
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4381 - Perrine Elementary School

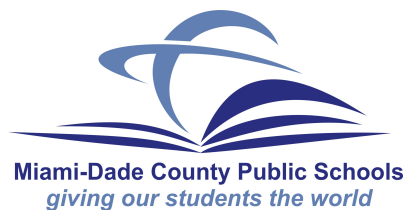
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Andy Pierre-Louis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Perrine Elementary School

Perrine Elementary is committed to the highest standards of education, promoting a positive school atmosphere, community involvement and cultivating Pride, Respect, Integrity, and Commitment to Excellence. Perrine Elementary serves 764 students from the surrounding community. Ninety-five percent of these students participate in the standard curriculum program, 12 percent participate in the Limited English Proficiency Program, and 14 percent participate in the Special Education Program, of which 9 percent are Gifted. The ethnic/racial make-up of the student population is 42 percent Hispanic, 31 percent Black, 22 percent White, and five percent Other. Perrine Elementary School will implement an instructional program with a strong focus on literacy from kindergarten through fifth grade. The researched-based reading, writing, and mathematics program will be implemented at the school and supplemental materials and literacy intervention will be provided across all grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through school-generated assessments. Additionally, assessments will be implemented as part of the instructional program to guide instruction accordingly. After analyzing and evaluating pertinent data, the following objectives have been identified as school-wide priorities for Perrine Elementary during the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading proficiency as evidenced by 84 percent or more scoring a level 3 or higher on the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their performance in mathematics, as evidenced by 77 percent or more achieving level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction on Sunshine State Standards, fourth grade students will improve their writing proficiency as evidenced by 76 percent or more scoring a 4.0 or above on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards (SSS) and the Miami-Dade County Public Schools scope and sequence in science for elementary schools fifth grade students will increase their science knowledge as evidenced by meeting or exceeding the district mean scale score on the 2006 FCAT Science Test.

Given school wide emphasis on community outreach, parental involvement will improve as evidenced by a 10 percent increase in parent attendance to educational workshops as documented by the parent sign-in logs during the 2005-2006 school year, compared to those of the 2004-2005 school year.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals as documented by the 2005-2006 Executive Summary for Student Case Management.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as evidenced by teacher sign-in logs.

Given the instruction in Physical Education Standards, fourth and fifth grade students will improve their physical fitness as evidenced by 82 percent or more of students achieving minimum health related standards on the 2005-2006 FITNESSGRAM.

Given instructions using the Sunshine State Standards and FCAT strategies Art, Music and Bilingual teachers will write at least three lesson plans that integrate reading and math standards.

Perrine Elementary School will improve its ranking on the State of Florida Return On Investment Index Publication from the 60th percentile in 2003-2004 to the 65th percentile or higher on the next publication of the index.

Perrine Elementary School believes that commitment to excellence and quality instruction is the foundation that fosters academic excellence for all students. Additionally, authentic professional development for teachers and administrators will directly impact student achievement. Through the Miami-Dade County Public School District and local universities, teachers and administrators will be provided with professional development opportunities that are based on current and effective research which target students' academic needs. In addition to district and local training, school-based learning community activities will be delivered by teams of teachers and specialists to ensure effective delivery of instructional programs and the implementation of technology in the classroom. The school site leadership team and the instructional staff will effectively monitor instruction and consistently analyze data to assess the academic progress of the students. Based on the results of the Organizational Performance Snapshot survey tool, the two categories that showed opportunities for improvement were Process Management and Business Results. According to the questions surveyed, staff members felt that additional resources should be made available to assist them in being more effective in their daily job responsibilities. Additionally, the staff believed their knowledge of the school's finances was somewhat limited. It is the school's goal to provide all staff members with additional data and professional development in the areas of Process Management and Business Results.

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.

Perrine Elementary School

VISION

Perrine Elementary Expressive Arts School will provide students with a meaningful learning environment where every student will demonstrate proficiency and commitment to academic and artistic excellence.

