
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5481 - Treasure Island Elementary School

FeederPattern: Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Gloria Barnes

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Treasure Island Elementary School

Treasure Island Elementary School, has maintained the A status for five consecutive years as evidenced by the results of the state performance tests. This school houses a Pre-Kindergarten through sixth grade. The school is identified for implementation of the federally supported program for economically disadvantaged families. The ethnic distribution of our population is 79 % Hispanic, 11 % White Non-Hispanic, 6% Black Non-Hispanic, and 4 % Other. Treasure Island Elementary offers many programs including: two gifted units, a Head Start program, a Title 1 Voluntary Pre-Kindergarten Program, various ESE units, a TEAM class, and Academic Excellence classes.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills from 72 percent in 2005 to 77 percent of the students scoring three or above on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills from 62 percent in 2005 to 67 percent of the students scoring three or above on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by 96 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills from a scale score of 276 in 2005 to meet the district mean scale score of 286 on the 2006 FCAT Science Test.

Given opportunities to attend a variety of activities throughout the school year, parents at Treasure Island Elementary will increase attendance at workshops and seminars from 50 percent at Open House and 5 percent at other parent workshops during the 2004-2005 school year to 55 percent at Open House and 10 percent at workshops during the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, general disruptive conduct incidents will decrease 15 percent from 146 incidents during the 2004-2005 school year to 124 incidents during the 2005-2006 school year.

Given instruction based on the National Educational Technology Standards, students in grade four and five will increase their technology literacy skills as evidenced by 90 percent of the students obtaining an average score of 80 percent on the EasyTech quizzes during the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their fitness levels from 40 percent in 2005 to 43 percent in 2006 on the Fitness Gram Test.

Given emphasis on the benefits of participating in an art enrichment program, participation in the Arts for Learning program will increase from 14 percent during the 2004-2005 school year to 18 percent during the 2005-2006 school year.

Treasure Island Elementary School will improve its ranking on the State of Florida ROI index publication from the 67th percentile in 2003 to the 72nd percentile on the next publication of the index.

The following are our areas of priority based on the results of the Self-Assessment Survey:

- On a scale of one to five, Treasure Island Elementary faculty and staff members expressed a 3.8 satisfaction rate regarding the availability of resources needed to do their job.
- On a scale of one to five, Treasure Island Elementary faculty and staff members expressed a 3.5 satisfaction rate regarding knowledge of how their organization is doing financially.

These areas of priority were chosen because they were the two areas of greatest concern at Treasure Island Elementary School.

In order to establish the specific resources that the faculty and staff are in need of, the school will conduct a needs assessment survey. The school will then prioritize the results of the survey and identify how they can be acquired. The survey indicates that faculty and staff members are interested in knowing more about the financial status of their organization. Information regarding the budget will be made available to faculty and staff through the Educational Excellence School Advisory Council and faculty 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.

Treasure Island Elementary School

VISION

Treasure Island Elementary School enriches the community through the provision of the best possible educational experiences to our students and the surrounding community, imparting the cultural heritage of the nation, extending the services of the school to encompass the needs of the whole individual, and providing a center for community activities.

MISSION

The primary mission of Treasure Island Elementary School is to provide educational opportunities that produce capable and responsible citizens of tomorrow through the use of research-based curriculum enhanced by technology. The success of our mission depends upon the joint effort of our school, home, and community in providing adequate resources to nurture excellence.

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School Demographics

Treasure Island Elementary School is located in North Bay Village, Florida and serves students in the North Bay Village area and a section of Miami Beach. (Normandy Isle). These communities consist of low socio-economic families and a prominent middle class sector as well as newly immigrated Hispanic families. The school is identified for implementation of the federally supported program for economically disadvantaged families. The current enrollment at Treasure Island Elementary Community School is 846 students in pre-kindergarten through sixth grade. The ethnic distribution of our population is 79% Hispanic, 11% White Non-Hispanic, 6% Black Non-Hispanic, and 4% Other. Our exceptional student population consists of approximately 4% of the enrollment. Our Limited English Proficiency students consist of 36% of the enrollment. The ethnic distribution of the faculty and staff at Treasure Island Elementary is 30% Black, 46% Hispanic, and 24% White.

