
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4261 - Palm Springs Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Deborah Stevens

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Palm Springs Elementary School

Palm Springs Elementary School, a predominantly Hispanic School in East Hialeah, is composed of approximately 938 students in grades pre-kindergarten through fifth grade. The ethnic composition of these students is as follows: 95 percent Hispanic, three percent White, and two percent Black.

To serve the needs of all students, a variety of academic programs are offered at the school. The English for Speakers of Other Languages (ESOL) Program is comprised of 80 students in ESOL I, 62 students in ESOL II, 65 students in ESOL III, 101 students in ESOL IV; Exceptional Student Education (ESE), comprised of 51 students with Learning Disabilities of which 10 participate in the Inclusion Program, 40 students in Gifted, and 36 students in Speech and Language; Bilingual Program, comprised of 24 students in Spanish as a Second Language and 890 students in Spanish for Spanish Speakers; Extended Foreign Language (EFL), comprised of six classes in Kindergarten through Fifth Grade; Academic Excellence Program (AEP), comprised of 41 students participating in Chess.

The following objectives have been identified to meet the needs of the students:

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills by a five percentage point increase as evidenced by 68 percent of students in the lowest 25 percent quartile making learning gains in the 2006 administration of the Florida Comprehensive Assessment Test in Reading.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a five percentage point increase on the 2006 administration of the Florida Comprehensive Assessment Test in Mathematics.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a one percent increase of students achieving high standard scores of 3.5 or higher on the 2006 Florida Comprehensive Assessment Test in Writing.

Given school wide hands-on instruction using the Sunshine State Standards, students in grade five will increase their knowledge of science process skills as evidenced by a five point increase on the mean score of the 2006 Florida Comprehensive Assessment Test in Science.

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

Given an emphasis on a safe and orderly environment, Palm Springs Elementary's overall student attendance ranking will be maintained at 28 or improve by 1 or more ranks, as evidenced by the school's overall student attendance outcome during the 2005-2006 school year, as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, the frequency with which the mobile labs will be utilized for classroom activities will be increased by at least 100 percent from 10 in 2004-2005 to 20 in 2005-2006, as evidenced by the entries in the media center's checkout log.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade four will improve their running skills as evidenced by 80% meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Given emphasis on the arts, the school will demonstrate a 50% increase in the number of contests in which the school participates, improving from four during the 2004-2005 school year to six during the 2005-2006 school year.

Palm Springs Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 74th percentile in 2004 to the 79th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the two categories targeted for improvement are business results and process management. These areas were selected because they ranked the lowest among the seven categories included in this survey, each with an overall ranking of 4.3 on a 5-point scale. In order to communicate how well the organization is doing financially and how the organization removes things in the way of progress, the administration will review the school budget with the Curriculum Leadership Team on a regular basis and continue to open forums for staff to review their concerns. In order to further assist teachers with the process of collecting data about the quality of their work, the administration has initiated a routine of meeting with teachers individually to provide specific data regarding classroom performance, based on screening and outcome assessment information from the prior year.

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.

Palm Springs Elementary School

VISION

We are committed to providing educational excellence for all students.

MISSION

We provide high quality education that addresses the individual needs of students and fosters a lifelong desire for learning.

CORE VALUES

Our school has H.E.A.R.T.:

H--Hear and Respect Who I Am

E--Encourage Me to Do and Be My Best

A--Applaud and Appreciate My Efforts and Successes

R--Respond to All Situations as a Problem Solver

T--Teach Me for Tomorrow.

School Demographics

Palm Springs Elementary School, a predominantly Hispanic School in East Hialeah, is composed of approximately 938 students in grades pre-kindergarten through fifth grade. The ethnic composition of these students is as follows: 95 percent Hispanic, three percent White, and two percent Black. The percentage of students receiving free/reduced meals is approximately 79 percent. The school's mobility index is 25. The community is composed of single-family dwellings and apartment complexes. Our school strives to prepare students for the world of work through our annual Career Day, monthly guest speakers, and a variety of other strategies. The faculty and staff at Palm Springs Elementary are as diverse as the student body. Fourteen percent of the faculty is white, sixteen percent of the faculty is African American, and seventy percent of the faculty is Hispanic. Forty percent of the teachers have Master's degrees and four percent have a Specialist or Doctorate degree. The average length of teaching experience is thirteen years, while four percent of the faculty are beginning teachers. Our students' educational needs in Kindergarten through Fifth grade are met through the use of the following academic programs: English for Speakers of Other Languages (ESOL), comprised of 80 students ESOL I, 62 students in ESOL II, 65 students in ESOL III, 101 students in ESOL IV; Exceptional Student Education (ESE), comprised of 51 students with Learning Disabilities of which 10 participate in the Inclusion Program, 40 students in Gifted, and 36 students in Speech and Language; Bilingual Program, comprised of 24 students in Spanish as a Second Language and 890 students in Spanish for Spanish Speakers; Extended Foreign Language (EFL), comprised of six classes in kindergarten through fifth grade; Academic Excellence Program (AEP), comprised of 41 students participating in Chess.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.5 under the Leadership category. This indicates a strong leadership that creates an environment that supports collaboration and team efforts among all stakeholders. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operations of the school.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.3 in the Strategic Planning category. This reflects the depth of data analysis, planning, and implementation that is carried through, in order to achieve school and District goals. The strategic planning process used is a comprehensive integrated management system that incorporates the expectations of the stakeholders and reflects the school's goals and objectives. This process utilizes the Continuous Improvement Model (CIM), a four-step cycle of Plan, Do, Study, Act, in which improvements are continually made. Through the active participation of the Curriculum Team, faculty and staff members are involved in all stages of the implementation of the school's mission, vision, and core values. Furthermore, faculty and staff members are empowered to assist in the development of short-term and long-term plans. Faculty, grade level, and EESAC meetings are regularly held to examine, understand, and integrate the school's goals and objectives and ensure alignment with the total school program.