MISSION

Perrine Elementary Expressive Arts School is committed to educating and preparing students for the challenges of tomorrow. Through the use of multiple intelligence, expressive arts, and technology, all stakeholders will facilitate the cognitive development, as well as emotional, physical, and social skills of the students while strengthening their pride, respect, integrity, and commitment to excellence.

CORE VALUES

Pride

We believe that through the diligent effort of all stakeholders the highest level of accomplishment will be achieved.

Respect

It is our vision that a successful school is one that respects differences. All stakeholders feel and learn better in such an environment

Integrity

We build positive relationships through honesty, respect and compassion in an effort to enhance the self esteem, safety and well being of all stakeholders.

Commitment to Excellence

We persue the highest level of academic achievement, social awareness and organizational performance.

School Demographics

Perrine Elementary is an expressive arts magnet center located in an urban area of Miami-Dade County. The school serves 764 students in kindergarten through fifth grade. The student population includes 42 percent Hispanic, 31 percent Black, 22 percent White, and five percent other. Fifty-eight percent of the student population is on free or reduced rate lunch. All of the students in the school are taught using multiple intelligence strategies. In addition to delivering instruction using the standard curriculum, the school provides a selected group of students in the second, third, fourth, and fifth grades with instruction in dance, drama, music, and visual arts. Perrine Elementary School is a Model Learning Center.

The faculty and staff at Perrine Elementary are as diverse as the student body. Twenty-nine percent of the faculty is African American, 40 percent Hispanic, 29 percent White, and two percent other. Forty percent of the faculty hold advance degrees, 40 percent have their Master's degree, and eight percent have a Specialist degree. Currently six percent of the teachers are enrolled in graduate programs at local universities pursuing advanced degrees. One percent of the teachers are National Board Certified; however, currently six percent of the teachers have initiated the process to become National Board certified teachers. The average teaching experience is ten years and six percent of the faculty are beginning teachers.

Perrine Elementary School delivers academic instruction to students in Kindergarten through fifth grade. Each grade level consists of a minimum of two classes. The school has an on-site Gifted Resource Program. Nine percent of the student body is enrolled in the program, which is taught by two certified gifted teachers. In addition to providing enrichment instructions to students, the school offers extra-curricular opportunities for students to participate in programs such as the Academic Excellence Program (AEP), the after-school Chess and Journalism Club and Future Educators of America (FEA).

In a continuous effort to provide differentiated instruction to all students, Perrine Elementary has two Varying Exceptionality (VE) teachers who deliver instruction to the Students With Disabilities (SWD). The school has implemented an inclusion program in third, fourth, and fifth grade classes. In this facilitative model, Students with Disabilities spend over 80 percent of their instructional day with non-disabled peers. These students receive services from the general education teacher, the VE teacher, and a paraprofessional. Students in grades kindergarten through second grade are provided instruction through the Special Education Resource Program. Additional provisions are made for students in need of academic assistance in the program. Additional provisions are made in the after school tutoring program for students in grades three through five, who have not met proficiency in reading, writing, and mathematics based on the state assessment. Perrine Elementary ESOL Program provides services to Limited English Proficient (LEP) students. Additionally, the school offers a biligual program to students in kindergarten through fifth grade.

The school Reading Coach provides curriculum support to all teachers through modeling lessons, professional development and planning, as well as collecting and analyzing data to help teachers direct their instruction. The school Guidance Counselor and part-time school psychologist supports the needs of the student services program. To assist parents, the school offers a Principal's Operated After-School Care Program.

School Foundation

Leadership:

According to 76 percent of the staff who responded to the online survey, LEADERSHIP received a ranking of 4.7 which is closest to the "ALWAYS" mark. The staff strongly agreed with all items ranking item 1a., "I know my organization's mission at 4.8. Item 1g., "My organization ask me what I think," received a ranking of 4.5.

