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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 4281 - Palm Springs North Elementary School

*FeederPattern:* American Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Sharon Gonzalez

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Palm Springs North Elementary School*

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Palm Springs North Elementary School (PSN) is located in a middle class community in the northwest section of Miami-Dade County. Our current school population of 1787 students, enrolled in grades pre-kindergarten through fifth, consists of two percent Multicultural students, 10 percent Black students, 80 percent Hispanic students, seven percent White students, and one percent Asian students. The percentage of students on free and reduced lunch is 69 percent.

Our school houses a content based Gifted program which services 61 students, an Extended Foreign Language program which services 218 students, an Exceptional Education program which services 154 students, a pre-kindergarten program which services 24 students, and an ESOL program which services 375 students. Additionally, there is a Voluntary Pre-Kindergarten program which services 16 students.

The Educational Excellence School Advisory Council has identified the following objectives as school-wide priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading comprehension skills as evidenced by 77 percent 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 3 through 5 will improve their mathematics skills as evidenced by 75 percent scoring at a level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 88 percent of students reaching the state required mastery level of 3.5 or above as documented by scores of the 2006 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 of 8 points in the mean scale score to meet the district mean scale score of 286 on the 2006 administration of the FCAT-Science.

Given the importance of positive parental involvement in a child's overall educational experience, parental involvement, as evidenced by parents attending two or more school-related activities, will increase by five

percentage points when comparing sign-in sheet data and teacher logs from the 2004 - 2005 school year to the 2005 - 2006 school year.

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

Given instruction using the Sunshine State Standards, students in Kindergarten through fifth grade will improve their technology skills as evidenced by an increase of five percentage points on a school-developed pre and post-test.

Given instruction in motor skill development and movement patterns, concepts, principles, strategies and tactics, students in grades four and five will achieve an increase of 3 percentage points in the number of students attaining awards as measured by the FITNESSGRAM from the 2004 - 2005 school year as compared to the 2005 - 2006 school year.

Given emphasis on the benefits of participating in an after school chorus program, the number of students enrolled in the PSN Chorus Club will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Palm Springs North Elementary School will maintain its ranking on the State of Florida ROI index publication at the 96th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey tool, two areas have been identified for improvement: Strategic Planning and Process Management. The Strategic Planning category received an overall rating of 4.2 on a scale of one to five (one being highest and five being lowest). There were 150 responses of "Strongly Agree", 119 responses of "Agree", 47 responses of "Neither Agree or Disagree", 17 responses of "Disagree" and no responses for "Strongly Disagree". The Process Management category received an overall rating of 4.2, as well. There were 169 responses of "Strongly Agree", 197 responses of "Agree", 59 responses of "Neither Agree or Disagree", 17 responses of "Disagree" and two responses of "Strongly Disagree".

These two areas received the lowest ratings on the survey and therefore will be targeted throughout the school year.

In order to improve the areas of Strategic Planning and Process Management, the school administrative and leadership team will promote deeper involvement of faculty and staff for long-range planning and goal setting. Monthly meetings related to school objectives and issues particular to individual grade levels and curriculum areas will be implemented to further improve these areas. This will empower the staff and faculty as stakeholders who have a voice in the direction and future of this organization.

## 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 North Elementary School**

### VISION

Palm Springs North Elementary School enriches the community through the provision of outstanding educational experiences and services to our students and the surrounding community. We consistently meet the needs of the community by embracing success and achievement through cultural diversity and community partnerships.

### MISSION

We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals.

### CORE VALUES

Palm Springs North Elementary School firmly believes in providing quality in service, relationships, and communications. We are dedicated to richly impacting the lives of all students and the surrounding community. We believe that we are the positive and underlying force that prepares, bridges, and binds the learners to a world beyond the classroom walls.

## *School Demographics*

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Palm Springs North Elementary School (PSN) is an "A" school, for the second consecutive year, as designated by the State's A+ Plan as well as meeting all of the criteria for Adequate Yearly Progress under federal No Child Left Behind (NCLB) legislation. Additionally, the school has been a recipient of a National Blue Ribbon School of Excellence award. The school is located in a middle class community in the northwest section of Miami-Dade County. The current school population of 1787 students enrolled in grades pre-kindergarten through fifth consists of one percent Asian students, two percent Multiracial students, seven percent White students, 10 percent Black students, and 80 percent Hispanic students. Nine hundred sixteen students are male and 871 students are female. The percentage of students qualifying for free or reduced meals is 69 percent.

The school houses a content based Gifted program, which consists of 61 students, an Extended Foreign language Program , which services 318 students, an Exceptional Student Education program which currently services 154 students, and a pre-kindergarten program which serves 24 students with varying exceptionalities. The school successfully utilizes the inclusion model for servicing our Exceptional Student Education population. The 375 Limited English Proficient (LEP) students are serviced by four self-contained ESOL teachers, two resource teachers, and ESOL endorsed classroom teachers.

