
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4401 - Kelsey L. Pharr Elementary School

FeederPattern: Miami Jackson Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Maria Mason

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Kelsey L. Pharr Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Kelsey L. Pharr Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across 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 a variety of assessments including bi-weekly, pre and post assessments, which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Kelsey L. Pharr Elementary School recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction.

Given instruction using Sunshine State Standards and Grade Level Expectations, all students in grades three through five will improve their reading skills as evidenced by a three percentage point increase in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Given instruction using Sunshine State Standards and Grade Level Expectations, all students in grades three through five identified in the Limited English Proficiency (LEP) subgroup according to No Child Left Behind (NCLB) requirements will improve their reading skills as evidenced by nine percent point increase in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the Florida Comprehensive Achievement Test (FCAT).

Given instruction using Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a three percentage point increase in the percentage of students meeting at or above FCAT achievement level 3, while fifty percent of each subgroup identified in the NCLB requirements will score at the State mastery level on the 2006 administration of the FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, students in grade four will increase their writing skills by one percent State Mastery on the administration of the 2006 FCAT Writing Test.

Given instructions using Sunshine State Standards, students in grade five will demonstrate an increase in their knowledge of science as evidenced by a mean scale score at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Given a schoolwide focus on parental involvement, parenting skills will be promoted and supported as evidenced by an increase of two percentage points in the number of parents attending related school-sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year and will be documented by attendance logs.

Students will improve behavior as evidence by a five percent point decrease in the number of SCAMS submitted during the 2005-2006 school year.

Given instruction integrating state of the art technology and other multimedia instructional programs with the existing curriculum, students will improve mathematics and reading skills as evidenced by a five percent point increase in the number of students with acceptable performance in SuccessMaker and Accelerated Reader during the 2005-2006 school year. Additionally, students' educational experiences will be increased through the training of teachers in interactive, multimedia, and telecommunication activities.

Given a schoolwide focus on health and physical fitness skills that promote and encourage lifetime fitness for daily living, an improvement in physical fitness will be evidenced by an increase of three percent in the number of award recipients on the administration of the 2005-2006 Fitness Test.

Given instruction in art, students will increase the number of art exhibits entered into art shows by five percent during the 2005-2006 school year.

Kelsey L. Pharr Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 12th percentile on the next publication of the index.

The Organizational Performance Improvement Snap Shot Survey results indicated great success in the categories of Leadership and Measurement, Analysis, and Knowledge Management. Although satisfaction is evident in the above categories, a small percentage of the faculty and staff felt unsure of how well the organization was doing financially (item 7c). Kelsey L. Pharr Elementary School will conduct professional development on school finance to ensure a clear understanding of all the responsibilities including financial management, associated with operating an elementary school site. Additionally, the survey shows that a small percentage of Kelsey L. Pharr's faculty and staff does not solicit ideas as it plans for the future (item 2a) this will be addressed during staff meetings and EESAC meetings.

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.

Kelsey L. Pharr Elementary School

VISION

We envision Kelsey L. Pharr Elementary School as a school that is committed to enhancing our students' futures by providing them with the necessary tools to meet and conquer the challenges of the 21st Century. Working with our parents and Dade Partners, we will provide a solid foundation in the basics while challenging students to develop their higher-order thinking skills. Our staff will integrate technology with instruction, utilize assessment to make data-driven decisions, and implement effective interdisciplinary strategies to produce high performing students.

MISSION

At Kelsey L. Pharr Elementary School, we believe that all students are capable of learning. We are committed to addressing the educational and social needs of each child. It is our mission to integrate state of the art technology and other multimedia instructional programs with the existing curriculum to prepare our students for the "Information Age." We will provide a solid foundation in the basics of reading, writing, and mathematics, while developing the higher order thinking skills needed to become life-long learners and productive citizens in our ever-changing society.

CORE VALUES

Kelsey L. Pharr Elementary School, a Controlled Choice School, enriches the community by providing preferential school choice while maintaining the ratio/ethnic diversity and balance of our community. An essential ingredient of Kelsey L. Pharr Elementary is the Family Support Center as well as a Community Involvement Specialist (CIS). Our center provides information and offers support services to students, parents, and the community at large.

School Demographics

Kelsey L. Pharr Elementary School is a pre-kindergarten through fifth grade school serving approximately four hundred seventy-five students. The school is located in the inner city of Miami-Dade County and has ninety percent of its students eligible for free or reduced lunch. The student population is fifty-eight percent African American, forty-one percent Hispanic, one percent Anglo, and one percent Other.