Stakeholder Engagement:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.4 under the Customer and Market Focus category. Based on these results, it is evident that the faculty and staff recognize the importance of establishing and maintaining an alliance with its students and families. In addition, an analysis is conducted of the services provided, and the results are used to develop action plans to meet the needs of the students more effectively. Subsequently, this would ensure customer satisfaction.

Faculty & Staff:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.4 under the Human Resource Focus category. Survey results indicate that the Curriculum Leadership Team plays an instrumental role in promoting cooperation, individual initiative, empowerment, and innovation among the faculty and staff. The Curriculum Team capitalizes on the wealth of ideas of its members and the community with which it interacts. The administration utilizes the expertise and creativity of its members at all levels of the organization. This gives its members the opportunity to share their knowledge, skills, and experience with the entire community and take an active part in the path that leads to the school's performance and ultimately its achievements. Team structure brings together faculty and staff from different parts of the organization to act on issues that affect both their functional and general areas of the organization, subsequently promoting the organization's goals.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.5 under the Measurement, Analysis, and Knowledge Management category. At the start of the school year, third through fifth

grade teachers are provided with data regarding student performance for the prior school year. This data is used to develop our school's Instructional Focus Calendar for every grade level, as well as to provide a means for teacher reflection regarding their prior academic year's results. At this stage teachers are able to create their Professional Development Plans through the use of these reports as well as manipulate the delivery of their curriculum. In addition, teachers will access their current classes results from the Student Performance Indicators network, in order to prioritize strands based on strength and areas of improvement for their current student population. Teachers are provided with initial data from the DIBELS, as well as progress monitoring of Reading and Mathematics benchmark assessments. This data allows teachers to create instructional level groups and prioritize the delivery of their instruction.

Education Design:

Extended Learning Opportunities:

An array of extended learning opportunities is offered to students in various grade levels to meet their learning needs. Students who scored at Florida Comprehensive Achievement Test (FCAT) achievement levels 1 and low level 2 in reading and/or mathematics or those whose Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test scores yielded Intensive instructional levels are strategically targeted for intensive intervention during the school day. Other students whose scores reflected a high level 2 and low level 3 on the FCAT or a Strategic instructional level on the DIBELS assessment are provided extended learning opportunities during after school hours. Participation in our school's Saturday Academy is extended to students who score at FCAT Achievement Levels 3, 4, and 5 in Reading and/or Mathematics, as well as to students who score an average of 3 (on a 6-point scale) on essays in 4th grade language arts classes. Furthermore, students in this same writing performance level range are given another opportunity to participate in our Future Authors Club after school.

School-wide Improvement Model:

Palm Springs Elementary will incorporate the Continuous Improvement Model (CIM) in all efforts school-wide. This model consists of a systematic four-step process for making improvements in services. The cycle includes: Plan - for changes to bring about improvement, Do - changes on a small scale first to try them, Study - to see if changes are working, and Act - to obtain the greatest benefit from changes. Using this data-driven, results-oriented improvement model, the school will address improving teaching and learning through disaggregating data to guide instruction. Instructional timelines will be utilized to structure learning. Also, classroom teachers will provide enrichment activities to enhance higher-order thinking skills for students who may benefit. This PDSA model integrates with the philosophies of both Total Quality Management (TQM) and Effective Schools Research.

Advanced Courses Initiatives & Post Unitary Commitments:

Palm Springs Elementary seeks to increase the number of Gifted Program referrals for minority students and low-socioeconomic status students. The school ensures that there is equitable representation of students in the formation of the Science, Engineering, Communications, Mathematics Enhancement (SECME) Club. The school's extended day programs, such as Chess and Saturday Academy, also include subgroup participation.

Performance Results:

Palm Springs Elementary has improved its discipline substantially throughout the years. Through the use of our discipline plan and drastic improvement in attendance we have been able to reduce many of our referrals and

suspensions. For the 2004-2005 school year we inputted 86 attendance, 51 general disruptive conduct, and 39 defiance of school personnel referrals. In addition, the administration held 152 student conferences and 145 parent conferences. Our suspension rate was kept at a low of 18 outdoor suspensions and 2 indoor suspensions.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Palm Springs Elementary School is committed to providing the best possible education to its students. In order to achieve this goal, high expectations are set for the instructional staff. Teachers are provided opportunities for professional growth through participation in professional learning communities and through ongoing support and mentoring from the Reading Coach and other highly qualified colleagues. Further opportunities for professional growth are extended through participation in the school's instructional support team. The Curriculum Leadership Team makes critical decisions about the educational instruction of students and professional development needs. New teacher candidates are screened, ranked, and hired based on their credentials and interviewing merit, then provided with mentors and a high level of support and professional development.