District Strategic Planning Alignment:

According to 76 percent of the staff who responded to the online survey, DISTRICT STRATEGIC PLANNING ALIGNMENT received an average ranking of 4.4, which is slightly above the "FREQUENTLY" mark. Item 2b., "I know the parts of my organization's plans that will affect me and my work." and 2c., "I know how to tell if we are making progress on my work group's part of the plan," received rankings of 4.5., which is also slightly above the "FREQUENTLY" mark. Whereas, item 2a., "As it plans for the future, my organization asks for my ideas," received a 4.4 ranking.

Stakeholder Engagement:

According to 76 percent of the staff who responded to the online survey, CUSTOMER AND MARKET FOCUS, received a ranking of 4.5 which is slightly above the "FREQUENTLY" mark. Item 3a., "I know who my most important customers are," received a 4.9, which is very close to the "ALWAYS" mark. The staff agreed the most with question 3e " I am allowed to make decision to solve problems for my customers receiving a ranking of 4.4 which is slightly above "FREQUENTLY."

Faculty & Staff:

According to 76 percent of the staff who responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 4.6 which is slightly above the "FREQUENTLY" mark. Item 5a., "I can make changes that will improve my work," received a ranking of 4.7, which is closest to the "ALWAYS" mark. While item 5d., "I am recognized for my work," received the lowest ranking of 4.3, which is still slightly above the "FREQUENTLY" mark.

Data/Information/Knowledge Management:

According to 76 percent of the staff who responded to the online survey, MEASUREMENT ANALYSIS AND KNOWLEDGE MANAGEMENT received a ranking of 4.7 which is above the "FREQUENTLY" mark. On average, all the items in this category received a ranking of a 4.7 which is above the "FREQUENTLY" mark.

Education Design:

According to 76 percent of the staff who responded to the online survey, PROCESS MANAGEMENT received a ranking of 4.4, which is slightly above the "FREQUENTLY" mark. Item 6a., "I can get all of the resources I need to do my job," received a ranking of 4.3. While item 6c., "We have good processes for doing our work," received a ranking of 4.5.

Performance Results:

According to the percentage of staff who have responded to the online survey, BUSINESS RESULTS received a ranking of 4.4, which is slightly above the "FREQUENTLY" mark. Items 7f., "My organization obeys laws and regulations" and 7g., "My organization has high standards and ethics," received a ranking of 4.7, which is closet to the "ALWAYS" mark. Whereas, item 7c., "I know how well my organization is doing financially," received a ranking of 3.6, which is slightly above the "Sometime" mark.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will improve their reading proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

The data from the 2005 FCAT Reading test reveals that while 84 percent of students scored at or above grade level, there are opportunities for improvement in the areas of word phrases, reference/research and comparisons. According to the data, third grade students answered only 50 percent of the word phrase questions and only 60 percent of the reference/research questions correctly. Fourth grade students answered only 50 percent of the reference/research questions and 63 percent of the comparisons questions correctly.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading proficiency as evidenced by 84 percent or more scoring a level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and organize FCAT workshops to inform parents of the local, state, and federal requirements regarding student performance.	Teachers Administrators Reading Coach Technology Facilitator	10/3/2005	5/26/2006
Incorporate technology into the reading curriculum via student participation in the Accelerated Reader Program, Riverdeep, and FCAT Explorer to monitor and evaluate student progress.	Teachers Administrators Reading Coach Media Specialist Technology Facilitator	8/8/2005	5/26/2006
Implement an inclusion program for Students with Disabilities (SWD).	Teachers Varying Exceptionality Teachers Administrator Support Personnel	8/8/2005	5/26/2006
Provide students in grades one through five with a pre/post S.T.A.R. Tests to evaluate, assess and analyze the data using the Continuous Improvement Model.	Teachers Administrators Reading Coach Media Specialist Technology Facilitator	8/8/2005	5/26/2006
Update Academic Improvement Plans as needed to monitor student progress.	Administrators Teachers Reading Coach	8/8/2005	5/26/2006
Administer site-authored assessments to monitor and guide the instructional focus.	Teachers Administrators Media Specialist Technology Facilitator	8/8/2005	5/26/2006
Develop and implement weekly lesson plans based on the school's scope and sequence using the Houghton Mifflin Reading Program and the Comprehensive Researched-Based Reading Program(CRRP).	Administrators Reading Coach	8/4/2005	5/26/2006
Identify students not meeting state standards on the FCAT Reading test, as delineated in the AYP disaggregated data, and implement an after school	Administrators Teachers Reading Coach	9/23/2005	5/26/2006