The students are of a diverse population with a number of different ethnicities, races, and cultures. Approximately twenty-one percent of the students are of limited English proficiency, with seven students at ESOL Level 1, three at ESOL Level 2, four at ESOL Level 3, and four at ESOL Level 4. Sixty-one of our students receive Exceptional Student Education (ESE) and/or Speech services. The student mobility rate is forty-five. Overall, we have a high number of economically disadvantaged students with high absenteeism and poor parental involvement.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snap Shot Survey results, the leaders at Kelsey L. Pharr Elementary School help the school to develop a vision that embodies the best thinking about teaching and learning by creating shared meaning and understanding. Additionally, the Leadership Team helps the school to become a professional learning community to support the performance of all staff members and students. Also, they convey their expectations for quality and high performance, promote cooperation, and assist others to work together towards common goals.

At Kelsey L. Pharr Elementary School the Leadership Team assesses how well the school is performing along multiple indicators and uses that information as goals are developed and reviewed.

District Strategic Planning Alignment:

At Kelsey L. Pharr Elementary School, all employees are involved in the process of increasing student performance on assessments and eliminating the achievement gap between groups. Additionally, employees are constantly making efforts to increase safety at school and increasing the quantity and quality of opportunities for communication with stakeholders.

Stakeholder Engagement:

Kelsey L. Pharr Elementary School offers various services to bridge the gap between school and community. A major component of our partnership is our Community Involvement Specialist (CIS). The CIS provides information and other support services to the parents. The CIS bridges the communication gap between the teacher and the parent, which increases student achievement. The Parent, Teacher Association (PTA) assists in promoting an awareness of school and parenting activities. The Educational Excellence School Advisory Council (EESAC) allows the major stakeholders (parents, teachers, businesses, and students) to have input in the school improvement process. Additionally, the school's PTA raises funds to support programs that nurture the educational setting. To further assist our parents, the Young Men Christian Association (YMCA) provides after-school care and Easter Seals of Miami provides all students with a free tutorial program.

Kelsey L. Pharr Elementary School enjoys a collaborative relationship with the Miami Mental Health Department (All Aboard Tutoring Program). Individuals from the community provide tutoring and mentoring for Kelsey L. Pharr Elementary school's at-risk students and, at the same time, our students provide them with countless hours of love. Almost all students leaving Kelsey L. Pharr Elementary School after fifth grade attend Allapattah Middle School. The staff from Kelsey L. Pharr Elementary School works closely with Allapattah Middle School on articulation issues to ensure that entering sixth graders are prepared with the backgrounds they need to be successful in middle school. Kelsey L. Pharr Elementary School is pleased to be part of a close relationship with Domino's Pizza. This organization enables us to reward student achievement with incentives. In an effort to involve our students in serving the community, they participate in the 5000 Role Model Program and the United Way Campaign.

Faculty & Staff:

The faculty is highly qualified with an average of fifteen years of teaching experience in Florida and with over forty-three percent having either a master's or specialist's degree. The staff is approximately thirty-nine percent Hispanic, fifty-one percent Black, and ten percent White. Instructional staff attendance is above the ninety percent level. Kelsey L. Pharr Elementary School employs forty-nine full-time employees and four part-time employees. Of this group, two are administrators, twenty-two are classroom teachers, five are special area teachers, three are exceptional student education teachers, one is an ESOL teacher, one is a guidance counselor, one is a reading leader, one is a mathematics/science facilitator, one is a media specialist, four are office personnel, five are cafeteria workers, seven are paraprofessionals, and four are custodial service workers. Of the teaching staff, fourteen percent are teachers new to this school.

Data/Information/Knowledge Management:

According to the Organizational Performance Self-Assessment Survey results, our staff felt that they were well trained in the process of analyzing their work to see if changes are needed. By using this information all staff can measure and monitor the quality of their work.

Education Design:

Kelsey L. Pharr Elementary School students are highly mobile and have a high absenteeism rate. In order to address these needs, Kelsey L. Pharr has developed an attendance and tardy policy. Students who improve their attendance are rewarded daily, monthly, and every nine weeks through various incentive programs. We are offering an increased number of after-school activities and parent workshops in hopes of lowering our mobility rate. We have low parental involvement and, in general, our parents are not highly educated. For these, we are increasing our parent workshop offerings, awarding prizes for attendance at parent activities, and promoting the Parent Academy. There is a lack of connection between the activities of the students at school and the skills necessary to secure a career. In order to address this need, we are implementing the Kids And the Power Of Work (KAPOW) program for fifth graders, Easter Seals Tutorial Program for all grade level students, and a Career/Truck Day for all students.