• Highly Qualified, Certified Administrators:

Mrs. Deborah L. Stevens, Palm Springs Elementary School's principal, has completed her job targets for the 2004 - 2005 school year and was rated Distinguished. Mrs. Stevens has been an educator for 34 years. During this period of time, she has had the experience of teaching socially and emotionally maladjusted children in Woodbridge Township Public Schools in New Jersey, pre-kindergarten developmentally delayed children in Muncie, Indiana, and autistic, trainable mentally handicapped, and learning disabled children in Miami-Dade County Public Schools. Prior to becoming a principal, Mrs. Stevens worked as a staffing specialist and assistant principal within this school district. She earned her Bachelor's Degree at the College of New Jersey (formerly Trenton State College). She continued her post-graduate studies at Rutgers University and completed her Masters of Science Degree at St. Thomas University (formerly Biscayne College). For the past three years, Mrs. Stevens has been selected to represent the Hialeah Senior High School Feeder Pattern as Lead Principal. She has also been selected by her colleagues to represent them on the Elementary School Principal Liaison Committee. During the 2004-2005 school year, Mrs. Stevens had the distinguished honor of representing the Hialeah Senior High School Feeder Pattern as Principal of the Year 2005.

Deborah Stevens views herself as a manager, educational leader, and learner. She is focused on ensuring the learning of students and adults in her school. She strongly believes that, regardless of race, gender or socioeconomic status, all students are entitled to a high-quality education. It is also her belief that data must be used as tools for decision-making about improving instruction.

In order to accomplish the school's goals, she organized her school's leaders in a manner that promotes both articulation across the grade levels and collaboration. The school's Curriculum Leadership Team provides a vehicle that gives autonomy to the teachers when it comes to making critical decisions about the educational instruction of the students, selection of materials, professional development needs, and any other issues that would impact students or teachers.

By setting high expectations for the academic and social development of all students and the performance of adults, Mrs. Deborah Stevens and her assistant principal, Mr. Quintana, have enabled Palm Springs Elementary School to begin to close the achievement gap.

Palm Springs Elementary School's assistant principal, Mr. Juan Carlos Quintana, has performed and accomplished all his job targets for the 2004 - 2005 school year and was rated Distinguished. He is an educator with over 16 years of experience in Miami-Dade County Public Schools (M-DCPS). He earned a Bachelor of Arts degree in Business Administration/Finance at Florida International University and a Master of Science degree in Education Leadership at Nova Southeastern University. Mr. Quintana demonstrates outstanding leadership and relentless dedication to the students of Palm Springs Elementary School. He is extensively involved in all aspects of the school site and possesses the knowledge needed to model and promote high levels of performance for all stakeholders. He has driven the faculty and staff members to meet and surpass all goals and expectations. His commitment to education is observed through his hands-on approach to all realms of the school operation. Mr. Quintana's insight led to the strategic reorganization of the school's tutoring and academic enhancement programs which, in turn, increased student

achievement and program success. This involved targeting high achieving students for participation in the Saturday Academy program, middle achieving students for participation in the before- and after-school tutoring programs, and the school's lowest 25th percentile of students for tutoring during the school day. In addition, he has been involved in the creation of our attendance incentive program which has consistently improved our school's attendance for the past two years. Due to his commitment and perseverance, Palm Springs Elementary has been successful and has received numerous awards and recognitions including a second place ranking for all elementary schools in Access Center 1 for Performance Pay in 2003, Grade A Recognition under Governor Jeb Bush's A+ Plan, for the previous two school years, and the M-DCPS Platinum Award for High Performance and Achievement. Mr. Quintana's determination to raise parental involvement and awareness has produced significant learning gains for the past two consecutive years as evidenced by the school's consistent achievements.

• Teacher Mentoring:

Through the Professional Assessment and Comprehensive Evaluation System (PACES) Growth Team, Palm Springs Elementary School's beginning teachers are assigned a team of teachers to ensure their professional success. These mentor teachers provide instructional support and guidance in all areas of curriculum and professional development. Our school's Reading Coach, who is among the team of mentors, provides extensive support while ensuring that our reading goals are implemented and achieved. Further support is provided as beginning teachers participate in their corresponding weekly grade group instructional planning sessions, which enables them to expand upon their repertoire of instructional skills. Meanwhile, every teacher at Palm Springs Elementary is provided with the opportunity to observe fellow classroom teachers in a variety of classroom settings, in order to extend their repertoire of effective strategies.

• School Advisory Council:

Palm Springs Elementary's Educational Excellence School Advisory Council (EESAC) is comprised of administrators, teachers, parents, students, and a business/community liaison. The EESAC meets on a monthly basis to discuss school goals and objectives, while providing a forum for its various stakeholders to share ideas and assist in decision-making that will achieve school goals. Through this process, the EESAC takes part in developing and monitoring the School Improvement Plan.