The instructional leadership team of Palm Springs North Elementary School consists of one principal and three assistant principals. The instructional staff consists of 93 females and 11 males. The staff membership is 18 percent Black, 25 percent White, and 59 percent Hispanic. Thirty-eight percent of the staff hold Masters Degrees and 8 percent of the instructional staff hold Specialist or Doctoral Degrees. The average number of years of teaching experience of the staff is 12 years. Six percent of the teachers are new to the school system.

The school offers many opportunities for students to expand their knowledge base at all levels. The school doors remain open until 9:00 p.m., Monday through Thursday nights. The school houses a very successful Community School program. Through this program, the school is able to open to the entire northwest Miami-Dade County community. Many classes are offered after school through the Community School. Classes such as dance, sports, computers, art, music and ESOL are offered to not only the students of Palm Springs North Elementary, but also to anyone in the community who is interested. The school houses the local Boy Scout/Girl Scout troops for this area, as well as providing a meeting place for the community. The Media Center is open every Tuesday and Thursday night in order to provide services to the community to access books, literature, and the Internet. This year, the school will continue to sponsor very successful monthly Family Nights in which parent/child activities will be presented in a fun way. Additionally, child care will be provided free of charge to those parents wishing to enroll in ESOL classes. An after-school and Saturday tutoring program has proven to be very successful with the majority of participants showing learning gains on the 2004-2005 Florida Comprehensive Assessment Test (FCAT). Additionally, the school offers many opportunities for the students to participate in a variety of school sponsored activities such as Cheerleading, Dance Line, Drama Club, Student Council, Academic Excellence Program, Youth Crime Watch, Art Club, Chorus, Music Ensemble, Jump Rope Team, Runners Club and Television Production.

Palm Springs North Elementary School has a very active, involved and supportive Parent Teacher Association. The leadership of this group is exceptionally dedicated to the continued excellence of the school. They have been instrumental in providing much needed materials and supplies that enhance the academic program of this school. The School Volunteer and Dade Partner Programs are also very actively involved in the day-to-day functions of the school. The school is proud of the attainment for 22 consecutive years of the Golden School Award for volunteerism. The school's business partnerships have additionally provided everything from school supplies and uniforms to needy students to materials for the school and manpower in the form of mentors and tutors. A partnership with Miami-Dade County Commissioner Natacha Seijas provided a large monetary grant to support student achievement. These funds will allow the school to pay for hourly teachers to work with small groups of students in need of remediation.



# *School Foundation*

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## ***Leadership:***

The Leadership category was the second highest ranked category in the Organizational Performance Snapshot Survey with an average ranking of 4.6 on a five point scale. The results showed that the staff felt that administration shares information about the entire organization and that the values of the organization are used to guide in the attainment of school goals. The staff felt confident in their knowledge of the mission of the school and that there is a work environment conducive to achieving this mission. Additional information from this category yields that the staff is encouraged to take on leadership opportunities and advance in their careers. The organization has clearly communicated to the staff what is critical to maintain successful practices.

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

Although this was one of the lowest ranking categories with an average score of 4.2 on the Organizational Performance Snapshot Survey, this area indicates that the staff feels a need to have more input in the overall success of the organization. Training and implementation of the Continuous Improvement Model should assist in improving this area.

## ***Stakeholder Engagement:***

This area was the third highest ranked category with an average score of 4.4 on the Organizational Performance Snapshot Survey. The staff has knowledge of their customers and make a conscientious effort to communicate regularly with them. It is felt, however, that a greater effort needs to be made to find out how to better meet the needs of the customer and to assist the customers in solving problems more effectively.

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

This was an area, as indicated on the Organizational Performance Snapshot Survey, that shows a cohesive staff with an average ranking of 4.4 on the survey. The majority felt that the staff works as a team to meet a common goal. Teachers work cooperatively and take on a variety of leadership roles within the school. National Board Certified Teachers additionally assist in leading mentoring activities with both experienced and beginning educators. The school frequently hosts interns from area colleges and universities.

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

This was the highest ranked category in the Organizational Performance Snapshot with an average score of 4.6 on the survey. The majority of the staff strongly felt comfortable in their ability to measure the quality of their work. Additionally, they are able to analyze the quality of their work and determine whether changes need to be made and use data to drive instruction.

## ***Education Design:***

Palm Springs North Elementary School has identified several issues concerning challenges in process involvement. Palm Springs North Elementary School's primary goal is to reduce the number of students scoring at Level 1 by five percent in each area of the Sunshine State Standards portion of the Florida Comprehensive Assessment Test (FCAT).