Performance Results:

According to the Organizational Performance Self-Assessment Survey results, the Business Results category average score was at a 4.0. This shows that most of the staff members agree with the fact that the organization obeys laws and regulations and maintains high standards and ethics. Additionally, survey results indicate that the staff is satisfied with their professional responsibilities.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract and retain high-quality, highly qualified teachers, Kelsey L. Pharr Elementary School will establish and implement a comprehensive mentoring program to provide all teachers with professional-development opportunities. Additionally, a strong support system with the assistance of experienced mentor teacher will be developed.

• Highly Qualified, Certified Administrators:

Maria C. Mason, Principal: During her eighteen years with Miami-Dade County Public School, Ms. Mason has served as a teacher, assistant principal and this is her second year as principal at Kelsey L. Pharr Elementary School. She holds a Bachelor of Science degree in Elementary Education, Masters of Science degree in Computer Education, and an Education Specialist degree in Educational Leadership. Ms. Mason has worked in schools with a high concentration of economically-disadvantaged students, and students from mid to upper class socioeconomic families. This past year Kelsey L. Pharr Elementary achieved a "B" in the Florida's School Recognition Program. Accomplishing this has come about by analyzing test scores, identifying at-risk students, supporting teachers in implementing the instructional program, and building a learning/teaching environment that allows for positive growth, sharing of ideas, and working cohesively and collaboratively to institute change where needed.

Ronald G. Redmon, Assistant Principal: This is his first year as an assistant principal. He has a Masters of Science Degree in History and a Specialist Degree in Educational Leadership. Mr. Redmon ensures that students learn in a safe, nurturing and supportive environment. As a history teacher, administrative assistant, and tutoring coordinator for the past thirteen years at Kinloch Park Middle School, Mr. Redmon helped improve the achievement of his students by an average of five percentage points in writing and mathematics, with each student showing significant learning gains. At Kelsey L. Pharr Elementary School, Mr. Redmon works collaboratively with staff, students and parents to improve student achievement.

• Teacher Mentoring:

Analysis of the Professional Assessment and Comprehensive Evaluation System (PACES) indicates that teachers need to increase their proficiency in providing students with skills to promote critical thinking. In order to address this need, Kelsey L. Pharr Elementary School will provide additional inservices to train staff in teaching critical thinking skills. These trainings will be conducted during our professional development days as well as during common planning time.

The Professional Growth Team from Professional Assessment and Comprehensive Evaluation System (PACES) will provide new teachers with a comprehensive long-range planning and a support team model to improve teaching and learning in the classroom.

A small percentage of teachers are still working in isolation after being provided with common planning time. In order to address this, the administration will become more active participants in the grade level meetings. Also, a lead teacher will be designated to help coordinate the daily routine of the grade level.

Our school will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training using CReating Independence through Student-owned Strategies (CRISS), Sunshine State Standards benchmarks, Best Practices, and higher order thinking skills. A minimum of two meetings/trainings will be provided monthly to all teachers for the

purpose of sharing best classroom practices.

Our Reading Coach and Math/Science Facilitator will work with teachers on improving their lesson quality and targeting specific groups of students for tutorials. They will provide mentoring, focusing on how to develop and organize instructional practices, to all teachers and those new to the school or grade level. Also, they will be observing and modeling instruction throughout the year.

• School Advisory Council:

The purpose of the Kelsey L. Pharr Elementary School Educational Excellence School Advisory Council (EESAC) is to work together to ensure improvement in student performance in all academic areas. The council will do this by preparing and evaluating the School Improvement Plan.

The School Educational Excellence School Advisory Council (EESAC) is an active committee that reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals for the 2005-2006 school year. The Educational Excellence School Advisory Council (EESAC) meetings are scheduled on the third Wednesdays of each month to review progress of the School Improvement Plan (SIP) which facilitates achievement of our goals.

• Extended Learning Opportunities

Kelsey L. Pharr Elementary School will coordinate tutorial services (before school, during school, after school, and Saturday Academies). Also, our Reading Coach and Math/Science Facilitator will identify and organize materials to be used by tutors to provide tutorial services.

Those students in third grade who have been retained once, and therefore are identified as Tier 2, will receive thirty minutes of additional reading instruction, and those students who have been retained twice and identified as Tier 3, will receive one hour of additional reading instruction by using Voyager Passport as a research-based program.

Our after school program is sponsored by Easter Seals of Miami-Dade, Inc; this program will emphasize remediation in the Sunshine State Standards in the areas of reading, mathematics, and writing.