• Extended Learning Opportunities

Palm Springs Elementary School offers an array of extended learning opportunities. The following programs strategically target different levels of students from kindergarten through fifth grade: Targeted first grade students receive remedial reading instruction through our America Reads Program. Targeted second grade students receive remedial reading instruction during or after school hours. Third through fifth grade students receive reading and/or mathematics tutoring at three levels: Low Achievers (FCAT Level 1 and low Level 2) during partial special area instruction, Middle Achievers (FCAT high Level 2 and low Level 3) before or after school, and High Achievers (FCAT High Level 3, Level 4, and Level 5) during Saturday Academy. Finally, our fourth grade students receive additional writing instruction through our after school Future Authors Club and through our Saturday Academy Writing Clinic. All of these services are deemed possible through the use of our FCAT Enhancement and Title I funds.

• School Wide Improvement Model

Palm Springs Elementary School will continue to incorporate the Continuous Improvement Model (CIM). The CIM is an eight-step data-driven process which provides the school with a cyclical continuous improvement approach. The eight steps include test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring.

By following these steps, Palm Springs Elementary School has been able to use student test scores to identify instructional groups, as well as identifying weak and strong objective areas. Teachers utilize this information to develop year-long curricular instructional maps that encompass all of the objectives, but also address the needs of student groups based on data analysis. At intervals of focused instruction, teachers administer a benchmark assessment to identify student levels of mastery. Students are provided with additional time in which unmastered areas are retaught and enrichment opportunities are provided, as appropriate. Meanwhile a variety of materials are utilized by teachers in order to equip them with sufficient resources to meet ongoing instruction of objectives. The administrators, reading coach, and grade level chairpersons subsequently monitor learners progress. In addition to curriculum maps, instructional focus calendars were developed based on the disaggregation of FCAT test results. This focus calendar serves primarily to enable all teachers, including content area and special area teachers, to incorporate FCAT instruction into their weekly lessons. Furthermore, this instructional cycle allows staff to plan, implement, monitor, and remediate on an ongoing basis.

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 read at or above grade level.

Needs Assessment

The School Performance Accountability Report indicates that results of students tested who fall in the lowest 25 percent quartile indicate that 63 percent of these students have made learning gains, a 3 percent decrease from the previous year.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills by a five percentage point increase as evidenced by 68 percent of students in the lowest 25 percent quartile making learning gains in the 2006 administration of the Florida Comprehensive Assessment Test in Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Increase the reading of non-fiction materials to include occupations literature, biographies, and news articles, for students in grades three through five, in preparation for the world of work.	Principal, Assistant Principal, Teachers, Media Specialist, Reading Coach	8/8/2005	5/24/2006
2. Implement a Sunshine State Standards sequenced benchmark instructional focus calendar, to align instruction across grade levels and across the curriculum.	Principal, Assistant Principal, Teachers, Reading Coach	08/08/2005	05/24/2006
3. Provide intensive intervention services through tutorial programs that address students' targeted reading deficiencies, as identified by baseline and diagnostic assessments.	Principal, Assistant Principal, Reading Coach, Teachers, Paraprofessional tutors	08/08/2005	05/24/2006
4. Provide ongoing staff development and support for the use of effective reading strategies to improve students' reading skills, as reflected in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach, District, Teachers	08/08/2005	05/24/2006
5. Administer monthly Sunshine State Standards-aligned benchmark assessments, to monitor learning growth and mastery of students' individual reading skills.	Principal, Assistant Principal, Teachers, Reading Coach	08/08/2005	05/24/2006
6. Utilize the Successmaker software program to provide all students computer-assisted reading instruction that meets individual learning needs, in order to increase student achievement.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
7. Implement incentive reading programs and events that motivate students to read and recognize students' reading achievement.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chairperson, Teachers, Media Specialist	08/08/2005	05/24/2006
8. Conduct parent workshops in order to equip families with strategies that can be used at home to support Reading achievement.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/24/2006
9. Involve parents in monitoring students'	Principal, Assistant	08/08/2005	05/24/2006

independent reading activities through the use of the school reading log.	Principal, Teachers, Reading Coach	
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Research-Based Programs

Houghton Mifflin Core Reading Program
Project CRISS (Creating Independence through Student-owned Strategies)
Waterford Early Reading Program
Early Success Intervention Program
Soar to Success Intervention Program
Voyager Passport Intervention Program
Pearson Enterprise SuccessMaker
Quick Reads
FCAT Explorer
Read 180
Riverdeep

Professional Development

Project CRISS (All core and special area teachers)
Comprehensive Research-based Reading Program Best Practices
Pearson Enterprise SuccessMaker (K-5)
Voyager Passport (K, 3)
Early Success Intervention Program (1-2)
Soar to Success Intervention Program (4-5)
Read 180
Needs-based professional development

Evaluation

The baseline assessment that was used to gather reading comprehension skill mastery data for third to fifth grade students is the 2005 Florida Comprehensive Assessment Sunshine State Standards Reading Test. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment will also be used as a screening tool to measure fluency skills, at the beginning of the school year.

Subsequent to gathering initial data, three assessments will be used to monitor progress of students' reading skills to inform instruction. The DIBELS assessment will be utilized quarterly to monitor fluency skills. School-developed Sunshine State Standards-based benchmark assessments will be administered monthly to monitor students' mastery of vocabulary and comprehension skills. The District's interim reading assessment will be administered as well, to monitor reading progress mid-year.

The primary diagnostic instrument that will be utilized to identify students' individual instructional reading needs is the Diagnostic Assessment of Reading (DAR).