In order to do so, the school will continue to retain a high level of teacher morale by involving the faculty and staff in long-range planning and goal setting. This will empower the staff and faculty as stakeholders who have a voice in the direction and future of this organization and facilitate the development of new strategies that can increase student performance in diversified classrooms. Palm Springs North Elementary will continue to provide teacher training and staff development workshops to increase the quality of instruction.

***Performance Results:***

Palm Springs North Elementary School has identified several areas of impact in its education design and process involvement.

Student referral rates to the school's counselors indicate an increase in conflict in students. In order to address this need, Palm Springs North Elementary School will continue to implement a conflict resolution program to reduce the number of student referrals and suspensions.

Another area of concern is student attendance. An attendance reward system with incentives and special recognition will be given to individual students who attend school on a daily basis and to students who show improvement in attendance.

Another challenge is improving parent involvement and participation in school workshops. To address this, Palm Springs North Elementary will institute Math, Science, and Reading Nights, along with the PREP program for Pre-Kindergarten and Kindergarten students. Teachers will be encouraged to stress the importance of parent attendance and participation throughout the school year.



## 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 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 type="checkbox"/>

### **GOAL 1 STATEMENT:**

All students in Kindergarten through fifth grade will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

### ***Needs Assessment***

The disaggregated data from the results of the 2005 School Performance Accountability Report on FCAT Reading indicate that 74 percent of students in grades three through five met high standards, 70 percent of students made learning gains, and 67 percent of students scoring at the lowest 25 percent made adequate progress. These scores represent an increase over the 2004 FCAT administration of 5, 5, and 8 percentage points, respectively.

An overall analysis of the FCAT Content Scores Report indicates that 67 percent of students in grades three through five mastered the Main Idea/Purpose strand, 70 percent mastered the Comparisons strand, and 65 percent mastered the Reference and Research strand, an increase of 1, 4, and 5 percentage points over the 2004 administration, respectively. The Words and Phrases strand decreased from 66 to 65 percent over the 2004 FCAT administration indicating a need to target instruction and strategies to improve performance on this strand. Although no strand fell below the 50 percent deficiency criteria, the 75 percent desired proficiency criteria was not met.

Adequate Yearly Progress Reports (AYP) indicate that all subgroups made adequate progress. However, the data reveals that the Limited English Proficiency subgroup may fall short of the 2006 performance guidelines. Targeted interventions will be provided for this subgroup as needed.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 reading comprehension skills as evidenced by 77 percent 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
Administer monthly reading assessments aligned with the Sunshine State Standards in grades one through five.	Administration Language Arts Teachers, Grades 1-5	8/8/2005	5/26/2006
Implement a "Daily Language" program to address the language proficiency needs of students. Explicit, systematic instruction in grammar, conventions and usage will be provided in grades one through five.	Administration, Language Arts Teachers, Grades 1-5	8/8/2005	5/26/2006
Provide first through fifth grade teachers with a schedule of daily analogies in order to improve vocabulary development as it relates to reading comprehension and critical thinking skills.	Administration, Reading Coach	8/8/2005	5/26/2006
Analyze data from Accelerated Reader reports on a monthly basis in order to determine independent reading success.	Administration, Reading Coach	8/8/2005	5/26/2006
Align the Kindergarten through fifth grade curriculum to ensure uniform instruction of the eight tested reading benchmarks of the Sunshine State Standards.	Administration, Reading Coach	8/8/2005	5/26/2006
Emphasize flexible grouping in order to provide intervention and acceleration of reading skills as identified by diagnostic assessments.	Administration, Language Arts Teachers, K-5 Reading Coach	8/8/2005	5/26/2006
Implement the Continuous Improvement Model utilizing the eight-step process.	Administration	8/8/2005	5/26/2006
Continue to implement the Comprehensive Research-based Reading Plan in Kindergarten through fifth grade with an intensive focus on the five essential components of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary.	Administration, Language Arts Teachers, Grades K-5	8/8/2005	5/26/2006

