
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4301 - Parkview Elementary School

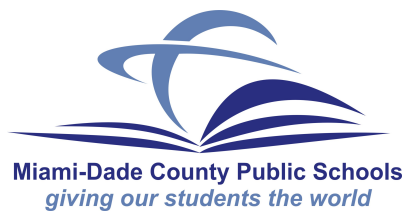
FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Susan Renick-Blount

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Parkview Elementary School

Parkview Elementary School is located in a small, predominantly African-American community. The student population for the 2004-2005 school year consists of approximately 440 students in pre-kindergarten through grade five, with an ethnic breakdown of 97 percent African-American, two percent Hispanic, and less than one percent Asian/Indian/Multicultural. The number of students qualifying for free or reduced priced lunch averages 93 percent. Our special education population consists of eleven Varying Exceptionalities students and thirty-four Emotionally Handicapped students. Limited English Proficiency students constitute less than one percent of the enrollment. The average daily attendance for the school is just under 94 percent. Parkview Elementary is a Title I School-Wide Program utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. In addition, specialty programs are provided that include: Special Education Inclusion Models and Self-Contained Models for students diagnosed with various disabilities; a Limited English Proficiency Program which provides instruction in English for Students of Other Languages; Building Education through Language and Literacy and the High Scope Program provides early learning strategies for four and five year old students; an Academic Excellence Program (AEP) that is implemented for students who participate in enrichment strands of instruction; before and after school tutorial FCAT Intensive Programs for grades three, four and five; the Starfall computer assisted phonics program for non readers; Saturday Academy Preparatory Classes for Level 1 and 2 students who take the Florida Comprehensive Assessment Test (FCAT); supplemental reading and mathematics programs to increase reading and math skills via computer assisted instruction include FOCUS, Test Tools, Riverdeep, Classworks Gold, Breakthrough to Literacy, Essential Learning Systems, and Homeroom.com for students in grades three through five.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their math skills as evidenced by 54% scoring at Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 89% scoring at level 3.5 or higher on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 286 on the 2006 FCAT Science Test.

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

Given the emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 30% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students in grades three through five will increase their usage of Homeroom.com as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades four and five will improve their running skills as evidenced by 33% of the students meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Given additional emphasis on art education students in grades two through five will improve their skills in art as evidenced by an increase in the number of pieces displayed from 156 to 175 on the school web-site Artsonia.com.

Parkview Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 10th percentile in 2003 to the 13th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, the two areas identified for improvement were Strategic Planning and Process Management. In the area of Strategic Planning, Parkview had an average score of 4.0 and had a score of 4.1 on Process Management out of a possible 5.0 score. Although our school organization scored lower on these two topics than on all others, we had an average score of 4.3. The score on these two items was above average. The school's administrative team met and decided that the two lowest survey areas should be the areas of focus for most improvement. The school's Educational Excellence School Advisory Council(EESAC) also agreed upon this decision.

Based on the Organizational Performance Improvement Snapshot Survey Parkview scored the lowest in the areas of Strategic Planning and Process Management.

According to the survey, Parkview Elementary scored lowest in the area of Strategic Planning. The average score of 4.0 indicates that overall the faculty feels comfortable in their involvement of the organization's plan. The question that received the lowest response was whether or not the faculty felt as if their input and ideas were solicited. In order to improve in this area, Parkview plans to place a suggestion box in the faculty lounge. This suggestion box will allow the faculty to share any concerns or suggestions. In addition, Parkview will conduct monthly faculty surveys regarding the role of the faculty at the school. The other two areas of this section focused on the faculty's awareness of both their individual and their group's part of the organization's plan. Both these areas will need to involve grade level chairpersons who will act as liaisons between the administration and the faculty. At weekly grade level

meetings, chairpersons will keep the faculty abreast of any prevalent information which would affect the staff's individual work. These meetings will also provide an opportunity for discussing and analyzing that particular group's assessment as a whole. This will be accomplished through data analysis as well as ensuring that the entire faculty is aware of the spiraling curriculum. These group meetings will help to foster a sense of learning communities as each individual begins to visualize their place in the organization. The challenge of time constraints will be an ongoing issue, but one that can be overcome if the effort to stay focused on the individual and group goals are maintained.