Kelsey L. Pharr Elementary School will provide and monitor individual and small group tutoring in reading during school for all students and all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test utilizing Intensive Care Unit (ICU).

Prior to the 2006 Florida Comprehensive Assessment Test (FCAT) administration, we will implement a Saturday academic program to further prepare our students for the Florida Comprehensive Assessment Test (FCAT). The main purpose of this program is to ensure that all children in grades three through five have a fair, equal, and significant opportunity to reach proficiency on the challenging state academic assessment (FCAT).

Kelsey L. Pharr Elementary School will continue implementing the Academic Excellence Program (AEP) to improve students' higher order thinking skills. This program will be implemented throughout the school year. Students participating in the program will meet twice a week after school.

• School Wide Improvement Model

Kelsey L. Pharr Elementary School is a Controlled Choice/Title I school that provides basic educational services based on the

Sunshine State Standards (SSS) to students in grades pre-kindergarten through five. "Getting a Grip on the Basics through Technology and Tutoring" is the focus of our school. We offer a full range of reading, writing, mathematics, and science curricula that address the needs of our standard curriculum students, Economically Disadvantaged students, Limited English Proficient (LEP) students, and the Exceptional Student Education (ESE) students. Instruction is administered through the Miami-Dade County Comprehensive Reading Plan and USI Mathematics and Science.

Kelsey L. Pharr Elementary Schools will incorporate the Continuous Improvement Model (CIM). This model will involve an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps will include test scores disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process.

Kelsey L. Pharr Elementary School will provide and monitor individual and small group tutoring in reading during school for all students and subgroups scoring at Achievement Levels 1 and 2 on the Florida Comprehensive Assessment Test (FCAT) Reading Test utilizing Intensive Care Unit (ICU). Our school will implement an after-school tutorial program sponsored by Easter Seals of Miami-Dade, Inc. for students in grades three through five that will emphasize remediation in the areas of reading, writing, and mathematics.

Teachers will utilize educational software such as Accelerated Reader, Riverdeep, FCAT Explorer, and SuccessMaker that facilitate computer-assisted instruction to reinforce, enrich, and monitor students' reading skills and reflect the Sunshine State Standards.

Kelsey L. Pharr Elementary School will administer reading and mathematics bi-weekly assessments. In addition, DIBELS, the Pre/Post FCAT Writing District assessments, and other assessments will be administered to guide daily instruction and identify group and individual objective weaknesses.

GOAL 1: READING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 1 STATEMENT:

Our goal at Kelsey L. Pharr Elementary School is to have all students reading at or above grade level.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that fifty-four percent of students have met the State required mastery level, sixty-eight percent have made annual learning gains and fifty-seven percent of the lowest twenty-five percent have made annual learning gains. The 2005 Adequate Yearly Progress (AYP) Report indicates that fifty percent of the total students tested scored at the State required mastery level. In addition, the Limited English Proficient (LEP) subgroup scored at thirty-five percent, not making adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Analysis of the Content Clusters indicate that the content cluster with the lowest proficiency in grade three was Words/Phrases with thirty-three percent. Additionally, fifty percent of fifth grade students responded incorrectly to the content clusters of Words/Phrases and Reference/Research. In grade four the lowest content cluster was Reference/Research with fifty percent. This indicates a need for improved student performance in Reading.

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

Measurable Objective

Given instruction using Sunshine State Standards and Grade Level Expectations, all students in grades three through five will improve their reading skills as evidenced by a three percentage point increase in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT).

Given instruction using Sunshine State Standards and Grade Level Expectations, all students in grades three through five identified in the Limited English Proficiency (LEP) subgroup according to No Child Left Behind (NCLB) requirements will improve their reading skills as evidenced by nine percent point increase in the percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the Florida Comprehensive Achievement Test (FCAT).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize SuccessMaker software data and reports to monitor monthly progress and student gains.	Principal Assistant Principal Reading Coach	08-08-05	05-24-05
Utilize technology such as Pearson Learning SuccessMaker, Accelerated Reader (AR), Riverdeep, Fast ForWord, Read 180, and FCAT Explorer that will facilitate computer-assisted instruction to reinforce, enhance, and monitor students' reading skills as reflected in the Sunshine State Standards.	Principal Assistant Principal Reading Coach	08-08-05	05-24-06
Provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training using CReating Independence through Student-owned Strategies (CRISS), Sunshine State Standards Benchmarks, Best Practices, and higher order thinking skills.	Principal Assistant Principal Reading Coach	08-08-05	05-24-06
Provide and monitor small group tutoring that will emphasize remediation in the Sunshine State Standards, during and/or after school in reading for all students and all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Tests.	Principal Assistant Principal Reading Coach	08-22-05	02-21-06