The assessment that will be used to provide an outcome measure for reading skills mastery of students in grades three through five, is the 2006 FCAT Sunshine State Standards Reading test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 2 STATEMENT:

All students will perform at or above grade level in Mathematics.

Needs Assessment

Results obtained from the School Performance Accountability Report indicate that 69 percent of students tested made learning gains and 64 percent met high standards. In comparison with 2004 - 2005 results, the scores indicate a ten percent decrease of students making learning gains and a four percent decrease of students achieved high standards in mathematics

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a five percentage point increase on the 2006 administration of the Florida Comprehensive Assessment Test in Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a Sunshine State Standards sequenced benchmark instructional focus calendar, to align instruction across grade levels and across the curriculum.	Princial, Assistant Principal, Teachers	08/08/2005	05/24/2006
2. Utilize the Successmaker computer-assisted instructional program to enrich and remediate students' application of mathematical skills, while monitoring performance.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
3. Provide teaching staff with professional development activities that include effective research-based mathematics instructional strategies.	Principal, Assistant Principal, Teachers,	08/08/2005	05/24/2006
4. Incorporate weekly School-to-Career activities that promote critical thinking and cooperative learning, through hands-on and problem solving activities, in order to prepare students for real-life experiences.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
5. Conduct parent workshops in order to equip families with strategies that can be used at home to support Mathematics achievement.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
6. Administer monthly Sunshine State Standards-aligned benchmark assessments, to monitor learning growth and mastery students' individual mathematics skills.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
7. Implement intervention strategies and tutorial programs that build students' Mathematics skills , through before, during, and afterschool programs.	Principal, Assistant Principal, Teachers, Paraprofessional tutors	08/08/2005	05/24/2006

Research-Based Programs

Houghton-Mifflin Core Mathematics Program
Pearson Enterprise Successmaker Software Program
Riverdeep
FCAT Explorer

Professional Development

Comprehensive Mathematics Program best practices
Analysis of assessment data
Differentiated mathematics instruction for all students
Pearson Enterprise SuccessMaker
Needs-based professional development

Evaluation

School-developed Sunshine State Standards-based benchmark assessments will be administered monthly to monitor students' mastery of mathematics skills. The District's interim mathematics assessment will also be administered to monitor mathematics progress mid-year. Students' classroom journals will serve as informal observation tools for monitoring progress as well.

The assessment that will be used to provide an outcome measure for mathematics skills mastery of students in grades three through five is the 2006 FCAT Sunshine State Standards Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Needs Assessment

The 2005 School Performance Accountability Report indicates that 75 percent of the students tested achieved high standards in writing, reflecting scores of 3.5 or above. The percentage of students meeting high standards reflected a five percent decrease from the 2004 School Performance Accountability Report.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a one percent increase of students achieving high standard scores of 3.5 or higher on the 2006 Florida Comprehensive Assessment Test in Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a school-developed instructional writing calendar, which provides a scope and sequence of writing targets for each grade level from Kindergarten-5th grades.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/24/2006
2. Provide supplementary instruction to targeted 4th grade students in the areas of expository and narrative writing, through extended day programs.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/24/2006
3. Utilize the six-point rubric established by the Florida Department of Education, to assess student writing and provide student feedback.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/24/2006
4. Utilize calibrated writing samples, released from previous statewide writing assessments, as instructional and resource tools.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/24/2006
5. Conduct a parent workshop consisting of effective strategies for developing essay writing including tips for performing functional writing tasks, in order to support student practice at home.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/24/2006
6. Provide ongoing staff development and support for the use of effective writing strategies to improve students' writing skills, as reflected in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach, District	08/08/2005	05/24/2006
7. Implement a schoolwide motivational writing program called Author's Tea, to promote writing and showcase students' best writing pieces.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chairperson	08/08/2005	05/24/2006
8. Provide many opportunities for students to engage in different kinds of writing across the curriculum.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
9. Administer monthly writing assessments to monitor development and mastery of writing skills.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006

Research-Based Programs

Comprehensive Research-based Reading Plan (Writing embedded)
Houghton Mifflin Reading/Language Arts Program (Writing embedded)
6 Traits of Writing (Northwest Regional Educational Laboratory)

Professional Development

Zelda Glazer Writing Institute
6 Traits of Writing
Balanced literacy practices in writing
Editing and revision strategies
Florida six-point rubric holistic scoring procedures

Evaluation

The baseline assessments, or screening tools, that will be used to gather data regarding students' individual writing skills in both expository and narrative modes of writing, are the District's Expository and Narrative Writing Pre-tests.

Subsequent to gathering initial data, school-developed monthly writing prompts and District Post-test prompts will be used to monitor the development of students' writing skills and inform instruction.

The assessment that will provide an outcome measure of data regarding mastery of students' writing skills is the 2006 FCAT Writing test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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:

It is our goal for all students to have the opportunity to become scientifically literate.

Needs Assessment

Classroom logs indicate that approximately 92% of students in grades 3-5 completed and submitted projects for participation in the 2004-2005 Science Fair. Increased participation is sought from 3rd through 5th grade students.

