
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4341 - Parkway Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Patricia Zell

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Parkway Elementary School

Parkway Elementary School is a PK-5 center located at 1320 N.W. 188 Street, in Miami-Dade County, Florida. Built in 1958, it is part of the Regional Center II Miami Norland Feeder Pattern. The school is utilized at 126% capacity and has an enrollment of 609 students. The membership, 95% Black Non-Hispanic, is reflected in the mostly African American Community. Additionally, the remaining ethnic composition is comprised of 4% Hispanic and 1% other. The immediate neighborhood is made up of privately owned single family homes. A large majority of students also come from an area known as Cloverleaf, a neighborhood of multi-family dwellings that are primarily rentals. The socio-economic levels range from those in need of public assistance to college educated professionals. Parkway's parents rated instructional leadership as the number one ingredient for an effective school.

In keeping with the mission of the school, the 2005-2006 School Improvement Plan will address the following objectives:

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading scores to 68 percent scoring Level 3 or above on the 2006 administration of the FCAT Reading Test as compared to 63 percent on the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics scores to 58 percent scoring Level 3 or above on the 2006 administration of the FCAT Mathematics Test as compared to 53 percent on the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing scores to 96 percent scoring 3.5 or above on the 2006 administration of the FCAT Writing Test as compared to 95 percent on the 2005 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will increase the mean scale score to 275 on the 2006 administration of the FCAT Science Test as compared to 270 on the 2005 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community participation in activities to 1,364 as evidenced by the 2005-2006 Title 1 Parental Involvement Report compared to 1,299 for the 2004-2005 Title 1 Parental Involvement Report.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of indoor and outdoor suspensions from 22 in 2005 to 19 in 2006.

Given an emphasis on the use of technology in education, student usage of technology will increase to 2.4 on the 2005 STaR School Profile Report as compared to 1.8 on the 2005 STaR School Profile Report.

Given instruction based on the Sunshine State Standards, the number of students in grades four through five achieving mastery will increase to 67 percent on the 2006 FITNESSGRAM TEST as compared to 62 percent on the 2005 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in extra-curricular programs, students participating in extra-curricular activities will increase to 45 students in the 2005-2006 school year as compared to 40 students in the 2004-2005 school year.

Parkway Elementary School will improve its ranking on the State of Florida ROI index publication from the 12th percentile in 2003 to the 15th percentile on the next publication of the index.

Based on the results of the Organization Performance Improvement Snapshot survey, the school has identified two areas for improvement. The first area targeted for improvement is Process Management, which obtained a category score of 4.2. Administration will ensure that faculty and staff secure all the resources needed to be effective and feel comfortable with the processes used to achieve the goals. The second area targeted for improvement is Strategic Planning, which also obtained a category score of 4.2. Throughout the coming year the leadership team at Parkway Elementary will make it a priority to further solicit ideas from the faculty and staff, clarify the role each individual plays in meeting those goals, and give the faculty and staff members the tools to gauge their own status in meeting each goal and objective.

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.

Parkway Elementary School

VISION

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Parkway Elementary students will accept and meet the challenges of the 21st Century.

MISSION

Through the use of technology and a comprehensive approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

CORE VALUES

We believe that all students can achieve academic excellence, develop an awareness of our social environment, and cultivate positive attitudes by applying, analyzing, and evaluating what they have learned. We believe that it is our responsibility to instruct the whole child in a technologically advanced academic environment and to develop happy, productive citizens in pursuit of excellence.

School Demographics

Parkway Elementary School is a PK-5 center located at 1320 N.W. 188th Street, in Miami-Dade County, Florida. It is part of the Regional Center II Miami Norland Feeder Pattern. The school is utilized at 126% capacity and has an enrollment of 609 students. The membership, 95% Black Non-Hispanic, is reflected in the mostly African American Community. Additionally, the remaining ethnic composition is comprised of 4% Hispanic and 1% other. The immediate neighborhood is made up of privately owned single family homes. A large majority of students also come from an area known as Cloverleaf, a neighborhood of multi-family dwellings that are primarily rentals. The socio-economic levels range from those in need of public assistance to college educated professionals. Parkway's parents rated instructional leadership as the number one ingredient for an effective school.