In Process Management, the staff scored a 4.1, the second lowest score in this survey, which seems to indicate a need for improvement. Frequently, data is collected about the quality of our work, whether in the form of test or quiz results or public acknowledgement during faculty meetings or over the Public Address System by the administration. Occasionally, we enjoy the benefit of control over what we do thereby making the process to accomplish our tasks pretty good. Knowing what the curriculum entails and using a variety of measurement tools such as district and state tests, Academic Improvement Plans (AIPs), Accelerated Reader, STAR program, Homeroom.com among others, ensures our ability to perform efficiently. Although, faculty and staff frequently receive the resources we need to do our job, it is this area that needs improvement. In a fast growing 21st century, which utilizes technology to the fullest extent, there is always a need for more computers and other educational materials. In the future, we will consider soliciting contributions from the community, encourage our Community Involvement Specialist (CIS) to obtain more Dade Partners, enlist the assistance of the Parent Teacher Association(PTA) and EESAC. We encourage the faculty and staff to write grant proposals in order to obtain additional support for more materials that the faculty and staff request.

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.

Parkview Elementary School

VISION

Our VISION is dedicated to fostering a community of learners that engages all stakeholders in maximizing student's achievement through the use of individualized instruction, technological advancements, innovative strategies, and a research-based curriculum. Through our endeavors we will meet the needs of students, parents, and the surrounding community with the best possible educational experiences.

MISSION

Our MISSION is to meet the educational and emotional needs of all students in an ever changing society by utilizing innovative strategies, technological advancements, creating an awareness of their environment, building self-esteem, and actively seeking parental involvement, whereby all children will reach their maximum level of educational excellence, realizing success and fulfillment in school and in the community.

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School Demographics

Parkview Elementary School is located in a small predominantly African-American community. The student population for the 2004-2005 school year consisted of approximately 440 students in pre-kindergarten through grade five, with an ethnic breakdown of 97 percent African-American, two percent Hispanic, and less than one percent Asian/Indian/Multicultural. The number of students qualifying for free or reduced priced lunch averaged 93 percent. Our special education population consists of eleven Varying Exceptionalities students and thirty-four Emotionally Handicapped students. Limited English Proficiency students constituted less than one percent of the enrollment. The average daily attendance for the school was just under 94 percent.

Parkview Elementary is a Title I School-Wide Program utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. In addition, specialty programs provided include: Exceptional Student Inclusion Models and Self-Contained Models for students diagnosed with various disabilities, a Limited English Proficiency Program which provides instruction in English for Students of Other Languages, building education through language and literacy and the High Scope Program provides early learning strategies for four and five year old students, an Academic Excellence Program (AEP) that is implemented for students who benefit from enrichment strands of instruction; before and after school FCAT intensive tutoring programs for grades three, four and five, Starfall computer assisted phonics program for non readers, and Saturday Academy for Level 1 and 2 students who take the FCAT. Supplemental reading and mathematics programs are also used to increase reading and math skills via computer assisted instruction which include FOCUS, Test Tools, Riverdeep, Classworks Gold, Breakthrough to Literacy, Essential Learning Systems, and Homeroom.com for students in grades three through five.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are twenty certified classroom teachers, four special education teachers, four full-time special education paraprofessionals, one elementary guidance counselor, one contractual counseling therapist, one behavioral management teacher, one part-time speech therapist, a media specialist, three special area teachers, one Spanish teacher, two reading coaches, one Community Involvement Specialist (CIS), and one hourly paraprofessional. Twenty-six percent of the teachers at Parkview Elementary School have advanced degrees. The ethnic make-up of the instructional staff is 31% White Non-Hispanic, 43% Black Non-Hispanic, and 26% Hispanic. The student-teacher ratio is at state-level requirements as evidenced by data reported on the District and School Profile Report.

Parkview Elementary has received several awards and grants. The most impressive was The Gold Award for Excellent School Performance on the FCAT. Parkview has also been recognized for outstanding artwork on Artsonia.com. This year we received a United Way plaque for going over our goal by 182%. Parkview also participates in Jump Rope for Heart every year and was recognized for our students' outstanding performance. In addition, numerous teachers received IMPACT II Grants and one teacher received a City Grant.

School Foundation

Leadership:

The Leadership component of the survey reflects an above average score of 4.2 out of a perfect score of 5 points. The majority of the staff members feel that school leadership is an area of strength.