Measurable Objective

Given school wide hands-on instruction using the Sunshine State Standards, students in grade five will increase their knowledge of science process skills as evidenced by a five point increase on the mean score of the 2006 Florida Comprehensive Assessment Test in Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Host a school-wide Science Fair in which every student participates by completing a project which requires use of the scientific method.	Principal, Assistant Principal, Science Department Chairperson, Teachers	08/08/2005	05/24/2006
2. Conduct weekly hands-on, inquiry based investigations with students in grades three through five.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
3. Provide opportunities for all students to interview professionals from a variety of scientific fields, to enhance the School to Career connection.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
4. Administer science interim assessments to fourth and fifth grade students, in order to identify strengths and weaknesses corresponding to the Sunshine State Standards.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
5. Offer second through fifth grade students participation in our school's SECME (Science, Engineering, Communications, Mathematics Enhancement) club, in order to enhance their exposure to science, increase concept knowledge, and application of science skills.	Principal, Assistant Principal Teachers, SECME Club Sponsors	08/08/2005	05/24/2006
6. Utilize grade appropriate science content across the language arts curriculum, through the use of non-fiction text during shared or guided reading.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2006
7. Incorporate activities throughout the academic year in which students will be exposed to vital worldwide issues related to Science such as; Earth Day, Aids Awareness, etc.	Principal, Assistant Principal, Teachers, Science Department Chairperson	08/08/2005	05/24/2006
8. Departmentalize the instruction of Science in fourth and fifth grades.	Principal, Assistant Principal	08/08/2005	05/24/2006

Research-Based Programs

McGraw-Hill Core Science Program

FOSS (Full Option Science Systems) Science Kits

Inquiry in Action (from the National Science Education Content Standards for Inquiry and Physical Science)

Professional Development

Teachers will participate in any available science workshops approved by the Miami-Dade County Public School District and by the state of Florida.

Evaluation

The objective will be monitored by demonstration of the following:

- At least ninety-five percent of students will complete a science fair project.
- Teachers will document on a science log all hands-on, inquiry-based investigations conducted in the classroom. Each science class will complete a minimum of six investigations per grading period. Classroom logs will be monitored and reviewed.
- Forty percent of the guests invited to participate in "Career Day" will have science-related careers.
- Scores of fifty percent or higher will be evident on the Fifth Grade Science Interim Assessment.
- Fifth grade students will demonstrate a five point increase on the mean score of the 2006 Florida Comprehensive Assessment Test in Science.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

The administration and staff at Palm Springs Elementary will create a family-friendly school.

Needs Assessment

The data reflected on the 2004-2005 Palm Springs Elementary's Family Reflection Annual Survey indicated a five percent increase, reflecting a total of 94 percent, in the ability of our school to develop programs that address the needs and interests of families and community members. In addition, the survey indicated an 18 percent increase, reflecting a total 93 percent, in which parents stated that they had many opportunities to express their opinions about important school issues. The Parental Involvement Participation logs indicate an average of 20 parent participants in ESOL (English for Speakers of Other Languages) education courses. The logs also indicate that there was 27 percent parent participation in grade level-based parent night workshops. Strategies to increase the level of parental and community-based organization involvement will become a primary focus in order to ensure increased support in academic achievement efforts.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Offer on-going workshops to enhance parents' ability to help their children with their educational needs as well as social/emotional development at home.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
2. Schedule duplicate bilingual workshops in the morning and evening hours, so that parents may participate in workshops that meet their schedules.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
3. Coordinate parent-and-child workshops with the Bilingual Outreach Program, designed to increase academic achievement.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
4. Plan and facilitate special Family Night activities such as Open House, Title I Parent Orientation, Mathematics/Science Family Olympiad, and transition meetings from grade to grade.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
5. Maintain on-going communication with school families through our Community Involvement Specialist, and bilingual Parent Newsletters, Monthly Calendars, and use of the Telesoft Corporation telephone system.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
6. Monitor the participation of parents and community-based organizations by maintaining sign-in sheets as logs of attendance and delivery of services.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
7. Survey parents' educational needs, prioritize the areas of greatest concern, and plan activities which meet our community's interests.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
8. Continue to provide parents with parenting classes offered by the Children's Psychiatric Center.	Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006

Research-Based Programs

National PTA Standards for Parental Involvement.

Professional Development

Parents will be encouraged to actively participate in the following activities:

Annual Parent Orientation

ESOL Adult classes

Grade Level transition workshops

Computer Training

Science Fair Night

Mathematics and Science Olympiad

Bilingual Outreach workshops

Parenting classes from the Children's Psychiatric Center

Parental Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

Evaluation

Tally data obtained from activity and workshop sign-in sheets and sign-in logs.

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 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:

Palm Springs Elementary will improve overall school attendance.

Needs Assessment

Palm Springs Elementary ranked 28 out of 183 elementary schools, in overall attendance during the 2004-2005 school year. The school seeks to improve its ranking.