Research-Based Programs

CORE: Houghton Mifflin Reading Program

INTERVENTION: Voyager Passport, Soar to Success, Early Success, and SuccessMaker

Professional Development

Edusoft, Project Right Beginnings, Project Becoming Effective Active Readers (B.E.A.R.), Project Opening World of Literacy (O.W.L.), Project Developing Reading and Writing (D.R.A.W.), CReating Independence through Student-owned Strategies (CRISS), Best Practices, 8-Step Continuous Improvement Model (CIM), SuccessMaker Reports Training, and Intensive Care Unit (ICU). Other professional development inservices will be provided based on teacher surveys and District/Regional Center initiatives.

Evaluation

Scores on the 2006 FCAT Reading Test, in addition to bi-weekly assessments will be used to monitor student progress and guide instruction. Data from assessments, will be shared with classroom teachers and discussed at grade level meetings with the administration. The assessment instruments that will be implemented are Dynamic Indicators of Basic Early Literacy Skills (DIBELS), SuccessMaker Computer Program and Voyager Passport.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 2 STATEMENT:

Kelsey L. Pharr Elementary School students will make sufficient annual learning gains to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that fifty-six percent of students have met the State required mastery level and seventy-four percent have made annual learning gains. Specifically, fifty-two percent of third grade students, fifty-eight percent of fourth grade students, and thirty-three percent of fifth grade students scored at State required mastery level. The 2004 Adequate Yearly Progress (AYP) Report indicates that fifty-two percent of all students tested scored at the State required mastery level. In addition, the Hispanic subgroup scored at fifty-eight percent, the Limited English Proficient (LEP) subgroup scored at fifty-seven percent, the Economically Disadvantaged subgroup scored at fifty-two percent, and the African American subgroup scored at forty-six percent, making adequate yearly progress according to the No Child Left Behind (NCLB) requirements . This indicates a need for improved student performance in mathematics.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a three percentage point increase in the percentage of students meeting at or above FCAT achievement level 3, while fifty percent of each subgroup identified in the NCLB requirements will score at the State mastery level on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement data driven instruction according to bi-weekly assessment results.	Principal Assistant Principal Math Facilitator	09-13-05	02-21-06
Utilize and monitor computer-assisted programs, to enrich and remediate students mathematical skills and monitor performance.	Math Facilitator Reading Coach Paraprofessional	08-15-05	05-23-06
Utilize Mathematics Facilitator to provide support to teachers and students in both effective teaching strategies and learning techniques to improve students' mathematics skills.	Math Facilitator	08-08-05	05-23-06
Provide staff development on instructional strategies in mathematics, assessment and analysis of assessment data, and differentiated instruction for all students.	Math Facilitator	08-08-05	05-23-06
Identify the students scoring at achievement levels 1 and 2 on the 2005 FCAT and provide tutorial assistance in mathematics before school, during school hours, and after school to address the mathematics deficiencies.	Principal Assistant Principal Math Facilitator Reading Coach	08-15-05	02-24-06

Research-Based Programs

CORE: Scott Foresman-Addison Wesley Mathematics

INTERVENTION: SuccessMaker, Riverdeep

Professional Development

Kelsey L. Pharr Elementary School will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training utilizing CReating Independence through Student-owned Strategies (CRISS), Sunshine State Standards, Best Practices, and higher order thinking skills.

Evaluation

Kelsey L. Pharr Elementary School will utilize the scores from the 2006 FCAT Mathematics, bi-weekly assessments, and Edusoft to monitor the improvement of students mathematics skills.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 3 STATEMENT:

Kelsey L. Pharr Elementary School students will make sufficient annual learning gains indicating mastery in State writing standards.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that eighty percent of fourth grade students met the State required mastery level. The 2005 FCAT Writing scores indicate twenty percent of fourth grade students did not meet high standards. Scores on the FCAT Narrative Writing Test indicate that seventy-nine percent of students in grade four scored 3.5 or higher. Scores on the FCAT Expository Writing Test indicate that sixty-nine percent of students in grade four scored 3.5 or higher.