Treasure Island Elementary School employs 78 full-time staff members. Our leadership team is composed of the principal, assistant principal, one guidance counselor, one reading coach, two Title 1 reading resource teachers, grade level chairpersons, and a media specialist.

Treasure Island Elementary School provides basic education through the standard curriculum to students in grades kindergarten through sixth. The school also houses a Head Start and Gifted Program. Additionally, the school has ESE units dedicated to offering services to mentally, physically, and emotionally challenged students. Instruction is provided in traditional classroom settings and is enhanced through computer assisted learning in grades pre-kindergarten through sixth. The curriculum embraces multifaceted educational initiatives that include the Comprehensive Research Based Reading Plan, Accelerated Reader, SuccessMaker, Fast ForWord, Inclusion classrooms, a TEAM class, and an Academic Excellence Program.

At Treasure Island Elementary School we are faced with some challenges. They include: third grade retention rate, students on Academic Improvement Plans, attendance/tardies, and our transient rate.

Treasure Island Elementary School has maintained an A status for five consecutive years as evidenced by the state performance test. In order to reach that level of achievement we have utilized the Coaching Classes, Saturday Academy, Before/After-School Tutoring, the SuccessMaker Program, the Accelerated Reader program, and parental involvement.

The objective and activities will compliment our mission to develop the whole child in an enriching academic environment and to develop life-long learners in the pursuit of excellence.

School Foundation

Leadership:

A 4.5 ranking was given by the faculty and staff when asked how the supervisor sets direction for the school.

On a scale of one to five, Treasure Island Elementary School faculty and staff members expressed a 4.6 satisfaction rate regarding the sharing of the mission by the schools administration.

The survey indicates that a 4.4 ranking was expressed by the faculty and staff when asked if their working environment created by the administration helps them to do their job.

A 4.1 ranking was given when asked how well the leadership solicits input from the faculty and staff. A 4.4 ranking was given when asked how well the organization's supervisor shares information.

District Strategic Planning Alignment:

The assessment results ranged from 4.0 to 4.2, which indicate that our staff is frequently aware of: 1) our school's plans, 2) how well those plans impact their job assignment, and 3) the degree of progress that they are making toward realizing the stated goals of the plans.

Stakeholder Engagement:

The assessment results ranged from 4.0 to 4.5, which indicate that the majority of the staff is highly cognizant of the needs of the school's stakeholders. Further, the results indicate that staff members are actively involved in various decision making processes that resolve problems regarding those stakeholders.

Faculty & Staff:

The assessment results, which range from 4.0 to 4.3, indicate that the majority of respondents agree that their workplace is safe, the supervisor cares about them and recognizes their work, and that the staff works together as a team. The staff also agrees that they have opportunities to make changes that will improve their work. In addition, the staff agrees that they are frequently encouraged to participate in professional development activities that enhance their job skills for career advancement.

Data/Information/Knowledge Management:

The assessment results regarding the knowledge and ability to use data ranged from 4.2 to 4.5. The majority of the staff strongly agrees that they are capable of measuring and analyzing the quality of their work for performance improvement. The majority of the staff almost always knows how their measures of improvement fit into the overall school improvement plan. Further, the staff agrees that they receive the necessary data to do their work, and they have access to information regarding the status of the school.

Education Design:

The school offers additional programs that extend students learning opportunities. Students in grades three through five who are in the lowest quartile in reading receive further remediation from our reading resource teachers. A before and after school program will remediate targeted students through the use of Fast ForWord, SuccessMaker, and direct instruction. These programs will provide additional remediation for students in the Exceptional Student Education Program as well as targeted students who are in the lowest quartile in reading and mathematics. After school tutoring is provided by certified teachers with pre-selected materials targeting FCAT and Sunshine State Standards.

Technology continues to play an integral part in our instruction for the lower performing students. Our SuccessMaker program provides an avenue to individually monitor these students and offer daily assistance on their individual grade level. This school year, Treasure Island Elementary School will also utilize the Edusoft materials to assist with the monitoring of the Interim Assessments.