Develop an instructional focus calendar and scope and sequence delineating when Sunshine State Standards tested benchmarks will be taught.	Administration, Reading Coach	8/8/2005	5/26/2006
Employ an hourly reading teacher to work specifically with Tier 2 and 3 students, FCAT Levels 1 and 2 students, and students in the lowest 25 percent.	Administration	8/8/2005	5/26/2006
Provide ongoing training and support in the use of effective reading strategies and best practices through modeling and coaching.	Administration, Reading Coach	8/8/2005	5/26/2006
Provide training for new reading assessments: DIBELS, DAR.	Administration, Reading Coach	8/8/2005	5/26/2006
Utilize Accelerated Reader program, FCAT Explorer, Academy of Reading, Riverdeep, and BrainChild in order to support acquisition of targeted benchmarks.	Administration, Language Arts Teachers, K-5 Technology Specialist	8/8/2005	5/26/2006
Disaggregate data from school-developed monthly assessments using the EDUSOFT system to monitor student growth and deficiencies and provide acceleration and targeted intervention.	Administration, Reading Coach	8/8/2005	5/26/2006
Disaggregate and analyze data from the 2005 FCAT Reading test, school-developed monthly assessments to identify deficiencies in student performance and guide instructional practice.	Administration, Reading Coach	8/8/2005	5/26/2006
Identify students in Levels 1 and 2, students scoring in the lowest 25 percent, and subgroups as delineated by NCLB from the results of the FCAT 2005 administration in order to provide small group tutoring interventions before, during and after school. Student progress will be evaluated using pre and post-test results.	Administration, Reading Coach	8/8/2005	5/26/2006
Expand before, during, and after-school tutorials to students identified as Levels I and II and lowest quartile to provide a greater focus for subgroups for NCLB. Pre and post-test results will be utilized to measure gains.	Administration, Reading Coach	8/8/2005	5/26/2006

## Research-Based Programs

Houghton Mifflin

Continuous Improvement Model

## **Professional Development**

Reciprocal Teaching

Phonemic Awareness/Phonics Learning Strategies/Activities

FCAT Item Specifications/ Sunshine State Standards

Vocabulary Wild About Words

Best Practices in Teaching Reading

Small Group Instruction

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Reading Test. School-developed monthly assessments will provide formative data which will be used to monitor progress toward the objective. Additional assessment instrument are Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Diagnostic Assessment of Reading (DAR). These will be used for screening and progress monitoring. Summative data will be shared with classroom teachers to guide planning and instruction.

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

**GOAL 2 STATEMENT:**

All students in Kindergarten through fifth grade will perform on or above grade level in Mathematics based on their grade level guidelines mandated by the Sunshine State Standards and Competency Based Curriculum.

**Needs Assessment**

Results of the 2005 FCAT-Mathematics indicate that 72 percent of the students met high standards and 64 percent of the students made learning gains. The scores reflect a 4 percent increase in students that met high standards and a 13 percent increase in students making learning gains. Fifty-six percent of the Limited English Proficiency (LEP) students met high standards, a decrease of 1 percent over the 2004 results. Sixty-seven percent of all subgroups met or exceeded AYP goal.

**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 grades 3 through 5 will improve their mathematics skills as evidenced by 75 percent scoring at a level 3 or higher on the 2006 administration of the FCAT-Mathematics.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide ongoing training for teachers to increase their content knowledge.	Administration, Math Chairperson	9/1/2005	4/28/2006
Establish and implement school-wide math morning activities through closed circuit television.	Administration, Math Chairperson	11/7/2005	5/26/2006
Develop and implement grade level specific pacing guides to ensure all Sunshine State Standard benchmarks are being taught prior to the administration of the FCAT test.	Administration, Math Chairperson	8/8/2005	5/26/2006
Implement a collaborative grade level planning time involving all Kindergarten to fifth grade teachers where they will receive ongoing training in the utilization of effective techniques and share best practices aimed at improving teachers' effectiveness and student achievement.	Administration, Math Chairperson	8/8/2005	5/26/2006
Utilize Internet web sites such as Riverdeep and FCAT Explorer to improve mathematical skills as defined in the Sunshine State Standards.	Administration, Teachers	8/8/2005	5/26/2006
Utilize various methods to reinforce mathematics facts including flash cards, songs and mathematical games and manipulatives on a ongoing basis.	Administration, Teachers	8/8/2005	5/26/2006
Institute two parent Mathematics nights in which hands-on activities will be demonstrated for use at home in order to prepare students for the world of work.	Administration, Math Chairperson	11/1/2005	2/3/2006
Teach students Mathematical test taking techniques including identifying key words, solving two-step problems, completing gridded responses, and explanations of processes used to solve problems.	Administration, Teachers	8/8/2005	5/26/2006
Utilize various teaching approaches including hands-on, problem based instruction, cooperative learning to reinforce mathematical skills.	Administration, Teachers	8/8/2005	5/26/2006

Administer monthly assessments in grades K through five to evaluate student strengths and opportunities for improvement.	Administration, Math Chairperson	8/15/2005	4/28/2006
Implement the Continuous Improvement Model utilizing the eight step process.	Administration	8/8/2005	5/24/2006
Provide Mathematics remedial instruction through during and after school programs for students in the lowest quartile. Pre and post-test results will be utilized to determine learning gains.	Administration, Math Chairperson	10/3/2005	2/10/2006

## **Research-Based Programs**

Scott Foresman Mathematics Program  
Continuous Improvement Model

## **Professional Development**

Scott Foresman Series Training  
SPI Data analysis training  
FCAT Explorer  
Riverdeep  
CRISS strategies  
District/ Region Center initiatives

## **Evaluation**

The evaluation tools to monitor and assess the progress of the school's objective are the following: Scott Foresman Benchmark Assessments and the FCAT Mathematics Test as evidenced by 75 percent scoring at a level 3 or higher on the 2006 administration of the FCAT-Mathematics.



### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Students in Kindergarten through fifth grade will master the elements of the writing process for expository and narrative writing based on their grade level expectations as mandated by the Sunshine State Standards.

**Needs Assessment**

The results of the 2005 FCAT Writing test indicate that 95 percent of fourth grade students met high standards in writing by scoring 3 or higher, and increase of three percentage points over the 2004 administration. However, 5 percent of fourth grade students did not meet the standard. Of that 95 percent, 87 percent scored 3.5 or higher. An overall analysis of the data reveals that there is no statistical significance between expository and narrative writing with only one-tenth increase in expository writing. An emphasis on process writing instruction will increase writing achievement levels of fourth grade students in both the areas of narrative and expository writing.

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 four will increase their writing skills as evidenced by 88 percent of students reaching the state required mastery level of 3.5 or above as documented by scores of the 2006 FCAT Writing test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer the FCAT Writing+ pretest in grades 3 and 4 and analyze data using the EDUSOFT system to provide strategies to increase performance on this multiple choice assessment.	Administration, Language Arts Teachers, Grades 1-5, Reading Coach	8/8/2005	5/26/2006
Maintain a writing portfolio, a monthly sample of student work with all stages of the writing process.	Administration, Language Arts Teachers, Grades 1-5	8/8/2005	5/26/2006
Provide first through fifth grade teachers with a schedule of writing prompts to improve the performance of students in the area of writing.	Administration, Reading Coach	8/8/2005	5/26/2006
Utilize technology to allow students to publish their work and strengthen achievement in the area of writing.	Administration, Language Arts Teachers, Grades 1-5, Technology Coordinator	8/8/2005	5/26/2006
Administer monthly writing assessments in grades one through five to monitor students' growth and deficiencies and provide acceleration and targeted intervention.	Administration, Language Arts Teachers, Grades 1-5	8/8/2005	5/26/2006
Utilize literature to demonstrate authentic literary devices that will carry over to students' own writing.	Administration, Language Arts Teachers, Grades 1-5	8/8/2005	5/26/2006
Promote the use of extended vocabulary through read-alouds and literacy-rich environments.	Administration, Language Arts Teachers, Grades 1-5	8/8/2005	5/26/2006
Analyze data from the essay-draft Fall Writing Pretest using the EDUSOFT system to identify areas of weaknesses in student performance and provide strategies to enhance and support effective writing.	Administration, Reading Coach	8/8/2005	5/26/2006
Implement an instructional model based on the writing process with emphasis on mini-lessons, teacher modeling, peer and teacher conferences.	Administration, Language Arts Teachers, Grades 1-5	8/8/2005	5/26/2006
Showcase writing samples from students in a quarterly recognition program entitled "Author's	Administration, Media Specialists	8/8/2005	5/26/2006

Tea.”			
Provide parental training on expectations for students on the FCAT Writing test and how they can assist them at home.	Administration, Reading Coach	8/8/2005	5/26/2006
Implement the Continuous Improvement Model utilizing the eight step process	Administration	8/8/2005	5/24/2006

## **Research-Based Programs**

Houghton Mifflin  
Continuous Improvement Model

## **Professional Development**

Writing Process  
Primary Writing Workshops  
FCAT Writing+ Strategies

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Writing Test. School-developed monthly assessments will provide formative data which will be used to monitor progress toward the objective. Summative data will be shared with classroom teachers to guide planning and instruction. Holistic assessment will be implemented through the use of student portfolios and will be used to measure growth.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

All fifth grade students will perform on or above grade level in Science, based on grade level guidelines mandated by the Sunshine State Standards and Competency Based Curriculum.

### **Needs Assessment**

Scores on the 2005 FCAT-Science indicate that the students in fifth grade achieved a mean scale score of 278 which is below the District's mean scale score of 286.

## Measurable Objective

Given instruction based on the Sunshine State Standards students in grade five will improve their Science skills as evidenced by an increase of 8 points in the mean scale score to meet the district mean scale score of 286 on the 2006 administration of the FCAT-Science.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a yearly Science Fair in grades 3-5.	Administration, Science Chairperson	03/01/2006	03/20/2006
Incorporate hands-on Science experiments including using FOSS kits into Science instruction aligned with the Sunshine State Standards.	Administration, Science Chairperson, Teachers	08/08/2005	05/26/2006
Utilize technology as an instructional tool in order to strengthen student achievement in Science.	Administration, Teachers	08/08/2005	05/26/2006
Utilize the scope and sequence pacing guide in order to cover all science objectives that are pertinent to the FCAT Science Assessment.	Administration, Science Chairperson	08/08/2005	05/26/2006
Implement collaborative planning time in fifth grade where teachers will receive ongoing training aimed at increasing their content knowledge and the utilization of effective techniques in Science education.	Administration	08/08/2005	05/26/2006
Develop teacher professional development plans that focuses on the teaching strategies that will reinforce areas of weaknesses identified by analysis of the 2005 FCAT-Science.	Administration, Fifth Grade Teachers	08/08/2005	05/26/2006
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Teachers	08/08/2005	05/26/2006