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 in the Sunshine State Standards, students in grade four will increase their writing skills by one percent State Mastery on the administration of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer the District's FCAT Writing pre and post tests to assess and monitor student progress.	Assistant Principal Reading Coach	08-23-05	01-31-06
Plan, implement, and monitor a schedule for writing that includes daily instruction and weekly practice opportunities for all students schoolwide.	Principal Assistant Principal Reading Coach	08-08-05	05-23-06
Provide staff development opportunities and resources through mentoring, modeling of lessons, and training for teachers in grades one through five to enhance their techniques in writing instruction.	Principal Assistant Principal Reading Coach	08-08-05	05-23-06
Utilize writing across the curriculum strategies to enhance writing skills of all students in grades kindergarten through five.	Principal Assistant Principal Reading Coach	08-08-05	05-23-06
Provide and monitor intervention writing activities for students as needed based on monthly writing samples.	Principal Assistant Principal Reading Coach	08-08-05	05-23-06
Incorporate classroom journal writing to foster a love of writing and to provide additional writing opportunities.	Principal Assistant Principal Reading Coach	08-08-05	05-23-06

Research-Based Programs

CORE: Houghton Mifflin Reading Program

INTERVENTION: CReating Independence through Student-owned Strategies (CRISS)

Professional Development

Best Practices, CReating Independence through Student-owned Strategies (CRISS)

Evaluation

This objective will be evaluated by analyzing scores from the District's pre and post test, monthly writing prompts, and the 2006 administration of the 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 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

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

GOAL 4 STATEMENT:

Kelsey L. Pharr Elementary School students will make sufficient annual learning gains to acquire the knowledge, skills, and competencies needed to master State standards in the area of science.

Needs Assessment

Results from the 2005 FCAT Science Test indicate that the mean scale score was 237, a difference of forty-nine points below the District mean scale score of 286. Specifically, students earned fort-six percent on the Physical and Chemical Science strand, thirty-one percent on the Life and Environmental Science strand, thirty-eight percent on the Earth and Space Science strand, and fifty percent on the Scientific Thinking strand.

Measurable Objective

Given instructions using Sunshine State Standards, students in grade five will demonstrate an increase in their knowledge of science as evidenced by a mean scale score at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct quarterly meetings to analyze student achievement involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Assistant Principal Science Facilitator Reading Coach	08-08-05	05-24-06
Implement a long range Science plan, aligned with the Mathematics scope and sequence, in order to provide opportunities for the integration of the two subjects so that the students can experience the relation between Mathematics and Science.	Principal Assistant Principal Science Facilitator	08-08-05	05-24-06
Provide staff development on instructional strategies in science, assessment and analysis of assessment of data, and differentiated instruction for all students.	Principal Assistant Principal Science Facilitator Reading Coach	08-08-05	05-24-06
Provide workshops in the parents' home language to assist in home learning, science exploration, and the scientific process.	Principal Assistant Principal Science Facilitator Reading Coach	10-12-05	05-24-06
Increase second through fifth grade students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the utilization of the science laboratory.	Principal Science Facilitator	08-15-05	05-24-06
Highlight the science laboratory by a student/parent interactive activity during our Science Night and culminating with the Science Fair in April.	Principal Science Facilitator	10-12-05	04-05-06

Research-Based Programs

CORE: Scott Foresman-Addison Wesley Science textbook

INTERVENTION: Full Option Science System (FOSS) Kits

Professional Development

Kelsey L. Pharr Elementary School will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training utilizing CReating Independence through Student-owned Strategies (CRISS), Sunshine State Standards, Best Practices, higher order thinking skills, and Edusoft.

Evaluation

Students in grades five will demonstrate an increase in their knowledge of science as evidenced by a mean scale score at or above the District mean scale score on the 2006 administration of the 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.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Kelsey L. Pharr Elementary School will help all families establish positive home and school learning environments to support student achievement.

Needs Assessment

The 2004-2005 Parent attendance logs indicate that approximately fourteen percent of parents participated in the school-related activities. In an effort to enhance parental involvement, additional workshops on parenting skills and strategies to improve student achievement will be offered to parents to increase the academic success of students at our school.