Other extracurricular activities include broadcast journalism and science labs, which are provided to reinforce academic skills.

Treasure Island Elementary School will incorporate the Continuous Improvement Model. (CIM) The CIM model will involve an 8-step model process that will regularly assess students for enrichment, intervention, and remediation. The steps will include: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process. This model is being implemented by all grade levels throughout the school.

Performance Results:

According to the survey, the faculty and staff ranked the Leadership and the Measurement, Analysis, and Knowledge Management categories with the highest overall score of a 4.4. The Strategic Planning and Process Management categories received the lowest scores from the faculty and staff.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

All students at Treasure Island Elementary will be able to read on or above grade level.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 72 percent of students have met the state required mastery level, 74 percent have made annual learning gains, and 68 percent of the students scoring in the lowest quartile made annual learning gains. The following are the results broken down by grade level: 3rd grade: 10 percent increase, 4th grade: 8 percent increase, 5th grade: 16 percent increase, and 6th grade: 11 percent increase. An analysis of the 2005 FCAT Reading Test indicate that students had the most difficulty on the Words/Phrases and Reference/Research content strands. According to the 2005 Adequate Yearly Progress (AYP) Report, all subgroups were met 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 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 six will improve their reading skills from 72 percent in 2005 to 77 percent of the students scoring three or above on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Comprehensive Research Based Reading Program	Reading Coach, Classroom Teachers, Principal, Assistant Principal	8/8/2005	5/24/06
Implement tutoring programs for FCAT Level I and 2 students three days a week	Reading Coach, Reading Resource Teachers, Principal, Assistant Principal	8/15/2005	5/24/06
Integrate Technology with the daily reading program and participation in Accelerated Reader, SuccessMaker, and Star Testing, to improve students' reading comprehension	Reading Coach, Media Specialist, Classroom Teachers	8/8/2005	5/24/06
Implement CIM Model using the eight step process	Reading Coach, Assistant Principal, Principal, Title 1 Reading Resource Teachers, Classroom Teachers	8/15/2005	5/24/2006
Disaggregate 2005 FCAT data to identify strengths and weaknesses, in order to provide remediation	Reading Coach, Principal, Assistant Principal, Title 1 Reading Resource Teachers, Literacy Team	8/15/2005	10/31/2005
Provide an uninterrupted daily 120 minute block of reading instruction	Reading Coach, Classroom Teachers, Assistant Principal	8/8/2005	5/24/06

Research-Based Programs

Houghton-Mifflin Reading Series, SuccessMaker Program, Voyager Program

Professional Development

Professional development will include trainings in: CRISS, SuccessMaker, Accelerated Reader program, DIBELS, and Edusoft.

Evaluation

Interim assessments are given to monitor student progress and redirect learning activities. This will occur on an on-going basis. Additional assessment instruments include: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Oral Reading Fluency Test (6th Grade), and the Diagnostic Assessments of Reading (DAR). The objective will also be evaluated by scores of the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

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

GOAL 2 STATEMENT:

All students at Treasure Island Elementary will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 64 percent of the students in grades three through six have demonstrated acceptable levels of learning gains in mathematics and 62 percent of the students in grades three through six met high standards in mathematics. The following are the results broken down by grade level: 3rd grade: 14 percent increase, 4th grade: 5 percent decrease, 5th grade: remained the same, and 6th grade: 2 percent increase. An analysis of the 2005 FCAT Mathematics Test indicate that students had the most difficulty on the geometry, algebraic thinking and data analysis content strands.

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 based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills from 62 percent in 2005 to 67 percent of the students scoring three or above on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use of manipulatives in the classroom	Classroom Teachers	8/8/2005	5/24/06
Utilize technology-based programs for students including: FCAT Explorer, Riverdeep, and SussessMaker	Assistant Principal, Classroom Teachers, Media Specialist	8/8/2005	5/24/06
Disaggregate and analyze 2005 FCAT data to identify strengths and weaknesses for instructional purposes	Classroom Teachers, Principal, Assistant Principal	8/15/2005	10/31/2005
Implement CIM Model utilizing the eight step process	Principal, Assistant Principal, Math Resource Teacher, Classroom Teachers	8/8/2005	5/24/06
Provide an uninterrupted one hour block in mathematics	Classroom Teachers, Principal, Assistant Principal	8/8/2005	5/24/06
Implement tutoring classes for FCAT Level 1 and 2 math students three days a week	Principal, Assistant Principal, Math Resource Teacher, Classroom Teachers	11/1/2005	2/6/2006

Research-Based Programs

Scott Foresman Mathematics Series, SuccessMaker

Professional Development

Professional development trainings will include: SuccessMaker and Riverdeep. In addition, the Math Resource Teacher will conduct various trainings.