District Strategic Planning Alignment:

The score for the District Strategic Planning Alignment component was 4.0 out of a perfect score of 5 points. This indicates that more communication is needed between district and school, school and grade level teachers, special area teachers and school support personnel.

Stakeholder Engagement:

The customers are satisfied with the product, generating a score of 4.4 out of a perfect score of 5 points. Faculty and staff know who their customers are and feel that they are involved in the decision-making process.

Faculty & Staff:

The score for this component of the survey was 4.3 out a perfect score of 5 points. Faculty and staff feel needed and safe in the work place, and know that they can make changes that will improve their work.

Data/Information/Knowledge Management:

Data/Information/Knowledge Management is the area that the staff scored a 4.4, our highest score in this survey which was tied with the "Customer and Market Focus" section. Faculty and staff know how to measure the quality of their work and how to analyze the quality of their work to see if changes are needed.

Education Design:

The score for Process Management was 4.1 out of a perfect score of 5 points. Faculty and staff receive information regarding the quality of their work, and have sufficient resources in order to perform their jobs satisfactorily.

Performance Results:

This component received a score a 4.2 out of a perfect score of 5 points. Faculty and staff are satisfied with how they are perceived within the school and the community.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 1 STATEMENT:

Parkview Elementary School students will achieve high academic standards in reading by acquiring the knowledge and skills needed to master district and state guidelines.

Needs Assessment

The 2005 FCAT reading data indicates an overall increase of 8 percentage points in the number of students scoring at Level 3 and above in grades three through five in the 2004 administration of the FCAT. These gains can be attributed to guided reading instruction, the implementation of Homeroom.com, Voyager, lower class size, and an intensive FCAT Tutoring Program.

When comparing the 2004-2005 FCAT scores the number of fourth grade students scoring at the achievement levels of 3 and above significantly dropped. This may be attributed to new and inexperienced teachers, incorrect monitoring of the lowest 25 percent and a lack of grouping by levels, as well as a limited focus on vocabulary and reference/research strategies. In the future, we hope to incorporate higher order thinking skills which include specific interventions and differentiated instruction.

The 2005 School Accountability Report indicates that 52 percent of students in the lowest 25 percent made adequate progress as compared to 61 percent in the 2004 FCAT administration. The decrease in the percentage points may be attributed to teachers being moved to a different grade level and not being familiar with the skills. Furthermore, the students in grade four are not accustomed to writing short and long responses on a reading test. The fourth grade students did not attend before/after and Saturday Academy tutoring like students in grades three and five.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 skills as evidenced by 58% scoring at Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide tutoring five mornings and three afternoons a week, plus twelve Saturdays.	Principal, Reading Coaches, and Classroom Teachers	9/7/2005	5/12/2006
Utilize Homeroom.com to benchmark and assess skills.	Principal, Reading Coaches, and Classroom Teachers	9/7/2005	5/12/2006
Provide enrichment activities for students who are proficient in reading.	Principal and Classroom Teachers	9/7/2005	5/12/2006
Monitor students' independent reading through the Accelerated Reader Program.	Principal and Media Specialist	9/7/2005	5/12/2006
Provide small group reading instruction for students who did not make sufficient learning gains in grades three and four.	Principal, Teachers, Reading Coaches, Hourly Teachers, and Paraprofessionals	9/7/2005	5/12/2006
Provide remedial assistance to Level 1, Level 2, and Special Education students.	Principal, Reading Coaches, Classroom Teachers and SPED Teachers	9/7/2005	5/12/2006
Provide Voyager, Soar to Success, and Early Success for targeted Level 1 and Level 2 students in grades three and four.	Principal, Reading Coaches, and Classroom Teachers	9/7/2005	5/12/2006

Research-Based Programs

Houghton Mifflin, Voyager, Early Success and Soar to Success will be used.

Professional Development

Professional Development Training for teachers will include DIBELS, FCAT strategies, Academic Improvement Plans, Houghton Mifflin, Voyager, Early Success, Soar to Success and Homeroom.com.

Evaluation

The objective will be evaluated by analyzing assessment data from district tests, assessment of monthly benchmarks in Homeroom.com, DIBELS, and results of the 2006 FCAT.