Parkway Elementary School employs a total of 53 full time staff members and 14 part time employees. Of this group, two are administrators, 28 are classroom teachers, three and a half are special education teachers, four are special area teachers (music, art, physical education), two are bilingual instructional staff, one is a media specialist, one is a guidance counselor, one is a reading coach, one is a Technology Facilitator, five are paraprofessionals (two full-time and three hourly), one is an hourly writing teacher, one is an hourly inclusion teacher, one is the Community Involvement Specialist, five are clerical employees, five are custodians, eight are cafeteria workers, one is a Microsystems technician, and one is a security monitor. Additionally scheduled services are provided by four itinerant student services personnel. The instructional staff at Parkway Elementary is comprised of 37% White Non-Hispanic, 39% Black Non-Hispanic, and 24% Hispanic. Of the teaching staff 5% are new to the school, 7% are annual contract teachers, 89% have been teaching at this school for over 5 years, and 12% have been teaching for over 20 years. The average length of teaching experience for the entire teaching staff is 15 years. Contract status indicates that 85% of teachers are on Professional Service or Continuing Contracts and 7% are on Annual Contracts. The guidance counselor is also nationally certified through the National Board of Certified Counselors. Advanced degrees have been earned by 51% of the teaching staff.

Parkway Elementary School is located on seven acres in northern Miami-Dade County and was built in 1958 to accommodate approximately 560 students. Originally the school population consisted of primarily White Non-Hispanic students in the middle-income socio-economic level. Over the years, several construction projects have been completed to address the expanding needs of the school. Six additional classrooms were constructed at the south end of the campus and three portable classrooms were added. In 1995, a major renovation project was completed to expand the media center, remodel the front office and cafeteria, and construct a new wing with three classrooms and a resource room. Four years ago the school was retrofitted to provide Internet and Intranet access to all the classrooms. Parkway Elementary has recently purchased several computers so that all classrooms are equipped with up-to-date computers.

Parkway Elementary School is a Title I funded school with 90% of the students receiving free or reduced price lunch. The school's population consists of 86% general education students, 14% special education students, and 1% ESOL students. The mobility rate of the school is 33%. A high percentage of students walk up to 1.8 miles to school. Therefore, school attendance is significantly impacted by inclement weather conditions and dismissal times for older siblings. In the 2004-2005 school year, 19% of students were absent between 11-20 days and .7% were absent 21 days or more. Seven percent of students are attending Parkway Elementary School with approved out of area transfers.

The curriculum is designed so that all core subject areas are integrated through literature-based thematic units that support the Florida Sunshine State Standards. This approach includes cooperative learning, the use of technology as it applies to real-life situations and the support of our media center as the heart of all learning. The school has one TEAM class per grade level in grades two through five. One hundred percent of our students with Specific Learning Disabilities are participating in inclusion classes.

Accelerated Reader is networked throughout the school and used in conjunction with the media center to enhance achievement in

reading. School-to-home connections are fostered through school wide monthly calendars, the PTA and a Parent Resource Center. Students in need of extra help in mastering the basic skills are serviced through pull-out small group instruction, additional time dedicated to reading instruction, and after-school tutorial programs.

Scores on the 2005 FCAT Reading Test indicate that 63 percent of the students in grades three through five have scored at or above FCAT Achievement Level 3, an increase of 1 percentage point over scores of the 2004 administration. Scores on the 2005 FCAT Reading Test indicate that 66 percent of the students in grades three through five have demonstrated acceptable levels of learning gains in reading, an increase of 9 percentage points over scores of the 2004 administration. Scores on the 2005 FCAT Reading Test indicate that 69 percent of the students scoring in the lowest 25 percent demonstrated acceptable levels of learning gains, an increase of 34 percentage points over scores of the 2004 administration.

Scores on the 2005 FCAT Reading Test indicate that 37 percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 34 percent of the students in grades three through five did not demonstrate acceptable levels of learning gains in reading. Scores on the 2005 FCAT Reading Test indicate that 31 percent of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in reading. An analysis of grade three reading achievement indicates a need for increased instruction in the following content cluster: Words/Phrases. An analysis of grade four reading achievement indicates a need for increased instruction in the following content cluster: Reference/Research. An analysis of fifth grade content clusters indicates scores above the achievement levels; therefore, the level of achievement must be maintained.

Scores on the 2005 FCAT Mathematics Test indicate that 53% of the students in grades three through five have scored at or above FCAT Achievement Level 3, a decrease of 3 percentage points over scores of the 2004 administration. Scores on the 2005 FCAT Mathematics Test indicate that 70 percent of the students in grades three through five have demonstrated acceptable levels of learning gains in mathematics.

Scores on the 2005 FCAT Mathematics Test indicate that 47 percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 30 percent of the students in grades three through five did not demonstrate acceptable levels of learning gains in mathematics. Scores on the 2005 FCAT Mathematics Test indicate that all curriculum groups in grade four decreased their mean score to 282, a decrease of eleven percentage points from the 2004 administration. An analysis of grade four mathematics achievement indicates strength in the area of Number Sense. Increased and continuous instruction is needed in the areas of Measurement, Geometry, Algebraic Thinking and Data Analysis. The required level of performance was achieved by third and fifth grades; therefore, the level of achievement must be maintained.