Evaluation

This objective will be evaluated by providing the interim mathematics assessments which will be used to monitor progress, SuccessMaker data, and the results of the 2006 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

At Treasure Island Elementary School all students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 96 percent of the students in grade four are meeting state standards in writing. Ninety-one percent of the students who received the expository prompt earned a 3.5 or higher on the 2005 FCAT Writing Test. Ninety-two percent of the students who received the narrative prompt earned a 3.5 or higher on the 2005 FCAT Writing Test. The average writing score of the students who were given the expository prompt was a 4.0. The average writing score of the students who were given the narrative prompt was 4.2.

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 based on the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by 96 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate classroom journal writing	Reading Coach, Classroom Teachers	8/15/2005	5/24/06
Incorporate writing across the curriculum	Reading Coach, Classroom Teachers,	8/8/2005	5/24/06
Implement Write Time for Kids Curriculum	Reading Coach, Classroom Teachers	8/15/2005	5/24/06
Implement CIM model	Reading Coach, Classroom Teachers, Assistant Principal, Principal	8/8/2005	5/24/06
Analyze results of Writing Pre/Post Tests	Reading Coach, Principal, Assistant Principal, Classroom Teachers	8/22/2005	5/24/06
Improve writing quality through the use of idioms, magnified moments, and vivid verbs	Reading Coach, Classroom Teachers, Assistant Principal	8/15/2005	5/24/06

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, vocabulary development, and scoring of expository and narrative prompts.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing Test. Monthly writing samples and pre/post tests will be used to monitor the writing objective.

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

GOAL 4 STATEMENT:

At Treasure Island Elementary School all students will be able to apply the scientific method.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that the students in the fifth grade achieved a mean scale score of 276 points in comparison to the Districts' scale score of 286 points and the State scale score of 296. An analysis of the 2005 FCAT Science Test indicates that earth/space science and scientific thinking are the content strands which gave the students the most difficulty.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills from a scale score of 276 in 2005 to meet the district mean scale score of 286 on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Reinforce the science content within the language arts and math curriculum.	Classroom Teachers, Assistant Principal, Principal	8/8/2005	5/24/06
Implement CIM Model	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/06
Utilize FOSS Science related materials	Classroom Teachers, Principal, Assistant Principal	8/15/2005	5/24/06
Utilize internet-based resources and the library media center's print and non-print collection to increase science knowledge	Media Specialist, Classroom Teachers	8/15/2005	5/24/06

Research-Based Programs

Houghton Mifflin Science Textbook, SuccessMaker: Science Discovery

Professional Development

Professional development will include: focus on the eight strands of science, use of hands-on activities, and strategies to maximize learning opportunities.

Evaluation

The objective will be evaluated by scores 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.)

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

GOAL 5 STATEMENT:

Treasure Island Elementary School will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

The attendance logs at Treasure Island Elementary School indicate approximately 50 percent of the parents attended Open House and an average of 5 percent of the parents attend various other parent workshops. The school needs to increase parental involvement, as there is a direct correlation between positive, consistent parental involvement and student achievement.