Measurable Objective

Given an emphasis on a safe and orderly environment, Palm Springs Elementary's overall student attendance ranking will be maintained at 28 or improve by 1 or more ranks, as evidenced by the school's overall student attendance outcome 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
1. Implement an attendance incentive program to motivate and reward both individual students and classrooms of students for their consistent daily attendance.	Principal, Assistant Principal, Student Services Personnel	08/08/2005	05/24/2006
2. Maintain communication and collaboration with parents to ensure attendance program success.	Principal, Assistant Principal, Student Services Personnel	08/08/2005	05/24/2006
3. Conduct team conferences to address ongoing attendance difficulties.	Principal, Assistant Principal, Student Service Personnel Teachers	08/08/2005	05/24/2006
4. Participate in the Truancy Intervention Program (TIP).	Principal, Assistant Principal, Student Services Personnel	08/08/2005	05/24/2006
5. Provide 3rd grade low-performing students with teacher advocates through a school-developed program called Have A Heart.	Principal, Assistant Principal, Counselors, Teachers	10/01/05	05/24/06
6. Utilization of the Community Involvement Specialist to bridge communication between the school and home, with respect to attendance and related issues.	Principal, Assistant Principal, Title I Community Involvement Specialist	08/08/2005	05/24/2005
7. Provide individual and small group counseling for at-risk students.	Principal, Assistant Principal, Student Services Personnel	08/08/2005	05/24/2006
8. Implement a school-wide Discipline Plan.	Principal, Assistant Principal Student Services Personnel	08/08/2005	05/24/2006

Research-Based Programs

Parent-Teacher Association (PTA)

Truancy Intervention Program (TIP)

Professional Development

Data analysis of the quarterly District reports on regular attendance.

Data analysis of the quarterly District reports on exceptional attendance.

Data analysis of the quarterly District reports on truant attendance.

Effective utilization of the Excelsior Electronic Grade book attendance component

Training and support in knowledge of the attendance requirements as delineated by the District and State standards.

Training and support in the implementation of the Attendance Incentive Program.

Continuous monitoring of students' attendance.

Evaluation

Palm Springs Elementary School will maintain or improve its District attendance ranking as evidenced by the following reports:

2005-2006 quarterly District reports on attendance

2005-2006 year-end District reports on attendance

Attendance Incentive Program monthly reports

Attendance Incentive Program quarterly reports

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Student use of technology will increase through the use of mobile laptop labs.

Needs Assessment

Based on the media center logs during the 2004-2005 school year, the mobile technology labs were utilized in classes a total of 10 times.

Measurable Objective

Given an emphasis on the use of technology in education, the frequency with which the mobile labs will be utilized for classroom activities will be increased by at least 100 percent from 10 in 2004-2005 to 20 in 2005-2006, as evidenced by the entries in the media center's checkout log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide staff development and support for the use of mobile laptop labs.	Principal, Assistant Principal, Media specialist	08/08/2005	05/24/05
2. Utilize online educational resources that will support curricular objectives.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2005
3. Utilize online educational resources that will develop students' skills.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2005
4. Conduct internet research which supports curricular objectives	Principal, Assistant Principal, Teachers	08/08/2005	05/24/2005
5. Increase opportunities for students to apply navigating and skills in a supportive classroom environment.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/05
6. Increase opportunities for students to apply research skills in a supportive classroom environment.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/05

Research-Based Programs

North Central Regional Educational Laboratory research: A Meta-Analysis of the Effectiveness of Teaching and Learning with Technology on Student Outcomes

Intel: Mobile Computing: A K-12 Notebook and Wireless LAN Deployment Case Study

Professional Development

Miami-Dade County Public School District-sponsored technology application workshops

School site-based workshops given by the media specialist, technology specialist, or technology committee such as:

- Pearson Enterprise Successmaker
- Read 180
- FCAT Explorer
- Riverdeep
- How to use the Internet to conduct research
- How to conduct a WebQuest

Evaluation

The media center's technology checkout log will be utilized to monitor use of the mobile laptop labs

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

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

GOAL 8 STATEMENT:

Fourth grade students will pass the mile run component of the Miami-Dade County Physical Fitness Gram.

Needs Assessment

Studies indicate that childhood obesity is at an all time high. Childhood sedentary lifestyle will be diminished through the implementation of cardiovascular training in physical education classes.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade four will improve their running skills as evidenced by 80% meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement progressive cardiovascular training	Principal, Assistant Principal, Physical Education Department	08/08/2005	05/24/2006
2. Maintain an increased level of physical fitness and awareness	Principal, Assistant Principal, Physical Education Department	08/08/2005	05/24/2006
3. Infuse cardiovascular exercises that increase students' strength and endurance regularly	Principal, Assistant Principal, Physical Education Department	08/08/2005	05/24/2006
4. Monitor students fitness levels quarterly	Principal, Assistant Principal Physical Education Department	08/08/2005	05/24/2006
5. Host seasonal sports and fitness events in which students participate in physical fitness activities	Principal, Assistant Principal, Physical Education Department	08/08/2005	05/24/2006
6. Expose students to health and fitness articles with information related to cardiovascular disease	Principal, Assistant Principal, Physical Education Department	08/08/2005	05/24/05

Research-Based Programs

Physical Fitness Gram

Professional Development

Miami-Dade County Public School District-sponsored technology application workshops

Evaluation

The results from the Miami-Dade County Physical Fitness Gram will indicate that 80% of students will master the timed mile-run test, after training has been implemented.

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

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

GOAL 9 STATEMENT:

Palm Springs Elementary will increase participation in District-wide multi-arts contests.

Needs Assessment

During the 2004-2005 school year, Palm Springs Elementary participated in 4 district-wide art contests.