Scores on the 2005 FCAT Writing Test indicate that 5 percent of the students in grade four have not scored at the state mastery level. 95 percent of students in grade four met standards in writing, achieving a combined mean score of 4.2. The score reflects a five-percentage point increase when compared to 2004 test results. FCAT Writing Expository Results reflect a mean score of 4.3. FCAT Writing Narrative Results reflect a mean score of 4.1.

Scores on the 2005 FCAT Science test indicate that all curriculum groups increased the median score to 270, an increase of 3 points from the 2004 administration. Scores on the 2005 FCAT Science test indicate that the median score is 16 points below the district score and 26 points below the state score. Detailed cluster analysis indicates that students scored highest in the Physical and Chemical strand with 54 percent and lowest in both Earth and Space and Life and Environment strands with 46 percent in each strand. 50 percent was earned in the Scientific-Thinking strand. The Earth and Science strand is equal to the district median score however this score is below the state's average. This data indicates that increased instruction is needed in all strands to ensure mastery of concepts.

Data from the Title 1 Parent Involvement Report indicates that the number of parents attending school activities increased from

772 in 2004 to 1,299 in 2005. Based on the number of activities presented for parents, a large percentage are still not attending school activities.

Parkway Elementary endeavors to link with the community by recruiting Dade Partners such as Dippin' Dots Ice Cream, Dunkin Donuts, ACE Beauty Supply, encouraging a strong Parent Teacher Association and providing parent workshops.

The Parkway community is extremely proud of being awarded the All Students All Schools Inclusion Grant, the Reading First Grant, FCAT Enhancement funds from the district and for being rated an "A" school for the 2004 – 2005 school year by the Florida Department of Education.

School Foundation

Leadership:

The category of Leadership scored the highest on the survey and reflects that the faculty and staff is clear on the organization's mission and vision and that the mission is used to guide processes. It further reflects that the supervisor uses the organization's values to guide them and create a work environment to help them do their job.

District Strategic Planning Alignment:

Strategic Planning scored second to the lowest on the survey and reflects a need to solicit more ideas from staff and clarify the roles each individual plays in meeting the goals. The need also arises in giving the faculty and staff the tools to gauge their status in meeting each goal and objective.

Stakeholder Engagement:

The Survey results indicate that Customer and Market Focus is strong. The faculty and staff communicate regularly and have a good rapport with customers. More feedback is needed from the customers, however, to assess their satisfaction with our work.

Faculty & Staff:

The survey results also indicate that Human Resource Focus is strong. Faculty and staff feel safe at their workplace, enjoy working with their team members and feel empowered to make changes that will improve their work. They also feel recognized for their efforts and are encouraged to further develop their job skills and prepare for advancement.

Teacher Mentoring Programs:

All teachers new to the profession and/or to Miami-Dade County Public Schools (M-DCPS) participate in the district's New Teacher Orientation Program. Five days of workshops provide all participants an overview of district policies, procedures, initiatives, best practices and contact information.

Each new teacher on annual contract status is assigned a Professional Growth Team (PGT) as required by the district's Professional Assessment and Comprehensive Evaluation System (PACES). The PGT is comprised of at least two colleague teachers who mentor the beginning teacher during the first three years of teaching. The process offers collaborative planning, classroom observations by each of the PGT members, post observation sessions focusing on professional growth, feedback, and ongoing assistance.

M-DCPS and the United Teachers of Dade (UTD) jointly sponsor the New Educator Support Team (NEST). The purpose of this team is to provide mentoring and assistance to first year teachers. On-site assistance and support is available to all new teachers. The NEST includes Saturday sessions that are designed to assist new teachers in attaining the initial requirements and skills for early professional success.

The district offers all new teachers the opportunity to be matched with a retired veteran teacher. The veteran teacher mentors and guides the beginning teacher throughout the entire school year. New teachers benefit from the veteran

teacher's years of experience and find the mentor as a valuable resource and professional support.

At Parkway Elementary all new teachers are assigned a colleague teacher who provides direction and assistance with planning, setting goals, effective classroom management, teaching techniques, the learning process and policies of the school. Professional mentoring relationships are highly beneficial and provide much needed support and guidance.

Parkway Elementary utilizes block scheduling which provides the opportunity for teachers to participate in weekly grade level planning periods. Beginning teachers benefit from the collaborative efforts of grade level chairpersons at each grade level and team members receive ongoing assistance and support. Administrative assistance is provided and coupled with the team approach, the grade level meetings provide an ongoing positive and rewarding mentoring experience for beginning teachers.

Data/Information/Knowledge Management:

This category also ranked highest on the survey and reflects the faculty's strength in analyzing data and making instructional decisions based on data collected.

Education Design:

Survey results indicate the need to give faculty and staff the tools to be proactive in the collection of their own data and in resource acquisition. Additionally, staff feel they do not have control over their work processes.