tutorial program using AIM HIGHER and FCAT Reading Coach to address the reading deficiencies of these students.	Technology Facilitator Tutorial Coordinator	
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Research-Based Programs

The researched-based programs used at Perrine Elementary include Houghton Mifflin Reading Program, Comprehensive Researched-Based Reading Program (CRRP), Voyager Passport, Riverdeep, AIM HIGHER and FCAT Reading Coach Programs.

Professional Development

Perrine Elementary will provide professional development opportunities to all staff members. These activities will include the District's Houghton Mifflin training, Students With Disabilities (SWD) inclusion workshops, school-site collaborative planning sessions, and training for the implemetation of Riverdeep, DIBELS, PMRN reports, Edusoft and Multiple Intelligence Program.

Evaluation

This objective will be evaluated by 84 percent of the students in grades three through five scoring a level 3 or higher and achieving at least a one percent increase in word phrases and reference/research on 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will improve their mathematics proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

The data from the 2005 FCAT Mathematics test reveals that while 76 percent of students scored above grade level, there are opportunities for improvement in the areas of number sense and algebraic thinking. According to the data, third grade students correctly answered 58 percent of the number sense questions and 67 percent of the algebraic thinking questions. Fourth grade students correctly answered 55 percent of the number sense questions and 57 percent of the algebraic thinking questions.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their performance in mathematics, as evidenced by 77 percent or more achieving level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with a variety of mathematical techniques that emphasize mastery of number sense and algebraic thinking.	Teachers Mathematics support personnel	08/08/05	05/26/06
Integrate technology into the mathematics curriculum via various software programs such as Riverdeep, FCAT Explorer and SFSuccess.Net to enhance and individualize mathematics instruction.	Teachers Mathematics support personnel Technology facilitator	08/08/05	05/26/06
Create hands on lessons and activities to enhance students' mathematics proficiency across all grade levels and subgroups using Sunshine State Standards (SSS) and Grade Level Expectation (GLE)	Teachers Mathematics support personnel Administrators	08/08/05	05/26/06
Incorporate Multiple Intelligence instructional strategies to aid in individualizing mathematics instruction for all grade levels and subgroups.	Teachers	8/8/2005	5/26/2006
Update Academic Improvement Plans as needed to monitor student progress.	Administrators Teachers Mathematics Support Personnel	08/08/05	05/26/06
Provide staff with ongoing professional development in mathematics instruction and Multiple Intelligence strategies.	Teachers Mathematics support personnel Administrators	8/8/2005	5/26/2006
Plan and conduct FCAT Mathematics workshop for parents.	Administrators Teachers	8/8/2005	4/28/2006
Monitor student progress and redirect classroom instruction using the Continuous Improvement Model and Edusoft data management system to score school-wide mathematics quarterly assessments.	Teachers Mathematics support personnel Technology facilitator	8/8/2005	5/26/2006

Implement an inclusion program for Students with Disabilities in grades three through five.	Teachers Varying Exceptionalities Teachers Administrators	8/8/2005	5/26/2006
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Research-Based Programs

The researched-based programs used at Perrine Elementary include Scott-Foresman Addison-Wesley Mathematics Program, SFSuccess.Net, and Riverdeep.