Measurable Objective

Given emphasis on the arts, the school will demonstrate a 50% increase in the number of contests in which the school participates, improving from four during the 2004-2005 school year to six during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Integrate multi-art skills through reading, writing, and mathematics.	Principal, Assistant Principal, Teachers	08/08/2005	05/24/05
2. Recognize students' art entries during the televised morning announcements.	Principal, Assistant Principal, Art teachers	08/08/2005	05/24/05
3. Inform parents of upcoming art events through the school's bi-monthly school newsletter.	Principal, Assistant Principal, Art teachers, newsletter committee	08/08/2005	05/24/05
4. Recognize students' participation in art events through the school's bi-monthly school newsletter.	Principal, Assistant Principal, Art teachers, newsletter committee	08/08/2005	05/24/05
5. Display students' artwork on bulletin boards throughout the school (main office, cafeteria, etc.).	Principal, Assistant Principal, Art teachers	08/08/2005	05/24/05

Research-Based Programs

The Arts Education Partnership report indicates the combination of arts and academics improves academic achievement, performance on standardized tests, social skills and student motivation.

Professional Development

Miami-Dade County Public School's District-sponsored art workshops

Evaluation

Palm Springs Elementary will participate in six or more district-wide art contests, as documented in the school participation entry log for the Arts.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Palm Springs Elementary will rank at or above the 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in the 2003-2004 school year, Palm Springs Elementary ranked at the 74th percentile on the State of Florida Return on Investment Index (ROI).

Measurable Objective

Palm Springs Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 74th percentile in 2004 to the 79th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/08/2005	06/30/2006
2. Collaborate with the District on resource allocation.	Principal, Assistant Principal	08/08/2005	06/30/2006
3. Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/08/2005	06/30/2006
4. Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principal	08/08/2005	05/24/2005

Research-Based Programs

Houghton-Mifflin Reading
 Houghton-Mifflin Mathematics
 McGraw-Hill Science
 Harcourt Social Studies

Professional Development

Houghton-Mifflin Reading Professional Development
 CReating Independence through Student-owned Strategies (CRISS)
 Science and Mathematics Integrated with Literary Experiences (SMILE)

Evaluation

On the next State of Florida ROI index publication, Palm Springs Elementary will show progress toward reaching the 79th percentile.

EESAC Compliance

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

Budget:

The EESAC committee reviews the school's budget and makes recommendations and decisions relative to the expenditure of funds to implement all aspects of the School Improvement Plan.

Training:

The EESAC developed the School Improvement Plan (SIP) ensuring that every objective listed in the plan includes a strategy related to staff development. Workshop topics include: Houghton-Mifflin Reading, 6 Traits of Writing, Houghton-Mifflin Mathematics, Science, Engineering, Communication, and Mathematics Enhancement (S.E.C.M.E.) and Professional Assessment and Comprehensive Evaluation System (P.A.C.E.S.). Workshop topics and content span instruction for grades Pre-k through 5th grade, targeting strategies for all students, including Limited English Proficient (LEP) students and Students with Disabilities (SWD).

Instructional Materials:

The EESAC surveyed teachers and staff regarding instructional materials needed to implement the SIP. Materials that were purchased to enhance the curriculum include Write Traits kits and subscriptions to educational magazines such as Time For Kids, Storyworks, and Social Studies Weekly.

Technology:

The EESAC continues to identify technology as an integral tool for supporting curricular objectives which also enhances media literacy and real-life skills. To ensure capability and accessibility, additional computers were recently purchased to replace and increase the number of computers being utilized by students. These computers, both stationed and mobile, are used for computer-assisted instruction using Pearson Enterprise Successmaker, for motivational reading programs such as Accelerated Reader, and as an online resource for Internet research activities.

Staffing:

EESAC has recommended an increase in the number of paraprofessionals utilized as tutors in the areas of Reading, Writing, and Mathematics.

Student Support Services:

The EESAC has identified specific strategies, listed under specific objectives, to address instructional service needs such as the utilization of tutorial programs for intervention, and additional materials to support instruction in the area of writing. Parent conferences, school support teams, staffings, and counseling are also services that provide student support. Additional assistance is also provided by the Title I Community Involvement Specialist and school business partners.

Other Matters of Resource Allocation:

The members of the EESAC make recommendations and decisions relative to the spending of EESAC funds, state matching funds and grant funds.

Benchmarking:

In order to ensure compliance with the objectives of the School Improvement Plan, the EESAC periodically monitors implementation of the strategies and activities identified in the plan. Subcommittees are formed to gather implementation status data periodically. The committee exchanges ideas and feedback corresponding to the progress being made as the year progresses.

School Safety & Discipline:

The EESAC supports the school's strict enforcement of the Code of Student Conduct and schoolwide discipline plan which provides an environment that is safe, secure, and orderly. EESAC also supports students' participation in safety and disciplinary programs such as DARE, Red Ribbon Week, and Safety Patrols. EESAC has recommended the formation of a safety committee in order to discuss and implement a plan regarding safety and discipline issues. Furthermore, EESAC has taken the initiative to purchase V-soft technology, which is a system that tracks visitors, contractors, and volunteers at the school, in order to provide a safer, more monitored environment for the students.

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