Extended Learning Opportunities:

Parkway Elementary provides a multitude of extended learning opportunities to all students. Small group tutorial sessions addressing the specific needs of each subgroup occur during the day. Other services that are offered include intensive small group writing sessions, Teaching Enrichment Activities to Minorities (TEAM) classes, inclusion model and self-contained classes for special education (SPED) students, speech and language therapy, occupational and physical therapy, classes for Gifted students, individual and small group counseling and mentoring. Technological resources utilized include the Accelerated Reader program, FCAT Explorer, Riverdeep, CEI Program, Breakthrough To Literacy, Voyager Learning Systems, and LightSpan.

After school learning and enrichment activities include an Academic Excellence Program divided into two tracts. One tract specializes in Hands-On Science Strategies and the other in Broadcast and Media Communication. In addition, an onsite YMCA program offers tutoring and assists students with their home learning assignments.

The district provides summer school sessions for students lacking mastery in the basic skills, as well as extended school year services for special education students. Parkway also offers a summer reading camp for interested students.

School-wide Improvement Model:

Parkway Elementary utilizes the 8-Step Continuous Improvement Model. This model is based on best practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups and supports data driven decision-making. The eight steps included in this model are: test score disaggregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process. The

Plan, Do, Study, Act (PDSA) Cycle of this model is a systematic process that ensures that Parkway's mission stays on focus.

Advanced Courses Initiatives & Post Unitary Commitments: Not Applicable

Performance Results:

Survey results indicate room for improvement in the area of Performance Results. Specifically, in keeping staff abreast of the school finances, assisting the community, and removing obstacles that impede progress.

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

GOAL 1 STATEMENT:

Achievement of high standards in reading will increase annually.

Needs Assessment

Scores on the 2005 FCAT Reading Test indicate that 37 percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 34 percent of the students in grades three through five did not demonstrate acceptable levels of learning gains in reading. Scores on the 2005 FCAT Reading Test indicate that 31 percent of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in reading. An analysis of grade three reading achievement indicates a need for increased instruction in the following content cluster: Words/Phrases. An analysis of grade four reading achievement indicates a need for increased instruction in the following content cluster: Reference/Research. An analysis of fifth grade content clusters indicates scores above the achievement levels; therefore, the level of achievement must be maintained. Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading scores to 68 percent scoring Level 3 or above on the 2006 administration of the FCAT Reading Test as compared to 63 percent on the 2005 administration of the FCAT Reading Test.

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 increase their reading scores to 68 percent scoring Level 3 or above on the 2006 administration of the FCAT Reading Test as compared to 63 percent on the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a schedule in which all students will be given reading/language arts for two and a half hours per day utilizing the district wide reading program.	Principal	8/8/2005	5/24/2006
Utilize the Voyager Program with all Tier 2 and 3 students and rising 3rd grade students who scored below the 25th percentile on the Stanford Achievement Test.	Reading Leader	8/8/2005	5/24/2006
Implement a schedule of school wide reading objectives aligned with the Sunshine State Standards on a weekly basis for grades kindergarten through five.	Principal Reading Leader	8/8/2005	5/24/2006
Implement weekly grade level instruction using best practices strategies where teachers and students on each grade level (three through five) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Reading Leader	8/29/2005	5/12/2006
Initiate an after school book club and a school wide Caught You Reading campaign to motivate students to read.	Assistant Principal	8/8/2005	5/24/2006
Provide "YMCA Reads" tutorial services for students in after care.	Principal	10/10/2005	5/24/2006
Analyze pre, progress and post tests and utilize the data to guide instruction in grades two through five.	Principal Assistant Principal Reading Leader	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series, Comprehensive Core Reading Program (CCRP), Harcourt Brace Trophies Reading Program, Accelerated Reader, Breakthrough to Literacy, Creative Education Institute (CEI) Program, Voyager Passport, and Quick Reads.

Professional Development

Teachers are provided ongoing staff development from district personnel, Regional Center personnel, and the reading coach to ensure that all staff members are exposed to best practices. Kindergarten through fifth grade teachers will participate in Houghton Mifflin training for former Direct Instruction (DI) schools. Select teachers will participate in Voyager Passport training and DIBELS training. All teachers are provided professional development on the district's Comprehensive Core Reading Program, Reciprocal Teaching Strategies, Creating Independence through Student Owned Strategies, FCAT Explorer, and Effective Writing Strategies. Additional inservice training will be scheduled based on teachers' needs, data driven analysis, and District /Regional Center initiatives.

Evaluation

District FCAT Reading assessments, DIBELS, DAR, as well as weekly performance based assessments created by teachers will be used as progress monitoring tools. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction on individual benchmarks as needed throughout the school year. This objective will ultimately be evaluated by the scores of the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Achievement of high standards in mathematics will increase annually.