Measurable Objective

Given opportunities to attend a variety of activities throughout the school year, parents at Treasure Island Elementary will increase attendance at workshops and seminars from 50 percent at Open House and 5 percent at other parent workshops during the 2004-2005 school year to 55 percent at Open House and 10 percent at workshops during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Meet and Greet Nights for Parents	Principal, Assistant Principal	8/15/2005	5/24/2006
Plan and facilitate a schoolwide Open House event	Principal, Assistant Principal, Media Specialist, Classroom Teachers, CIS Specialist	9/13/2005	9/13/2005
Implement Family Literacy Nights/FCAT Family Nights	CIS Specialist, PTA President	9/1/2005	5/24/2006
Encourage parent participation at Parent Teacher Association (PTA) meetings and Educational Excellence School Advisory Council (EESAC) meetings	PTA President, Assistant Principal, CIS Specialist, EESAC Chairperson	8/8/2005	5/24/2006
Implement a monthly calendar for parents to encourage parental involvement	Principal, Assistant Principal, CIS Specialist	8/8/2005	5/24/2006
Maintain a parent resource center with instructional materials for check-out and use at home	CIS Specialist, Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

National PTA Standards for Parents and Families Involvement Program

Professional Development

Teachers become familiar with the strategies incorporated in the Bilingual Parent Outreach Program. The community involvement specialist will participate in on-going training for parental involvement support.

Evaluation

This objective will be evaluated by the number of parents/guardians who participate in schoolwide events. Evidence of parental participation will be monitored by sign-in sheets and logs maintained for all schoolwide activities and functions throughout the school year and by reviewing the results of the School Climate Survey.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

Treasure Island Elementary School will provide a safe and disciplined environment for all students.

Needs Assessment

According to the Student Case Management System, 146 referrals involving general disruptive conduct were reported during the 2004-2005 school year. Treasure Island Elementary School needs to reduce the disruptive conduct in order to provide a safer and more productive learning environment.

Measurable Objective

Given an emphasis on a safe and orderly environment, general disruptive conduct incidents will decrease 15 percent from 146 incidents during the 2004-2005 school year to 124 incidents during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer Individual Counseling	Counselor	8/15/2005	5/24/2006
Implement Developmental Group Counseling	Counselor	8/15/2005	5/24/2006
Assist with Student Conferences	Administration, Faculty/Staff	8/8/2005	5/24/2006
Utilize the Conflict Resolution Strategies	Counselor, Classroom Teachers, Administration	8/15/2005	5/24/2006
Implement Student of the Month rewards	Assistant Principal, Counselor, Classroom Teachers	11/1/2005	5/24/2006
Analyze referrals to identify trends and develop specific preventive measures	Administration, Counselor, Faculty/Staff	10/3/2005	5/24/2006
Implement the Mentoring Program	Counselor	8/15/2005	5/24/2006
Implement Parent Conferences	Administration, Faculty/Staff	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The School Counselor will attend various workshops regarding intervention strategies.

Evaluation

This objective will be evaluated by reviewing the Student Case Management Report at the end of the 2005-2006 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.)

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

GOAL 7 STATEMENT:

Treasure Island Elementary will integrate technology in all curricular areas.

Needs Assessment

The 2004 STaR Profile indicates that Treasure Island Elementary needs to adopt National Educational Technology Standards (NETS). The grade level expectations for technology need to be aligned with curriculum standards in order for students to use the computer operating system, produce grade appropriate work using a word processor and presentation software, and to navigate a website.

Measurable Objective

Given instruction based on the National Educational Technology Standards, students in grade four and five will increase their technology literacy skills as evidenced by 90 percent of the students obtaining an average score of 80 percent on the EasyTech quizzes during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement EasyTech pacing calendar	Media Specialist, Classroom Teachers	10/3/2005	5/24/2006
Encourage students to participate in the EasyTech program at home	Media Specialist, Classroom Teachers, Administrators	10/3/2005	5/24/2006
Collaborate to develop intervention strategies when necessary	Media Specialist, Classroom Teachers	10/3/2005	5/24/2006
Monitor results of EasyTech quizzes	Media Specialist, Classroom Teachers	10/3/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The Media Specialist will attend various trainings regarding EasyTech implementation. The Media Specialist will train classroom teachers on how to integrate the program into the curriculum.

Evaluation

This objective will be evaluated by scores of the EasyTech unit quizzes.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Treasure Island Elementary School will promote the overall health and fitness of students.