Measurable Objective

Given a schoolwide focus on parental involvement, parenting skills will be promoted and supported as evidenced by an increase of two percentage points in the number of parents attending related school-sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year and will be documented by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an in-school resource center for parents to attend workshops, access computers, and exchange information.	Principal Parent Involvement Specialist	08-15-05	05-24-06
Provide ongoing communication in the students' home language through a monthly newsletter to increase parental awareness.	Principal Parent Involvement Specialist	08-15-05	05-24-06
Conduct parent/teacher conferences with students who have accumulated excessive absences from school.	Principal Assistant Principal Parent Involvement Specialist	08-08-05	05-24-06
Conduct Learning Nights for parents and students to include: FCAT Literacy Nights and Mathematics/Science Family Nights.	Principal Science Facilitator Reading Coach	08-15-05	05-24-06
Conduct Academic Improvement Plan (AIP) conferences with the parents of students who have not met state standards on the FCAT or who are performing below grade level.	Principal Assistant Principal Classroom Teachers	08-15-05	05-24-06
Provide workshops that are of high interest to parents.	Principal Science Facilitator Reading Coach Parent Involvement Specialist	08-08-05	05-24-06

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement.

Professional Development

Not Applicable

Evaluation

Attendance at parental involvement activities will be documented by the use of sign-in sheets. This documentation will be used to show an increase of parental involvement over 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.)

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

GOAL 6 STATEMENT:

Kelsey L. Pharr Elementary School will implement a discipline plan to ensure the safety of staff and students and create an environment conducive to learning.

Needs Assessment

Data from the Student Case Management System indicate that five hundred forty-eight SCAMS were submitted during the school year 2004-2005. This indicates a need for the implementation of a schoolwide discipline plan in which all stakeholders are involved in increasing positive student behavior.

Measurable Objective

Students will improve behavior as evidence by a five percent point decrease in the number of SCAMS submitted during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Work to improve communication and involvement of parents and community members in instruction extracurricular activities.	Principal Assistant Principal Counselor Parent Involvement Specialist	08-08-05	05-24-06
Provide counseling services for students with behavior problems.	Principal Assistant Principal Counselor	08-08-05	05-24-06
Develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.	Principal Assistant Principal Counselor Parent Involvement Specialist	08-08-05	05-24-06
Model for the student a variety of ways to solve problems appropriately.	Principal Assistant Principal Counselor	08-08-05	05-24-06
Make use of in-school suspension programs, which include guidance, support, planning for change, and skill building.	Principal Assistant Principal Counselor	08-08-05	05-24-06
Provide opportunities for students to participate in a variety of social programs that promote positive behavior such as: DARE and 5000 Role Models	Principal Assistant Principal Counselor Paraprofessional	08-08-05	05-24-06

Research-Based Programs

Not applicable

Professional Development

Enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- Conflict Resolution
- Classroom management that promotes student self-discipline
- Counseling of at risk students

Evaluation

All SCAMS will be used to show a decrease in the number of referrals submitted over 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 type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Kelsey L. Pharr Elementary School will promote teaching and learning through the effective use of technology.

Needs Assessment

Results of SuccessMaker program indicate that sixty-eight percent of the students in grade three through five show acceptable levels of performance in reading while Accelerated Reader program show a sixty-nine percent of acceptable levels. This indicates a need for enhancing the integration of technology and curriculum so students will have appropriate resources to attain needed skills and competencies. In addition, a large percent of teachers need to be trained to achieve personal proficiency and promote technology integration into the classroom.

Measurable Objective

Given instruction integrating state of the art technology and other multimedia instructional programs with the existing curriculum, students will improve mathematics and reading skills as evidenced by a five percent point increase in the number of students with acceptable performance in SuccessMaker and Accelerated Reader during the 2005-2006 school year. Additionally, students' educational experiences will be increased through the training of teachers in interactive, multimedia, and telecommunication activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expose teachers to the use of technology to increase student achievement.	Principal Assistant Principal	08-08-05	05-24-06
Provide access to computers in every classroom for students and teachers.	Principal Assistant Principal	08-08-05	05-24-06
Provide differentiated instruction using technologies to meet the diverse needs of students.	Principal Assistant Principal Reading Coach	08-08-05	05-24-05
Provide instructional staff development opportunities on using technology.	Principal Assistant Principal Reading Coach	08-08-05	05-24-06
Develop and implement school plans that integrate technology and curriculum.	Principal Assistant Principal Reading Coach Math/Science Facilitator	08-08-05	05-24-05
Provide equitable access to equipment and materials for integrating technology and curriculum to attain needed skills and competencies	Principal Assistant Principal Reading Coach Math/Science Facilitator	08-08-05	05-24-05

Research-Based Programs

CORE: SuccessMaker

INTERVENTION: Riverdeep

Professional Development

Teachers will participate in the following professional development/training sessions:

- Power Point
- Electronic Grade Book
- Microsoft Word
- Excel
- Voyager
- Reading Plus
- Atomic Learning

Evaluation

Scores on the SuccessMaker and Accelerated Reader reports will be used to evaluate student progress and guide instruction. Also, signed logs from professional development activities to train teachers in computer skills, will be used to determine the percentage of teachers in need of training.