Needs Assessment

Scores on the 2005 FCAT Mathematics Test indicate that 47 percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 30 percent of the students in grades three through five did not demonstrate acceptable levels of learning gains in mathematics. Scores on the 2005 FCAT Mathematics Test indicate that all curriculum groups in grade four decreased their mean score to 282, a decrease of eleven percentage points from the 2004 administration. An analysis of grade four mathematics achievement indicates strength in the area of Number Sense. Increased and continuous instruction is needed in the areas of Measurement, Geometry, Algebraic Thinking and Data Analysis. The required level of performance was achieved by third and fifth grades; therefore, the level of achievement must be maintained. Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics scores to 58 percent scoring Level 3 or above on the 2006 administration of the FCAT Mathematics Test as compared to 53 percent on the 2005 administration of the FCAT Mathematics Test.

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 increase their mathematics scores to 58 percent scoring Level 3 or above on the 2006 administration of the FCAT Mathematics Test as compared to 53 percent on the 2005 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in weekly hands-on activities in the newly developed Mathematics/Science Lab.	Mathematics Specialist	8/8/2005	5/24/2006
Implement weekly grade level instruction using best practices strategies where teachers and students on each grade level (three through five) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Principal Mathematics Specialist	9/12/2005	5/24/2006
Analyze district assessments and utilize the data to guide instruction in grades three through five.	Principal Assistant Principal Mathematics Specialist	8/8/2005	5/24/2006
Adapt strategies for all students in the various NCLB subgroups to include materials that match their learning styles and strengths.	Principal Mathematics Specialist	8/8/2005	5/24/2006
Implement an uninterrupted daily 60 minute block of mathematics instruction in grades kindergarten through five.	Principal Mathematics Specialist	8/8/2005	5/24/2006
Implement monthly grade level/team planning to provide an opportunity for teachers to share ideas, strategies, best practices activities and to articulate students' progress.	Principal Mathematics Specialist	8/8/2005	5/24/2006
Implement a mathematics Problem of the Day in grades Pre-kindergarten through five on a daily basis to increase critical thinking skills.	Principal Mathematics Specialist	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Mathematics Florida Edition is used as the core research-based math program. Harcourt was selected due to its data driven, standards-based alignment with the Sunshine State Standards and the program correlates to all FCAT tested objectives.

Professional Development

Monthly staff workshops will be conducted in which grade levels will present a mathematics/science hands-on activity for all staff. Teachers participate in the district training on the Comprehensive Mathematics & Science Plan: Bridges to Career, Hands – on Math and SMILE workshops. Additionally, in-service trainings will be scheduled based on teachers' needs, data driven analysis, and District/Regional Center II initiatives.

Evaluation

District assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. Weekly, monthly, and quarterly benchmarks will provide formative assessment to monitor student progress made toward achieving the objective. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction on individual benchmarks. This objective will ultimately be evaluated by the scores of the 2006 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Achievement of high standards in writing will be maintained.

Needs Assessment

Scores on the 2005 FCAT Writing Test indicate that 5 percent of the students in grade four have not scored at the state mastery level. 95 percent of students in Grade Four met standards in writing, achieving a combined mean score of 4.2. The score reflects a five percentage point increase when compared to 2004 test results. FCAT Writing Expository Results reflect a mean score of 4.3. FCAT Writing Narrative Results reflect a mean score of 4.1. Given instruction using the Sunshine State Standards, students in grade four will increase their writing scores to 96 percent scoring 3.5 or above on the 2006 administration of the FCAT Writing Test as compared to 95 percent on the 2005 administration of the FCAT Writing Test.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing scores to 96 percent scoring 3.5 or above on the 2006 administration of the FCAT Writing Test as compared to 95 percent on the 2005 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize district assessments to analyze students' writing skills and use the data to drive instruction.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide professional development for teachers in grades 1 through 5 on Rubric Scoring.	Reading Leader	9/22/2005	9/22/2005
Implement monthly grade level/team planning to provide an opportunity for teachers to share ideas, strategies, best practices, activities and to articulate students' progress.	Principal	8/8/2005	5/24/2006
Utilize the newly purchased Houghton Mifflin Reading/Language Arts program writing component with all students in grades K through 5.	Principal	8/8/2005	5/24/2006
Promote effective writing and career awareness in grades one through five by utilizing Multicultural Curriculum and writing about the various careers of famous people.	Principal	8/8/2005	5/24/2006
Utilize the FCAT Fast Track materials from the Miami Herald, to provide additional practice to students in grade 4.	Principal	9/6/2005	5/19/2006
Provide tutoring in writing to targeted students in grades three and four twice a week by an hourly teacher.	Principal	8/29/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Harcourt Brace Literature Series

Professional Development

The hourly writing teacher, reading coach and the Regional Center Curriculum Support Specialist will provide coaching, modeling, and in-service training on the writing process with both expository and narrative prompts. Teachers will be assisted in utilizing the information gathered from the monthly writing prompts to diagnose and delineate the emphasis of instruction.