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

Miami-Dade County Public Schools

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

GOAL 2 STATEMENT:

Parkview Elementary School students will accomplish high academic achievement by acquiring the knowledge, skills and strategies needed to master standards in mathematics.

Needs Assessment

FCAT 2005 Mathematics data indicates an overall increase of 7% in the number of students who scored at a Level 3 and above in grades three through five compared to the 2004 FCAT results. In comparison to the data compiled from the 2005 Annual Report Card, students in grades three through five maintained equivalent learning gains of 75% compared to the 2004 test results. In order to increase our learning gains, we must implement and monitor the use of a spiraling curriculum throughout the grade levels.

FCAT 2005 Mathematics data trends indicate inconsistencies in percentage gains in the areas of measurement and number sense in grades three through five. These deficiencies could be attributed to the lack of higher order thinking strategies within the spiraling curriculum. The deficiencies noted in measurement and number sense will be monitored throughout the grade levels to ensure collaboration and use of higher level thinking strategies.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 math skills as evidenced by 54% scoring at Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide tutoring five mornings, three afternoons, and twelve Saturdays for Level 1 and Level 2 students in grades three through five.	Assistant Principal and Classroom Teachers	8/10/2005	5/12/2006
Provide remedial assistance that address the Sunshine State Standards for LEP and Special Education students.	Assistant Principal and Classroom Teachers	8/10/2005	5/12/2006
Utilize Acaletics to benchmark and assess skills using the Item Test Specifications from the Department of Education.	Assistant Principal and Classroom Teachers	8/10/2005	5/12/2006
Focus on short and extended responses within the monthly tested benchmarks.	Assistant Principal and Classroom Teachers	8/10/2005	5/12/2006
Increase competence of math application strategies and emphasize procedural steps for problem solving.	Assistant Principal and Classroom Teachers	8/10/2005	5/12/2006

Research-Based Programs

Harcourt Brace

Professional Development

Professional Development Training for teachers will include Harcourt on-line assessment tools, Acaletics, Homeroom.com and District Curriculum Support.

Evaluation

The objective will be evaluated by analyzing data from monthly assessments of benchmarks using Acaletics, Homeroom.com and the results of the 2006 FCAT 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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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 3 STATEMENT:

Students will accomplish high academic achievement in writing by acquiring the knowledge and skills needed to meet the state standards.

Needs Assessment

The 2005 FCAT writing data from the School Accountability Report indicates that 84 percent of the students in grade four met high standards, which is a decrease of nine points. This decline is a direct result of the state requirement being raised from a 3.0 to a 3.5. Based on the writing data our fourth grade students need to focus more on expository writing.

Given that students are required to receive a 3.5 and above, teachers need to focus on the elements of writing by exposing them to different genres of literature, model magnified moments, vivid verbs, and writing pictures. These techniques should be incorporated into weekly writing assignments.

Professional development needs such as prewriting skills, vocabulary development, editing and using the rubric to score student’s writings will be addressed.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 89% scoring at level 3.5 or higher on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide more teacher/student conference time to assess student's writing strengths and weaknesses.	Principal, Reading Coach, and Classroom Teachers	8/17/2005	5/12/2006
Utilize the revision technique by allowing the students to edit and revise for the purpose of increasing the same writing piece to the next level of the rubric.	Principal, Reading Coach, and Classroom Teachers	8/17/2005	5/12/2006
Provide Saturday Academy to target specific needs of identified students.	Principal, Reading Coach, and Classroom Teachers	8/17/2005	5/12/2006
Focus on grammar skills within a prompt.	Principal, Reading Coach, and Classroom Teachers	8/17/2005	5/12/2006
Conduct monthly writing simulations.	Principal, Reading Coach, and Classroom Teachers	8/17/2005	5/12/2006
Encourage writing across the curriculum and integrate writing skills into all content areas.	Principal, Reading Coach, and Classroom Teachers	8/17/2005	5/12/2006

Research-Based Programs

The writing component of the Houghton Mifflin Reading Series will be used.

Professional Development

Professional Development Training for teachers will include FCAT Writing Plus, FCAT Writing strategies, and scoring rubric/editing.

Evaluation

The objective will be evaluated by administering and monitoring monthly writing prompts and the results on 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.)