Needs Assessment

Based on the 2005 FitnessGram Test, of the 252 students tested, 31 students received a gold award, 69 students received a silver award, and 40 percent were award winners. More students need to demonstrate physical fitness, as research has proven that the physical well-being of students has a direct impact on their ability to achieve academically.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their fitness levels from 40 percent in 2005 to 43 percent in 2006 on the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Test specific exercises ex. Push-ups and sit-ups	Physical Education Coaches	8/8/2005	5/24/2006
Implement a variety of endurance activities	Physical Education Coaches	8/8/2005	5/24/2006
Implement Track and Field events	Physical Education Coaches	8/8/2005	5/24/2006
Incorporate push-up practice daily	Physical Education Coaches	8/8/2005	5/24/2006
Incorporate Running/Race walking into the curriculum	Physical Education Coaches	8/8/2005	5/24/2006
Exercise and Stretch Daily	Physical Education Coaches	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The Physical Education teachers will attend Dade County approved Fitness Gram workshops.

Evaluation

This objective will be evaluated by scores on the 2006 Fitness Gram 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.)

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

Miami-Dade County Public Schools

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 9 STATEMENT:

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

Needs Assessment

Of Treasure Island Elementary School's 900 students, 14 percent participated in an arts enrichment program during the 2004-2005 school year. The school needs to increase the number of students who partake in arts programs because research has found that students who are highly involved in the arts are more likely to be high achievers, are less likely to drop out of school, and are more engaged with learning during the school day.

Measurable Objective

Given emphasis on the benefits of participating in an art enrichment program, participation in the Arts for Learning program will increase from 14 percent during the 2004-2005 school year to 18 percent during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Perform a musical	Gifted Teacher, Art Teacher, 5th Grade Teacher, Music Teacher	3/14/2006	05/15/2006
Participation in set design for a musical	Art Teacher	3/14/2006	5/15/2006
Reading for enrichment	5th Grade Teacher, Gifted Teacher, Art Teacher	10/11/2005	11/18/2005
Creating an original musical	Music Teacher, Gifted Teacher, 5th Grade Teacher	11/18/2005	2/24/2006
Participation in an Artist in Residence program	Gifted Teacher, 5th Grade Teacher, Music Teacher, Art Teacher	3/14/2006	5/15/2006

Research-Based Programs

Not Applicable

Professional Development

The art teacher, music teacher, gifted teacher, and a 5th grade teacher will receive two full days of training to develop thematic units in core curriculum supported by the arts.

Evaluation

The objective will be evaluated by the number of students who participate in the arts programs, Participation will be documented by activity logs and sign-in sheets.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

At Treasure Island Elementary our ranking on the ROI Index will increase.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2003, Treasure Island Elementary ranked at the 67th percentile on the State of Florida ROI index.

Measurable Objective

Treasure Island Elementary School will improve its ranking on the State of Florida ROI index publication from the 67th percentile in 2003 to the 72nd 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, Faculty and Staff	10/3/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	10/3/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	10/3/2005	5/24/2006
Consider shared use of facilities, partnering with communities agencies.	Principal	10/3/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Treasure Island Elementary School will show progress toward reaching the 72nd 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 that any available funds be used for incentives to improve student attendance and for teachers involved in after-school meetings designed to enhance learning communities.

Training:

The EESAC recommended that additional training be provided for faculty and staff in the area of integrating technology in the classroom environment.

Instructional Materials:

The EESAC recommended the continued utilization of already existing research-based commercial programs and supplemental materials to enhance classroom instruction.

Technology:

The EESAC recommended that various family nights are planned in order to show parents the resources available for their children.

Staffing:

The EESAC recommended the need for a Computer Technology Specialist.

Student Support Services:

The EESAC recommended that FCAT Enhancement funds be utilized to institute a formal tutorial program for those students who need remediation and enrichment in reading, writing, math, and science.

Other Matters of Resource Allocation:

The EESAC recommended that community donations continue to be utilized at the discretion of the Leadership Team and EESAC. When other resources become available, the Leadership Team and the EESAC will meet to discuss possible recommendations.

Benchmarking:

The EESAC recommended that the council continue to meet regularly to monitor progress of the School Improvement Plan.

School Safety & Discipline:

The EESAC recommended that the safety measures and procedures already in existence continue to be implemented and evaluated periodically schoolwide.

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