Evaluation

Narrative and Expository district Pre and Post Tests, as well as monthly writing prompts and weekly assessments created by teachers will be administered throughout the year for progress monitoring purposes. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction. This objective will ultimately be evaluated by the scores of the 2006 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Increase the achievement of high standards in science for all students.

Needs Assessment

Scores on the 2005 FCAT Science test indicate that all curriculum groups increased the median score to 270, an increase of 3 points from the 2004 administration. Scores on the 2005 FCAT Science test indicate that the median score is 16 points below the district score and 26 points below the state score. Detailed cluster analysis indicates that students scored highest in the Physical and Chemical strand with 54 percent and lowest in both Earth and Space and Life and Environment strands with 46 percent in each strand. 50 percent was earned in the Scientific Thinking strand. The Earth and Science strand is equal to the district median score; however, this score is below the state's average. This data indicates that increased instruction is needed in all strands to ensure mastery of concepts. Given instruction using the Sunshine State Standards, students in grade five will increase the mean scale score to 275 on the 2006 administration of the FCAT Science Test as compared to 270 on the 2005 administration of the FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase the mean scale score to 275 on the 2006 administration of the FCAT Science Test as compared to 270 on the 2005 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate a class science project twice a year in grades kindergarten through five to further the understanding of cumulative objectives.	Science Leader	11/1/2005	5/19/2006
Provide science-centered enrichment activities to students participating in the Academic Excellence Program.	Principal	9/27/2005	5/12/2006
Utilize the Harcourt Brace Science FCAT Workbook to enhance science concepts and critical thinking skills in grades two through five.	Science Leader Assistant Principal	8/8/2005	5/24/2006
Implement a Science Laboratory utilizing FOSS Kits and the Spectrum Science Lab.	Principal Science Leader	8/8/2005	5/24/2006
Coordinate a Science Fair involving the entire school to enhance problem-solving, cognitive thinking skills and the use of the scientific process.	Science Leader Assistant Principal	4/17/2006	5/12/2006
Utilize the district scope and sequence in grades kindergarten through five.	Grade Level Chairpersons Science Leader	8/8/2005	5/24/2006
Analyze the Department of Education's pretest and progress test to monitor student progress and redirect teacher instruction as needed in grade five.	Principal Assistant Principal Grade Level Chairpersons	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Brace Science Series

Professional Development

Professional training for all teachers will be provided by the science leader who attends district training throughout the school year. Teachers who attend Eisenhower Workshops throughout the year will share their experiences with all teachers at grade level and staff meetings.

Evaluation

This objective will ultimately be evaluated by the scores of the 2006 FCAT Science Test. The district assessments and Department of Education pretest and progress tests will be used to monitor student progress. Data will be shared with classroom teachers and instruction will be redirected as needed for reinforcement and/or enrichment.

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

GOAL 5 STATEMENT:

Involvement of parents in school activities will increase in order to enhance student achievement.

Needs Assessment

Data from the Title 1 Parent Involvement Report indicates that the number of parents attending school activities increased from 772 in 2004 to 1299 in 2005. Based on the number of activities presented for parents, a large percentage of parents are still not attending school activities. Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community participation in activities to 1,364 as evidenced by the 2005-2006 Title 1 Parental Involvement Report compared to 1,299 for the 2004-2005 Title 1 Parental Involvement Report.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community participation in activities to 1,364 as evidenced by the 2005-2006 Title 1 Parental Involvement Report compared to 1,299 for the 2004-2005 Title 1 Parental Involvement Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with a monthly calendar listing workshops and other school wide events.	Community Involvement Specialist (CIS) Principal	8/8/2005	5/1/2006
Encourage parents to participate in "Career Day".	Community Involvement Specialist (CIS)	4/3/2006	4/28/2006
Conduct a computer-based parent workshop monthly to encourage parents to develop their computer skills and their knowledge of the Internet to support their child's academic progress.	Community Involvement Specialist (CIS) Media Specialist Microsystems Technician	9/1/2005	4/28/2006
Schedule pre-kindergarten and kindergarten orientation sessions prior to opening of school to familiarize parents with classroom teachers and the school.	Assistant Principal	8/4/2005	8/6/2005
Update and utilize the Parkway Website as a means of keeping parents informed of events at the school.	Microsystems Technician Media Specialist	8/8/2005	5/24/2006
Conduct family workshops in reading, mathematics, writing and science in conjunction with the PTA and include social activities during the workshops.	PTA President Community Involvement Specialist (CIS) Grade Level Chairpersons	10/10/2005	5/5/2006

Research-Based Programs

Not Applicable

Professional Development

The Community Involvement Specialist will participate in ongoing training to enhance parental involvement support. Officers of the school and district PTA will speak to staff at meetings to share strategies for encouraging parents to be more involved in their child's education. Teachers will be encouraged to join the PTA and participate in the various meetings and workshops.