Professional Development

Perrine Elementary will provide professional development opportunities to teachers in all grades. These workshops will include district mathematics workshops, school-site collaborative planning sessions, Multiple Intelligence training and SFSuccess.Net training by Scott-Foresman Addison-Wesley.

Evaluation

This objective will be evidenced by 77 percent or more of the students in grades three through five scoring a level 3 or higher and achieving at least a one percent increase of the correct answer percentages in the areas of number sense and algebraic thinking on the 2006 FCAT Mathematics Test. In addition, student progress will be monitored by school-wide site-authored assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will increase their writing proficiency according to state standards and No Child Left Behind (NCLB) requirements.

Needs Assessment

The results of the 2005 FCAT Writing Plus Test indicate that 25 percent of fourth graders did not meet state standards in writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction on Sunshine State Standards, fourth grade students will improve their writing proficiency as evidenced by 76 percent or more scoring a 4.0 or above on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate writing throughout all content areas in an effort to ensure that students will be able to compete in the workforce.	Teachers	8/8/2005	5/26/2006
Conduct FCAT Writing workshops for parents.	Administrators Teachers Reading Coach	10/3/2005	2/27/2006
Provide an after school Academic Excellence Program (AEP) with the focus on improving writing proficiency of fourth grade students.	Teachers Reading Coach	9/22/2005	4/21/2006
Review the writing process with students and provide them with the opportunity to write, edit and publish their work using technology.	Teachers Technology facilitator	8/8/2005	5/26/2006
Administer the district's pre/post-test to provide students with test taking skills.	Teachers Reading Coach Administrators	8/29/2005	4/24/2006
Implement a school wide writing program consisting of monthly narrative or expository prompts using the Continuous Improvement Model.	Administrators Teachers	9/26/2005	4/24/2006
Provide professional development opportunities for teachers during collaborative planning sessions in the utilization of the 6 point rubric, student writing analysis, and strategies for writing instruction.	Teachers Reading coach Administrators	8/8/2005	5/26/2006
Update Academic Improvement Plans as needed to monitor student progress.	Administrators Teachers Reading Coach	8/8/2005	5/26/2006

Research-Based Programs

Perrine Elementary will utilize the Houghton Mifflin Reading Program's writing component and the Comprehensive Researched-Based Reading Program's writing component.

Professional Development

Perrine Elementary will provided professional development oppportunities to teachers, which will include training in the utilization of the 6 point rubric, student writing analysis and strategies for writing instruction. In addition, beginning teachers will receive ongoing mentoring and training with the implementation of the monthly prompts.

Evaluation

This objective will be evidenced by 76 percent or more of fourth grade students scoring a 4.0 or above on the 2006 FCAT Writing Plus Test. Additionally, students in grades one through five will achieve a one point mean gain using the district pre/post writing assessments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

The fifth grade students will meet or exceed the district mean scale score on the 2006 FCAT Science test.

Needs Assessment

According to the 2005 FCAT Science test, fifth grade students achieved a mean scale score of 344. This data shows an increase in student performance as compared to the 2004 FCAT Science Test mean scale score of 299. Although this data shows a 45 point increase, there is still a need for at least a six point increase or more to improve performance arriving at a mean scale score of 350 or higher on the 2006 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) and the Miami-Dade County Public Schools scope and sequence in science for elementary schools fifth grade students will increase their science knowledge as evidenced by meeting or exceeding the district mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase students' participation in hands-on science activities by conducting science investigation and experiments that demonstrate concrete applications of the scientific method.	Teachers	8/8/2005	5/26/2006
Provide parents with information regarding science grade level benchmarks, resources and websites aimed at enhancing student achievement in science.	Teachers Administrators Technology Facilitator	9/5/2005	5/26/2006
Provide staff development on instructional strategies in assessment and analysis of data, and differentiated instruction for all students.	Teachers Administrators Technology Facilitator	8/4/2005	5/26/2006
Utilize the Full Option Science System (FOSS) Program in appropriate grades.	Teachers Administrators Technology Facilitator	8/8/2005	5/26/2006
Align the long range Science plan with the Mathematics scope and sequence.	Teachers Administrators	8/8/2005	5/26/2006

Research-Based Programs

Perrine Elementary School uses the researched-based Harcourt Brace Science Program and Full Option Science System Program (FOSS).