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

Scores on the 2005 FCAT Science Test indicates an increase of 30 points on the mean scale score as compared to the 2004 FCAT administration. These gains can be directly attributed to the increase of points in Scientific Thinking and the Earth and Space clusters. In addition, these gains can be attributed to the emphasis on scientific reasoning and the understanding of the scientific process.

Scores on the 2005 FCAT Science Test indicated an increase in three of the four clusters. These increases are as follows: 8% in the Physical and Chemical Cluster, 15% in the Earth and Space Cluster, and 17% in Scientific Thinking Cluster.

The 2005 Life and Environmental Cluster scores indicated no increase as compared to the 2004 test scores for this cluster. This lack of increase may be due to the limited exposure of real-life problem solving situations.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 286 on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Explore and build upon science topics through science-based field trips.	Assistant Principal and Classroom Teachers	8/24/2005	5/12/2006
Implement a school-wide science fair to promote the documentation of the scientific process.	Assistant Principal and Classroom Teachers	8/24/2005	5/12/2006
Maintain student science journals focusing on vocabulary development, scientific exploration and results of investigations.	Assistant Principal and Classroom Teachers	8/24/2005	5/12/2006
Integrate open-ended questioning, authentic and performance based assessments into the science curriculum.	Assistant Principal and Classroom Teachers	8/24/2005	5/12/2006
Explore science topics in multiple media forms such as: movies, simulations and internet sites.	Assistant Principal and Classroom Teachers	8/24/2005	5/12/2006

Research-Based Programs

Scott Foresman state adopted science series and FOSS Kits.

Professional Development

Professional Development Training for teachers will include Eisenhower Science Workshop, Science Fair and CRISS.

Evaluation

The objective will be evaluated by analyzing assessment data from monthly assessments and results of the 2006 FCAT test results.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

The school will increase their parental involvement between parents, families, and community members to successfully raise and maintain high student achievement.

Needs Assessment

The 2004-2005 School Improvement Year-End Progress shows that 75 percent of Parkview's parents attended workshops, programs, meetings, and home-learning connection activities based on sign-in logs.

Addressing these needs can be done by providing additional opportunities for parents to help their children in wider areas of need. In addition to parent assisted academic activities, workshops related to character education, computer programs, and student organizations should be offered.

Furthermore, parental involvement activities targeted for parents of adolescent children should be maintained in order to increase academic involvement. Parent participation will be increased by developing a stronger collaborative community of learners through active participation in the Parkview Home School Connection.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide monthly newsletters to keep parents informed.	Media Specialist and Academic Excellence Program (AEP)Teacher	8/10/2005	5/12/2006
Increase and maintain better communication between parents and staff through home visits.	Community Involvement Specialist (CIS)	8/10/2005	5/12/2006
Provide FCAT strategies for parents to be used at home that support reading, mathematics, writing, and science.	Classroom Teachers, Reading Coaches, and CIS	8/10/2005	5/12/2006
Continue to conduct monthly EESAC meetings to involve parent representatives in decision making issues.	EESAC Chairperson	8/10/2005	5/12/2006
Provide families with web-sites that are created especially for students.	Classroom Teachers	8/10/2005	5/12/2006

Research-Based Programs

National PTA Standards for Parents

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by the documentation of workshop attendance rosters, CIS meeting records, PTA meetings, and EESAC attendance sheets.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

According to the 2004–2005 Outdoor Suspension Report, Parkview students were suspended for a total of 101 days. After further disaggregating this data more than 65% of the 101 total suspension dates were given to three students for severe infractions. These disproportionate numbers are directly attributed to three students in the Exceptional Student Program for the emotionally handicapped. These three students were further referred, tested, and staffed, by the Parkview Child Study Team, to more appropriate programs at schools which better met their educational and emotional needs. The remaining 35% (or 34.6 days) of the 101 days was attributed to the remaining entire student body of Parkview Elementary School. This figure is in line with the number of suspensions the previous year, which was thirty one (31) days. This number indicates a greater need for teachers in the regular school program to stay in closer communication with parents of disruptive students.

