across the curriculum. Also recommended was the use of dollars to assist in the hiring of tutors for FCAT level 1,2 students.

Training:

EESAC recommended professional development activities in reading, mathematics, writing, and science for selected teachers in kindergarten through grade five.

Instructional Materials:

EESAC recommended purchase of manipulatives to support the increased use of hands-on experiential instruction.

Technology:

EESAC recommended to continue to purchase computers and appropriate supportive software for classroom minilabs, and to make teacher training available, spearheaded by the school's technology committee.

Staffing:

EESAC recommended the hiring of paraprofessionals to provide reading tutoring for FCAT level 1 and 2 students.

Student Support Services:

EESAC has recommended the continued use of the counseling services and full-service clinic located in the school.

Other Matters of Resource Allocation:

EESAC recommended and appropriated funds for the purchase of books for students to motivate students during the FCAT.

Solicit Dade Partners in surrounding community to supplement current resources.

Benchmarking:

EESAC recommended of the 2003-2004 and 2004-2005 Adequate Yearly Progress Reports to monitor progress toward meeting the No Child Left Behind requirements for the students with disabilities subgroup.

School Safety & Discipline:

EESAC recommended to follow the school wide discipline plan.

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

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

Required Signatures:

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