## Research-Based Programs

Harcourt-Brace Science Program

FOSS Science Program

Continuous Improvement Model

## **Professional Development**

Inquiry-Based Teaching Method  
Harcourt Brace series  
SPI Data Analysis Training  
Riverdeep  
FCAT Explorer  
FOSS Science Kit  
CRISS Strategies  
District/Regional Center Initiatives

## **Evaluation**

The evaluation tools to monitor and assess the progress of the school's objective are the following: Science Sample Pre and Post Tests, Benchmark Monthly Assessments and the 2006 FCAT-Science as evidenced by an increase of 8 points in the mean scale score to meet the District mean scale score of 286.

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

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement.

### ***Needs Assessment***

The data reflected in sign-in sheets and teacher logs from the 2004 - 2005 school year indicate that fewer than 50 percent of parents actively participated in two or more school-related activities. Well planned and highly focused activities will need to be implemented in order to meet our goal.

## Measurable Objective

Given the importance of positive parental involvement in a child's overall educational experience, parental involvement, as evidenced by parents attending two or more school-related activities, will increase by five percentage points when comparing sign-in sheet data and teacher logs from the 2004 - 2005 school year to the 2005 - 2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain ongoing communication in the students' native language, between the school and home via school web-site, phone calls, flyers, monthly calendars, marquee, e-mail, progress reports and parent/teacher conferences.	Administration, grade level and department chairpersons, teachers	8/8/2005	5/24/2006
Plan and implement Open House/Orientation activities for parents and families.	Administration, Parent Involvement Committee	8/6/2005	9/15/2005
Survey parents' needs and prioritize concerns in order to provide meaningful activities.	Administration, Parent Involvement Committee, PTA Board members	11/11/2005	11/30/2005
Encourage active participation in parent groups such as PTA, EESAC and school volunteers.	Administration, Parent Involvement Committee and PTA Board members	8/8/2005	5/24/2006
Monitor sign-in sheets and teacher logs at all parent involvement activities, meetings, workshops, and volunteer opportunities.	Administration, Parent Involvement Committee, teachers	8/8/2005	5/24/2006
Plan and implement volunteer orientation sessions to train parents and familiarize them with opportunities to help the school and students.	Administration, Parent Involvement Committee	8/8/2005	12/15/2005
Plan and implement parent workshops designed to provide parents and caregivers with strategies to assist their children at home in the areas of reading, writing, mathematics and science.	Administration, Grade level and department chairpersons	10/18/2005	4/28/2006
Provide and maintain a Parent Resource Center in the school's media center that would include up-to-date information and flyers on parenting activities.	Administration, Parent Involvement Committee	8/8/2005	5/24/2006
Implement, in conjunction with the Palm Springs North Elementary Community School, monthly Family Night activities in order to promote fun activities that families can participate in together.	Administration, Parent Involvement Committee, Community School Assistant Principal	10/6/2005	5/18/2006
Plan and implement parent workshops designed to equip parents and caregivers with skills to access technology.	Administration, Technology Department chairperson and committee	1/2/2006	4/28/2006
Implement the Continuous Improvement Model	Administration, Parent Involvement	8/8/2005	5/24/2006



utilizing the eight step process.	Committee	
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## **Research-Based Programs**

PTA

Continuous Improvement Model

## **Professional Development**

School staff will participate in a workshop presented by administration and counselors on proper procedures for utilizing volunteers. They will also work via committees on the expansion of current volunteer and parent participation activities.

## **Evaluation**

Parental involvement will show a five percentage point increase in the number of parents participating in two or more school-related activities when comparing the 2004 - 2005 school year rates as reflected by sign-in sheets and teacher 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

### ***GOAL 6 STATEMENT:***

Palm Springs North Elementary School will provide a safe and conducive environment for students to reach their full academic and social potential.