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

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

GOAL 8 STATEMENT:

Improve Student Health and Physical Fitness.

Needs Assessment

To properly assess both student fitness performance and programmatic success, Kelsey L. Pharr Elementary School administered a test to determine student baseline measures. Results of this test indicate that ninety-eight students were tested and ninety percent of the students met the minimum health-related standards. There is a need to increase the number of students meeting the minimum health-related standards.

Measurable Objective

Given a schoolwide focus on health and physical fitness skills that promote and encourage lifetime fitness for daily living, an improvement in physical fitness will be evidenced by an increase of three percent in the number of award recipients on the administration of the 2005-2006 Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
School site administrators will monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal Assistant Principal	08-08-05	05-24-05
Special Area chairperson will develop an action plan for the school to insure input from the District to meet the goals and objectives as stated.	Principal Assistant Principal Special Area Chairperson	08-08-05	05-24-05
Administer a pre-test to determine baseline measures and a post-test to compare and provide valid measures of student/school improvement.	Assistant Principal Physical Education Teachers	08-08-05	05-24-06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal Assistant Principal Physical Education Teachers	08-08-05	05-24-05

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated by analyzing scores from the 2005-2006 FITNESSGRAM, health-related fitness test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Our goal is to increase students' visual art experiences beyond the scope of the classroom.

Needs Assessment

Results of the 2004-2005 school year indicate that more art work need to be entered in District wide contests.

Measurable Objective

Given instruction in art, students will increase the number of art exhibits entered into art shows by five percent during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide second through fifth grade students the opportunity to enter District-wide art exhibits and contests.	Principal Assistant Principal Art Teacher	08-08-05	05-24-06
Provide students the opportunity to audition for magnet school programs	Principal Assistant Principal Art Teacher	08-08-05	05-24-06
Provide students the opportunity to attend specific field trips to various art museums and centers to better understand visual arts.	Principal Assistant Principal Art Teacher	11-15-05	02-28-06
Provide students the opportunity to collaborate on community-based art projects.	Principal Assistant Principal Art Teacher	12-01-05	02-28-06
Provide Spanish/LEP students the opportunity to participate in multicultural programs.	Principal Assistant Principal Art Teacher Spanish Teachers	08-08-05	05-24-06

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated through performance assessments, art portfolios and art journals.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Kelsey L. Pharr Elementary School will increase the ranking 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, Kelsey L. Pharr Elementary School ranked at the 11th percentile on the State of Florida ROI index.

Measurable Objective

Kelsey L. Pharr Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 12th 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 Secretary	08-08-05	05-24-06
Collaborate with the district on resource allocation.	Principal	08-08-05	05-24-06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	08-08-05	05-24-06
Consider shared use of facilities, partnering with community agencies.	Principal	08-08-05	05-24-06

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Kelsey L. Pharr Elementary School will show progress toward reaching the 12th 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 the review of the school's budget and financial reports. The requisition controls, transaction register, and other financial reports were explained in detail to the EESAC. The EESAC discussed and shared recommendations on the utilization of funds. The school's Title I budget was also reviewed by the EESAC.

Training:

The EESAC recommended that on-going inservices be provided for teachers and staff. Presently, teachers are receiving intensive training and support for the Comprehensive Research-Based Reading Plan (CRRP).

Instructional Materials:

The EESAC recommended that the school review the instructional materials needed and address these needs.

Technology:

The EESAC recommended that the school conduct a technology inventory and purchase new technology materials.

Staffing:

The EESAC, along with the interviewing committee, recommended the hiring of new staff based on our school's needs. The additional staff hired will be utilized to reduce student/teacher ratio inabling greater attention to be afforded to students.

Student Support Services:

The EESAC recommended the support of student services by ensuring that academic, financial, and socio-emotional needs are met. Several support services such as Child Study Team, peer mediation, and parent conferences are instituted.

Other Matters of Resource Allocation:

The EESAC recommended financial support to enhance the total school. The EESAC purchased items such as tape players, books, equipment, and provided money for matching funds. The school's P.T.A. also provides donations to support school activities.

Benchmarking:

The EESAC recommended the use of the Sunshine State Standards, and the School Performance Excellence Plan as a way to ensure excellence.

School Safety & Discipline:

The EESAC recommended that we emphasize safety and discipline with the implementation of programs such as peer mediation, (DARE), Safety Patrols, and Do the Right Thing to ensure the safety and discipline of our students and teachers.

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