Professional Development

Perrine Elementary will provide professional development opportunities to teachers. Training will include district workshops as well as collaborative planning sessions strategies from the SMILE and CRISS workshops. All newly-assigned and beginning teachers will receive continuous mentoring and support through the implementation of the science curriculum.

Evaluation

This objective will be evidenced by fifth grade students meeting or exceeding the district mean scale score of the 2006 FCAT Science Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Perrine Elementary School will increase parent involvement during the 2005-2006 school year as compared to the 2004-2005 school year.

Needs Assessment

The 2004-2005 parent sign-in logs for parent workshops indicate a need to increase parent participation within the school.

Measurable Objective

Given school wide emphasis on community outreach, parental involvement will improve as evidenced by a 10 percent increase in parent attendance to educational workshops as documented by the parent sign-in logs during the 2005-2006 school year, compared to those of the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Sponsor a Volunteer Breakfast to encourage parent and business support.	Administrators Teachers	8/8/2005	5/26/2006
Provide parent workshops to inform parents of the local, state, and federal requirements regarding grade level assessments and curriculum programs/initiatives.	Administrators Teachers	8/8/2005	5/26/2006
Invite parents to participate in the "Lunch Munch" Program.	Administrators Teachers	10/3/2005	5/26/2006
Launch a campaign to encourage PTA membership for parents and staff.	Teachers Administrators	8/8/2005	5/26/2006
Conduct parent meetings and activities at a time that accommodates most families.	Administrators Teachers	8/8/2005	5/26/2006
Develop a parent resource center.	Administrators	8/8/2005	5/26/2006

Research-Based Programs

Perrine Elementary School utilizes the ideas in the Resource text, Building Successful Partnerships "A Guide for Developing Parent and Family Involvement Programs" as a resource to improve parent involvement. Additionally, the National PTA is one of the more widely recognized researched-based parental involvement programs the school will utilize to deliver effective parent involvement activities.

Professional Development

The parents and staff at Perrine Elementary School will participate in the following workshops/conferences: School Developed Parent Workshops and the Parent Academy.

Evaluation

The objectives will be evaluated by a 10 percent increase in parent attendance to educational workshops during the 2005-2006 school year as documented by parent sign-in logs, compared to those of the 2004 - 2005 school 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Perrine Elementary School will provide a safe and orderly working and learning environment for students and staff.

Needs Assessment

Analysis of the Executive Summary for Student Case Management forms for 2004-2005 indicated that one of the greatest needs is to improve student behavior. This report indicates that there were 241 referrals processed for general disruptive conduct. An analysis of this report shows the need for a decrease in the students' general disruptive behaviors. A decrease in negative behavior along with a proactive approach to discipline will help provide a safe and orderly environment.

Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals as documented by the 2005-2006 Executive Summary for Student Case Management.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school- wide Character Education calendar with topics the teachers will discuss and highlight throughout the year.	Counselor Administrators Teachers Parents	8/8/2005	5/26/2006
Implement "Girl Talk" and "Listener" Programs for identified students.	Counselor Teachers Administrators Support Personnel	8/8/2005	5/26/2006
The school counselor will train selected students and implement the Bullying Prevention Program.	Counselor Administrator Teachers Parents	8/8/2005	5/26/2006
Invite Miami-Dade County Public School Police to speak to students about various subjects including bullying, vandalism and theft.	Counselor Administrators Teachers	8/8/2005	5/26/2006
Provide staff with professional development opportunities in classroom management.	Administrators Teachers Counselor	8/8/2005	5/26/2006

Research-Based Programs

Perrine Elementary will utilize the researched-based Peer Mediation/Conflict Resolution Program and Bullying Prevention Program (Olweus) K-8.