Evaluation

This objective will be evaluated by an increase in the percentage of parents attending school functions as evidenced by the Title 1 Parental Involvement End-of-Year Report. Monthly Title 1 reports will be monitored throughout the year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

The school will provide students with the knowledge, skills, and competencies needed to increase their compliance to school rules on discipline and safety.

Needs Assessment

An analysis of the 2004-2005 Student Case Management System Executive Summary indicates that a total of 22 outdoor suspensions, 1 indoor suspension and 2 recommendations for expulsions were served. This data indicates a need to reduce causative behavior that necessitates the removal of students from class or school. There is a need to implement a variety of alternatives to effect a reduction in the number of suspensions that is used to develop goals, objectives and action steps to impact student achievement. Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of indoor and outdoor suspensions from 22 in 2005 to 19 in 2006.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of indoor and outdoor suspensions from 22 in 2005 to 19 in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Proudly Infusing Nonviolence (PIN) program in grades kindergarten, two, and four.	Guidance Counselor	10/3/2005	5/5/2006
Develop and implement assertive discipline plans in classrooms.	Principal Assistant Principal Guidance Counselor	8/8/2005	5/24/2006
Present and discuss "Safety Tips for Teachers" at the opening of school staff meeting.	Principal	8/4/2005	8/4/2005
Establish and implement a cafeteria behavior management plan.	Assistant Principal	8/8/2005	5/24/2006
Fund and hire an additional part-time security monitor.	Principal EESAC	8/8/2005	5/24/2006
Conduct classroom instruction on the Code of Student Conduct.	Principal Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Selected teachers will attend the Region Center II Conflict Prevention Seminar and will provide training for other staff members. Training on the implementation of the Proudly Infusing Nonviolence (PIN) program will be provided to teachers presenting the curriculum for the first time. Assertive Discipline training will be provided to teachers who are not familiar with the process.

Evaluation

This objective will be evaluated by a 10 percentage point decrease in outdoor and indoor suspensions and recommendations for expulsion as evidenced by the Student Case Management System Executive Summary for the 2005-2006 school year. Quarterly reports will be reviewed throughout the year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will increase student usage of technology.

Needs Assessment

Results of the 2004 STaR School Profile indicate that student use of technology was rated at 1.8 which indicated that students are below the intermediate level in this category. The need exists to purchase additional computers for all classrooms and increase software programs and time allotted for the usage of technology. Given an emphasis on the use of technology in education, student usage of technology will increase to 2.4 on the 2005 STaR School Profile Report as compared to 1.8 on the 2005 STaR School Profile Report.

Measurable Objective

Given an emphasis on the use of technology in education, student usage of technology will increase to 2.4 on the 2005 STaR School Profile Report as compared to 1.8 on the 2005 STaR School Profile Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enhance Accelerated Reader by purchasing additional books and providing incentives.	Assistant Principal Media Specialist Community Involvement Specialist	10/3/2005	5/24/2006
Utilize the Riverdeep Program daily in grades 3-5.	Technology Facilitator	8/8/2005	5/24/2006
Implement the Accelerated Reader Program in grades one through five.	Media Specialist	8/8/2005	5/24/2006
Utilize the FCAT Explorer and Creative Education Institute (CEI) programs with students scoring in the lowest 25 percentile in all grades.	Technology Facilitator	8/8/2005	5/24/2006
Utilize the television equipment for AEP students to do morning announcements.	Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

Accelerated Reader

Professional Development

All teachers will be trained in the use of FCAT Explorer, Riverdeep and Accelerated Reader. Selected teachers will be trained in Lexia and Creative Education Institute (CEI). Media Specialist will be trained in television production for students.

Evaluation

This objective will be evaluated by the results of the STaR School Profile Report for 2005. Weekly and monthly monitoring of student usage on the various programs will be assessed toward achievement of 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

Scores on the 2005 FITNESSGRAM indicate that 62 percent of the students in 4th and 5th grade achieved at or above mastery level. One hundred percent of the 148 students were tested, 33 percent of those students were Gold award recipients, and 59 percent of those students were Silver award recipients for a total of 92 award recipients (62 percent). Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the number of students in grades four through five achieving mastery will increase to 67 percent on the 2006 FITNESSGRAM TEST as compared to 62 percent on the 2005 administration of the FITNESSGRAM Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students in grades four through five achieving mastery will increase to 67 percent on the 2006 FITNESSGRAM TEST as compared to 62 percent on the 2005 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teach all students in health classes to make healthier choices in eating habits.	Assistant Principal	8/8/2005	5/24/2006
Expose students to a variety of sports related activities in order to discover each student's strength, increase self-esteem, and ultimately encourage lifetime fitness for daily living and overall wellness.	Principal	8/8/2005	5/24/2006
Actively involve the parents by sending home the monthly Get F.I.T.! Flier.	Community Involvement Specialist	8/8/2005	5/24/2006
Provide healthier lunches and snacks for the students to eat in the cafeteria at lunch time.	Principal Cafeteria Manager	8/8/2005	5/24/2006
Schedule a minimum of two hours of instruction per week dedicated to fitness related activities.	Principal	8/8/2005	5/24/2006
Enhance specificity in training by implementing physical education activities directly aligned to assessment component items.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers will participate in District meetings and workshops covering the six national content standards delineated in the National Standards for Physical Education. Additionally, PE coaches will attend professional development addressing procedures and implementation of the FITNESSGRAM.