### ***Needs Assessment***

Based on data reflected in the Executive Summary of Student Case Management Systems report, there were 50 outdoor suspensions for the 2004 - 2005 school year. Through the implementation of the "Bully-Free" school and conflict resolution programs, conflicts will decrease and thereby the number of outdoor suspensions should decrease for the 2005 - 2006 school year.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions 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
Recruit and train parent volunteers through the "Listeners" and/or "Oyentes" program to assist students with social and/or emotional needs.	Student Services staff	9/9/2005	10/6/2005
Implement the "Bully Free" school program in grades two through five.	Administration, Student Services staff	8/8/2005	5/24/2006
Provide character education lessons in grades Kindergarten through Five in order to promote an understanding of appropriate and responsible behavior.	Administration and staff	8/8/2005	5/24/2006
Implement instructional strategies in grades Kindergarten through Five that incorporate the school district's "Code of Student Conduct" and ensure compliance with said document.	Administration and staff	8/8/2005	5/24/2006
Facilitate mediation between students in conflict through peer and counselor mediation.	Student Services staff	8/8/2005	5/24/2006
Implement the Continuous Improvement Model utilizing the eight step process.	Principal	8/8/2005	5/24/2006

## Research-Based Programs

Continuous Improvement Model

## Professional Development

It Did Not Have To Happen

Conflict Resolution

Peer Mediation.

## **Evaluation**

The number of outdoor suspensions will decrease by ten percentage points when measuring data from the 2004 - 2005 Executive Summary of Student Case Management Systems report to the 2005 - 2006 report.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 7 STATEMENT:***

The focus of the Technology Plan is the integration of technology into the existing instructional program. Students will be provided with the knowledge to use technology as a communication and information tool which supports critical thinking and problem solving.

### ***Needs Assessment***

A needs assessment survey of staff, administration, students, and parents will be conducted. The survey will assess perceived needs of all stakeholders. The survey will assess levels of technology knowledge, software needs, hardware needs, and training needs. The results will be used to develop a time line for resolution of the needs within the spectrum of this technology plan. Additionally, results from the 2004 - 2005 STAR Survey will be utilized to gauge the needs of the school in the area of technology.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in Kindergarten through fifth grade will improve their technology skills as evidenced by an increase of five percentage points on a school-developed pre and post-test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize web based software such as Easy Tech to improve technology skills as defined in the Sunshine State Standards.	Administration, Technology Coordinator, Teachers	8/8/2005	5/26/2006
Utilize FCAT Explorer, Riverdeep, and other school based software such as Accelerated Reader, Reading Academy, and Accelerated Math to improve reading and mathematics skills as defined in the Sunshine State Standards.	Administration, Teachers	8/8/05	5/26/06
Establish parent nights throughout the school year to provide hands-on activities for use of technology skills at home.	Administration, Technology Coordinator	8/8/05	5/26/06
Implement the Continuous Improvement Model, utilizing the eight step process.	Administration, Technology Coordinator	8/8/2005	5/24/2006
Provide ongoing training for teachers in the areas of FCAT Explorer, Riverdeep, Accelerated Reader, Brainchild, STAR Reading, STAR Early Literacy, SPI, Edusoft, FCRR to increase their content knowledge.	Administration, Technology Coordinator	8/8/05	5/26/06
Identify students scoring in the lowest quartile in order to provide instructional technology intervention during scheduled periods during the school day. Pre and post-test results will be utilized to measure learning gains.	Administration, Technology Coordinator, Reading Coach	8/8/2005	5/26/2006

### Research-Based Programs

EasyTech

Continuous Improvement Model

## **Professional Development**

Riverdeep

FCAT Explorer

Brainchild

Accelerated Reader

SPI

Edusoft

Power Point

### **Evaluation**

This objective will be evaluated by the results of School-developed assessments which will provide formative data which will be used to monitor progress toward the objective.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 8 STATEMENT:***

Through participation, Palm Springs North Elementary School will assist students in developing interests and skills that promote and encourage lifetime fitness for daily living and overall wellness.

### ***Needs Assessment***

To properly assess both student fitness performance and program success, a pre and post-post test will be administered through the implementation of the FITNESSGRAM test program. During the 2004 - 2005 school year, 46 percent of fourth and fifth grade students attained awards measuring attainment of physical fitness standards.



## Measurable Objective

Given instruction in motor skill development and movement patterns, concepts, principles, strategies and tactics, students in grades four and five will achieve an increase of 3 percentage points in the number of students attaining awards as measured by the FITNESSGRAM from the 2004 - 2005 school year as compared to the 2005 - 2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor assessment components regularly.	Administration	8/8/2005	5/24/2006
Purchase FITNESSGRAM equipment and software in order to maintain data.	Administration	9/1/2005	10/3/2005
Emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance activities on a daily basis.	Administration, Kindergarten, first grade and Physical Education teachers.	8/8/2005	5/24/2006
Insure that stated goals are being met.	Administration, Physical Education teachers	12/1/2005	5/1/2006
Utilize FITNESSGRAM, a health-related fitness test. A pre-test will be administered to all fourth and fifth grade students to determine base-line measures. A post-test will be administered to determine whether goals and objectives have been met.	Administration, Physical Education Teachers	12/1/2005	5/1/2006
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Physical Education Teachers	8/8/2005	5/24/2006

## Research-Based Programs

National Standards for Physical Education

FITNESSGRAM

Continuous Improvement Model

## Professional Development

Kindergarten, first grade and physical education teachers will be trained on an as-needed basis in order to implement the Competency Based Curriculum and Sunshine State Standards in the area of Physical Education.