Measurable Objective

Given the emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 30% 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
Enlist parental support through weekly progress reports and CIS home visits.	Assistant Principal, Classroom Teachers, CIS and Counselor	8/15/2005	5/26/2006
Conduct workshops on the Code of Student Conduct for parents and students.	Assistant Principal, Counselor, CIS and Classroom Teachers	8/15/2005	5/26/2006
Schedule security monitors to do "sweeps" of problem areas in the school(i.e., group bathroom and cafeteria).	Assistant Principal and Security Monitors	8/15/2005	5/26/2006
Institute peer mediation strategies in lieu of outdoor suspensions.	Assistant Principal and Counselor	8/15/2005	5/26/2006
Implement before and after school detention programs for students who cannot follow school rules.	Assistant Principal, Classroom Teachers, CIS and Counselor	8/15/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Professional Development Training will include Classroom Management, Peer Mediation, and workshops on Code of Student Conduct for parents, teachers and students.

Evaluation

This objective will be evaluated by a 30% decrease in the amount of total suspensions as evidenced in the 2006 ITS Suspension 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.)

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

GOAL 7 STATEMENT:

The school will promote and increase student access to the use of technology as a learning tool.

Needs Assessment

The 2004 STaR School Profile Report dated October 4, 2005, for Parkview Elementary School documented student access to technology at a stage 1 entry level of 1.3 and a student use of technology at the intermediate stage 2 level of 2.4. This may be attributed to several factors such as recently acquired older non-modern computers in the classroom, too few new computers in the school, and a lack of consistency in the use of the school's computer lab. Additionally, a limited focus has been placed on utilizing computers as a tool for academic practice. Approximately 93% of the school's population is on free and reduced lunch. The majority of our students do not have computer access in the home. The need to provide additional computer practice time for students is evident as well as the need for teachers to emphasize, model and utilize computers as a tool for increased academic learning rather than a reward.

Measurable Objective

Given an emphasis on the use of technology in education, all students in grades three through five will increase their usage of Homeroom.com as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide weekly class computer time.	Classroom Teacher and Hourly Lab Support Personnel	8/31/2005	5/12/2006
Utilize Homeroom.com practice and skills test.	Classroom Teacher and Hourly Lab Support Personnel	8/31/2005	5/12/2006
Provide an increase in speed of classroom computers.	Classroom Teacher and Hourly Lab Support Personnel	8/31/2005	5/12/2006
Monitor class use of the computer lab.	Classroom Teacher and Hourly Lab Support Personnel	8/31/2005	5/12/2006
Promote the use of classroom computers by students.	Classroom Teacher and Hourly Lab Support Personnel	8/31/2005	5/12/2006
Provide additional computer practice time for students.	Classroom Teacher and Hourly Lab Support Personnel	8/31/2005	5/12/2006

Research-Based Programs

Not Applicable

Professional Development

Professional Development Training will include Homeroom.com.

Evaluation

The objective will be evaluated by monitoring the usage of Homeroom.com.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

The 2004-2005 Physical Education Fitness Gram indicates that 30% of tested students in grades four and five were awarded the district gold and silver awards. Although 100% of the students were assessed in grades four and five, only 8 students were awarded the gold and 28 were awarded the silver award.

Only 6% of the tested population was awarded the Gold award. This minimal attained percentage was due to students failing to meet the requirements in all the components of the Fitness Gram. In order to improve in this area in grades four and five, monthly assessments will be implemented in order to increase students' health awareness. In addition, Parkview Elementary will promote proper nutrition and health and fitness awareness.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades four and five will improve their running skills as evidenced by 33% of the students 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
Develop an individualized goal setting contract with students to assist them in meeting their individual personal fitness objectives.	Physical Education Teachers	8/24/2005	5/5/2006
Set up a school wide Field Day to promote physical fitness.	Physical Education Teachers	8/24/2005	5/5/2006
Develop an action plan for Parkview to ensure input from the department to meet the goals and objectives as stated.	Physical Education Teachers	8/24/2005	5/5/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Assistant Principal	8/24/2005	5/5/2006
Administer pre-post test utilizing Fitness Gram data to monitor fitness level of students in grades four and five.	Physical Education Teachers	8/24/2005	5/5/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by an increase of students who run the one mile test on the 2005-2006 administration of the Fitness Gram.