Professional Development

Perrine Elementary staff will receive professional development training in the following areas:

Student Case Management Procedures (SCM)

Peer Mediations and Conflict Resolution

Character Education

Bullying Prevention

Evaluation

The Child Study Team (CST) along with the Discipline Committee will meet quarterly to monitor student referrals. The objective will be evaluated as evidenced by a ten percent decrease in the number of student referrals as documented by the 2005-2006 Executive Summary of Student Case Management compared to those of the 2004 - 2005 school 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.)

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

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

GOAL 7 STATEMENT:

Perrine Elementary will increase student use of technology by providing professional development to teachers on the use of technology in the classroom and across the curriculum.

Needs Assessment

Due to the implementation of the Electronic Gradebook, FCAT Explorer, RiverDeep, Scott Foresman Success.Net, PMRN and other technology base programs, all teachers need to enhance their skills in the use of technology. Furthermore, teachers will need enhanced skills in order to successfully incorporate technology into the daily instructional program.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as evidenced by teacher sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Edusoft software to retrieve and evaluate student achievement data and progress.	Teachers Administrators Reading Coach Technology Facilitator Media Specialist	8/8/2005	5/26/2006
Utilize the Accelerated Reader Program in classrooms.	Media Specialist Teachers	08/08/05	05/26/06
Provide training to teachers in Electronic Grade Book.	Administrators Micro Systems Technician	08/05/05	05/26/06
Provide professional development in basic computer skills as well as the use of Riverdeep, FCAT Explorer, Accelerated Reader, and Edusoft.	Administrators Reading Coach Media Specialist Technology Facilitator Teachers	8/8/2005	5/26/2006
Infuse technology as a learning tool through all content areas.	Teachers Technology Facilitator	8/8/2005	5/26/2006

Research-Based Programs

Perrine Elementary School's researched-based programs include Riverdeep, Voyager Passport and Scott Foresman Success.Net.

Professional Development

Perrine Elementary faculty and staff will participate in the following professional development:

- *Edusoft
- *Electronic Grade Book
- *FCAT Explorer
- *Riverdeep
- *Scott Foresman Success.Net
- *PMRN

Evaluation

This objective will be evidenced by the teacher sign in logs, observable evidence of the use of technology in the classroom as documented on administration monitoring forms and the implementation of the Electronic Grade Book.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Perrine Elementary students will improve their level of health and physical fitness.

Needs Assessment

According to 2004-2005 FITNESSGRAM data, 21 percent of fourth and fifth grade students tested did not meet minimum health related standards.

Measurable Objective

Given the instruction in Physical Education Standards, fourth and fifth grade students will improve their physical fitness as evidenced by 82 percent or more of students achieving minimum health related standards on the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities that promote nutrition and exercise.	Physical Education Teachers Teachers	8/8/2005	5/26/2006
Notify parents in writing when students are not meeting Physical Education requirements.	Physical Education Teachers	8/8/2005	5/26/2006
Conduct a Preventative Health and Safety Education for Students (PHASES) workshop for students.	Counselor Physical Education Teachers	8/8/2005	5/26/2006
Conduct health and fitness awareness workshop for teachers and parents.	Physical Education Teachers Teachers Administrators	8/8/2005	5/26/2006
Direct and oversee students' participation in activities specifically related to the assessment component items of the FITNESSGRAM.	Physical Education Teachers	8/8/2005	5/26/2006

Research-Based Programs

FITNESSGRAM

Professional Development

Perrine Elementary Physical Education Teachers will conduct a workshop for teachers regarding the Florida Department of Education requirements for health and fitness.