## **Evaluation**

The 2005 - 2006 FITNESSGRAM will be administered to all fourth and fifth grade students in order to determine mastery of objectives. An increase of 3 percentage points in the number of students attaining awards as measured by the FITNESSGRAM from the 2004 - 2005 school year as compared to the 2005 - 2006 school year should be noted.

## 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.)

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

### ***GOAL 9 STATEMENT:***

Palm Springs North Elementary will increase membership in the PSN Chorus Club for the 2005-2006 school year.

### ***Needs Assessment***

Based on the 2004-2005 summative attendance data reflect that only 20 students joined the PSN Chorus Club. An increase in recruitment for the PSN Chorus Club must be emphasized.

## Measurable Objective

Given emphasis on the benefits of participating in an after school chorus program, the number of students enrolled in the PSN Chorus Club will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Invite Kindergarten through fifth grade students to chorus performances during or after school.	Administration, Music Teachers	9/12/2005	5/24/2006
Advertise chorus try-outs in multiple media including closed circuit television, flyers, and monthly calendars.	Administration, Music Teachers	9/12/2005	5/24/2006
Organize two try-outs annually (September and January).	Administration, Music Teachers	9/12/2005	5/24/2006
Broadcast previous chorus performances on closed circuit television during music class.	Administration, Music Teachers	9/12/2005	5/24/2006
Encourage fourth and fifth grade homeroom teachers to nominate students that would be an asset to the Chorus Club.	Administration, Music Teachers	9/12/2005	5/24/2006

## Research-Based Programs

National Standards for Music Education  
Continuous Improvement Model

## Professional Development

Music Department will participate in district and region wide initiatives.

## Evaluation

Summative attendance data will be used to evaluate this objective as evidenced by a 10 percent increase in the Chorus Club membership as compared to the 2004-2005 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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

**GOAL 10 STATEMENT:**

Palm Springs North Elementary School will maintain its ranking at the 96th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Palm Springs North Elementary School ranked at the 96th percentile on the State of Florida ROI index.

## Measurable Objective

Palm Springs North Elementary School will maintain its ranking on the State of Florida ROI index publication at the 96th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	10/5/2005	5/24/2006
Take advantage of volunteer networks, grants, and community resources.	Administration	8/8/2005	5/24/2006
Review and recognize existing resources.	Administration	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Administration	8/8/2005	5/24/2006

### Research-Based Programs

FCRR.org

Houghton-Mifflin Reading Program

Scott Foresman Mathematics

FOSS Kits

Harcourt Science

Continuous Improvement Model

### Professional Development

Staff will be presented with information on how the ROI is formulated and its impact on student achievement, school progress and tax dollars spent. Additional Professional Development will take place in the areas of Reading, Writing, Mathematics, Technology, and Science instruction.

### Evaluation

On the next State of Florida ROI index publication, Palm Springs North Elementary School will maintain its ranking at the 96th percentile of effectiveness.

## *EESAC Compliance*

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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 has met and has recommended that the Student Achievement Enhancement Program money be used to employ hourly certified teachers to work with small groups of identified students in the areas of Reading, Writing and Mathematics.

### ***Training:***

The EESAC has met and recommended that training continue to take place on a regular basis in the areas of Reading, Writing, Mathematics, Science and Technology to further student achievement in these areas.

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

The EESAC has met and recommended that instructional materials be purchased and implemented in the areas of Science in order to further student achievement in this area. Florida Educational Tools, Florida Science textbook has been purchased for supplemental use.

### ***Technology:***

The EESAC has met and recommended that resources be purchased and implemented to further student achievement in the areas of Reading, Writing, Mathematics and Science integrating the use of instructional technology.

### ***Staffing:***

The EESAC has met and has recommended that the Student Achievement Enhancement Program money be used to employ hourly certified teachers to work with small groups of identified students in the areas of Reading, Writing and Mathematics.

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

The EESAC has met and recommended that student support services work with staff to implement the Student Support Team (SST) model of providing intervention strategies to students not meeting grade level standards.

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

The EESAC has no additional recommendations at this time.

***Benchmarking:***

Benchmarking activities will be conducted in accordance with school and district schedules.

***School Safety & Discipline:***

The EESAC has met and recommended that staff continue to implement the school-wide zero-tolerance on bullies program. Additionally, staff will continue to implement a conflict resolution and mediation program in grades two - five.



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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*