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

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

GOAL 9 STATEMENT:

To increase the number of student art work pieces posted on Artsonia.com

Needs Assessment

The number of pieces on Artsonia.com will increase by 10 percent from the 2004-2005 school year because additional exposure will be given to different art media. Therefore, more art work will be posted on Artsonia.com for national observation. Providing this type of exposure to individual students gives notoriety for their talent, allows them to work towards an income earning goal and ensures a diverse curriculum which produces more well-rounded students.

Measurable Objective

Given additional emphasis on art education students in grades two through five will improve their skills in art as evidenced by an increase in the number of pieces displayed from 156 to 175 on the school web-site Artsonia.com.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse new ideas to be developed into original art presentations.	Art Teacher	8/31/2005	5/12/2006
Increase awareness and participation in art through special events and contests.	Art Teacher	8/31/2005	5/12/2006
Teach different styles of art such as: texture, pen/ink and patterns.	Art Teacher	8/31/2005	5/12/2006
Display Artsonia projects throughout the school.	Art Teacher	10/12/2005	5/12/2006
Announce students' names who have art work displayed on Artsonia.com over the PA System during morning announcements.	Art Teacher and Morning Announcers	8/31/2005	5/12/2006

Research-Based Programs

Not Applicable

Professional Development

Professional Development Training for teachers will include computer skills and scanning.

Evaluation

This objective will be evaluated by the amount of student art work displayed on Artsonia.com.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003 Parkview Elementary ranked at the 10th percentile on the State of Florida ROI index.

Measurable Objective

Parkview Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 10th percentile in 2003 to the 13th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, (e.g. private foundations, volunteer networks).	Principal	8/8/2005	5/26/2006
Collaborate with the district on resource allocations.	Principal	8/8/2005	5/26/2006
Utilize our Dade Partners to enhance student academics.	Principal	8/8/2005	5/26/2006
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Professional Development will include Budget and Program strengths and weaknesses.

Evaluation

On the next State of Florida ROI index publication Parkview Elementary will show progress toward reaching the 13th percentile.

EESAC Compliance

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

Budget:

The EESAC determined that funds should be provided to purchase telephones for classroom teachers to increase the home-school connection. In addition, money was set aside in a Trust Account for incentives.

Training:

The EESAC determined that training in the areas of reading, writing, mathematics, science and technology should continue for all teachers.

Instructional Materials:

The EESAC determined that instructional materials should be purchased.

Technology:

The EESAC determined to incorporate access for third, fourth, and fifth grade students and parents on Homeroom.com. The EESAC supports the Voyager Reading Program in classrooms where intensive interventions need to occur. The EESAC would like to see the continuation and expansion of the Accelerated Reader Program.

Staffing:

The EESAC determined that they would continue to support present personnel, including the Reading Coaches, Behavior Management Teacher (BMT), Community Involvement Specialist (CIS), and teaching staff in providing academic programs beneficial to students.

Student Support Services:

The EESAC offers a variety of student support services. During the school day, our Special Education students participate in an inclusion model. Parkview Elementary also offers tutoring during the day and before and after school to address students' specific needs utilizing technology as a system of support in addition to small group instruction. Technological resources include: Starfall, a computer assisted phonics reading program for non readers, Homeroom.com by Princeton Review, Test Tools which is FCAT practice reading and mathematics, FCAT Explorer, Riverdeep, Breakthrough To Literacy, Voyager and Homeroom.com, which is a reading computer assisted intensive FCAT remediation program for third through fifth grade students. Small group instruction focuses on the student's individual needs. All Level 1, Level 2 and Students with Disabilities are provided one hour of morning and/or afternoon tutoring from Monday to Thursday. The Academic Excellence Program for selected students meets for two hours two times per week and will focus on creating a school newspaper and gardening program.

Other Matters of Resource Allocation:

The EESAC is not purchasing additional personnel for the school. Supplementary positions have been allocated from the district, such as cafeteria monitors and school security. In addition the principal has purchased, through Title I Funds, hourly teachers and an additional Reading Coach.

Benchmarking:

The EESAC is considering purchasing additional overhead projectors for use with the newly adopted Houghton Mifflin Blackline Masters and listening stations to be used in classroom learning centers.

School Safety & Discipline:

The EESAC is providing telephones for teachers in every classroom. This will assure that teachers have direct access to parents as well as school personnel. Therefore, providing an additional resource to assure greater classroom discipline and school safety. Another school security guard over and above the school allocation is being purchased from school funds.

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