Evaluation

Physical education teachers will implement pre and progress tests as well as weekly assessments on skills covered as progress monitoring tools. Final evaluation will be the end of year FITNESSGRAM reflecting that a minimum of 67 percent of the students have achieved mastery.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Records from 2004-2005 indicate that there was a total of 40 students in extra curricular programs. Focus for 2005-2006 will be on increasing students in extra curricular programs by a minimum of 5 percent. Given emphasis on the benefits of participating in extra-curricular programs, students participating in extra-curricular activities will increase to 45 students in the 2005-2006 school year as compared to 40 students in the 2004-2005 school year.

Measurable Objective

Given emphasis on the benefits of participating in extra-curricular programs, students participating in extra-curricular activities will increase to 45 students in the 2005-2006 school year as compared to 40 students in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Teaching Enrichment Activities to Minority Children (TEAM) with students in grades two through five.	Principal	8/8/2005	5/24/2006
Implement the use of the Hands-On Science and Math lab in grades two through five.	Principal Science/Mathematics Specialist	8/8/2005	5/24/2006
Implement the Academic Excellence Program (AEP) with students in grades two through five.	Media Specialist	9/22/2005	5/12/2006
Implement after school clubs such as chess and book club.	Assistant Principal Media Specialist Technology Facilitator	9/22/2005	5/12/2006
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in grades kindergarten through grade five.	Principal Assistant Principal Science/Mathematics Specialist	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Teachers of TEAM, AEP and Science and Mathematics Lab will attend district and region workshops specific to their instructional program. Classroom teachers will attend district and region professional development delineating how to best enhance critical thinking skills using adopted texts in the core subject areas.

Evaluation

This objective will be evaluated by the increased number of students participating in the extra curricular activities during the 2005-2006 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Parkway Elementary ranked at the 12th percentile on the State Florida ROI index. Parkway Elementary School will improve its ranking on the State of Florida ROI index publication from the 12th percentile in 2003 to the 15th percentile on the next publication of the index.

Measurable Objective

Parkway Elementary School will improve its ranking on the State of Florida ROI index publication from the 12th percentile in 2003 to the 15th 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.	Principal Assistant Principal EESAC	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal EESAC Community Involvement Specialist	8/8/2005	5/24/2006
Collaborate with local businesses to recruit additional Dade Partners.	Principal Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

EESAC Compliance

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

Budget:

The EESAC recommended to submit a proposal for an Alternative Supplement Model for staff; purchase additional security utilizing the \$10 allocation per student; to purchase software for reading, mathematics, and science; and to enhance Accelerated Reader by purchasing additional books and incentives for students.

Training:

The EESAC recommended to provide adequate and appropriate training for the Houghton Mifflin Reading Series; support personnel who are new to the school; to provide ongoing training on Best Practices and the Sunshine State Standards.

Instructional Materials:

The EESAC reviews and considers instructional materials to be used in the core subject areas; supports all curriculum programs; recommended the purchase of additional software for reading, mathematics, and science; and recommended the increase of circulation of books for the Accelerated Reader program in the media center.

Technology:

The EESAC recommended to continue to enhance and expand e-communications, to extend the hours for the computer lab and media center, to continue to implement the Lightspan program in grade three; and to increase the number of computers in classrooms.

Staffing:

The EESAC recommended to fund a Science Lab Specialist, to fund a Technology Facilitator, to fund a full-time Community Involvement Specialist, and to fund an hourly writing instructor for targeted students who need assistance.

Student Support Services:

The EESAC recommended enhancing and upgrading the media center to provide additional tutoring and small group remediation, to provide on-site therapeutic counseling services for selected students.

Other Matters of Resource Allocation:

The EESAC recommended expanding the Academic Excellence Program and selected clubs as enrichment activities after school.

Benchmarking:

The EESAC recommended implementing monthly EESAC meetings directed at monitoring the School Improvement Plan; to implement meetings for all grade levels/teams on a monthly basis; to continue FCAT benchmarking activities on a weekly basis.

School Safety & Discipline:

The EESAC makes recommendations to enhance school safety and discipline. The EESAC approved the funding for the cost of an additional security monitor.

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