Evaluation

This objective will be evidenced by 82 percent or more of fourth and fifth grade students meeting minimum health related standards on the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

The Students will improve their reading proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

The data from the 2005 FCAT Reading Test reveals that while 83 percent of students scored at or above grade level, there is an opportunity to promote the improvement of reading skills by integrating reading instruction across the curriculum.

Measurable Objective

Given instructions using the Sunshine State Standards and FCAT strategies Art, Music and Bilingual teachers will write at least three lesson plans that integrate reading and math standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate opera stories featuring music, story plots, and play puzzle vocabulary to enhance reading skills through a musical connection.	Music Teachers	8/8/2005	5/26/2006
Discuss, compare, and contrast opera stories based on rhythm, sound, mood, and emotion presented in musical compositions and presentations.	Music Teachers	8/8/2005	5/26/2006
Plan and implement art activities that allow students to use subject matter, symbols, and ideas to communicate meaning.	Art Teachers	8/8/2005	5/26/2006
Use student performance data to influence decision-making.	Administrators Reading Coach Teachers	08/08/05	05/26/06
Collaborate with the District on resource allocation.	Administrators	08/08/05	05/26/06
Provide collaborative planning time for classroom, Art, Music and Bilingual teachers.	Administrators Teachers	8/8/2005	5/26/2006
Use the Multiple Intelligences strategies to enhance FCAT skills.	Special Area Teachers	8/8/2005	5/26/2006

Research-Based Programs

Perrine Elementary Art and Music Programs will incorporate the Multiple Intelligence Program.

Professional Development

Perrine Elementary will provide teacher training in the use of Multiple Intelligences.

Evaluation

This objective will be evidenced by at least three student activities that reflect reading and mathematics Sunshine State Standards and FCAT strategies in the Art, Music and Bilingual Programs.

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.)

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

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

GOAL 10 STATEMENT:

Perrine Elementary will improve student performance by delivering a high quality instructional program and monitor its effectiveness and efficiency to produce a high return on investment and achieve high learning gains.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicated that in 2003-2004, Perrine Elementary School ranked at the 60th percentile on the State of Florida Return On Investment (ROI) index.

Measurable Objective

Perrine Elementary School will improve its ranking on the State of Florida Return On Investment Index Publication from the 60th percentile in 2003-2004 to the 65th percentile or higher on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the District on resource allocation.	Administrators	7/1/2005	7/3/2006
Monitor the use of the financial resources in relation to school programs.	Administrators Teachers	8/8/2005	5/26/2006
Apply for grants to offset the school's financial obligation.	Administration Teachers	08/08/05	05/26/06
Utilize parents in volunteer data base to assist in additional school-wide reading activities.	Reading Leader Teachers	08/08/05	05/26/06
Use student data to target specific areas for improvement and make appropriate purchases that will assist the enhancement of student achievement	Administration School Literacy Team	08/08/05	05/26/06

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida Return On Investment index publication, Perrine Elementary School will show progress toward reaching the 65th percentile or higher.

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 was provided with a presentation of the school budget and the steps involved in the budgeting process. Opportunities to make recommendations for the EESAC funds were provided.

Training:

The EESAC provided substitute funding for professional development opportunities.

Instructional Materials:

The EESAC members have been informed and made recommendations for school-wide instructional needs.

Technology:

The EESAC members were informed of current technology upgrades and needs.

Staffing:

The EESAC recommended the continuation of the school-wide staff development plan to support reading, writing, mathematics, and science instruction.

Student Support Services:

The EESAC recommended a school-wide effort to improve student achievement by providing media center funds.

Other Matters of Resource Allocation:

The EESAC is providing funding for an hourly Microsystem Technician in an effort to maintain the school-wide technology program.

Benchmarking:

The EESAC members were in support of the Continuous Improvement Model (CIM).

School Safety & Discipline:

The EESAC members are aware of safety concerns regarding morning student drop-off and dismissal procedures.

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