
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5561 - Frances S. Tucker Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Leonard Ruan

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Frances S. Tucker Elementary School

Frances S. Tucker Elementary School is a Science Magnet with an emphasis on the Medical, Environmental, and Diversified Sciences (MEDS). The school is located in Coconut Grove. The indigenous school community is predominantly comprised of socio-economic households with approximately ninety-six percent of the students qualifying for free or reduced lunch. The student mobility index is 39; however, the daily attendance rate is ninety-four percent. In addition to the core curriculum, Frances S. Tucker Elementary School offers educational programs in English for Speakers of Other Languages (ESOL), Special Education, World Languages (Spanish for Spanish Speakers and Spanish as a Second Language), Computer Assisted Learning Programs, and Inquiry Based Science Instruction. In keeping with the school's mission of establishing high academic standards for all students, the Educational Excellence School Advisory Council (EESAC) and staff reviewed student achievement data from the 2004-2005 Florida Comprehensive Achievement Test (FCAT), Stanford Achievement Test (SAT) and the School Climate Survey and identified the following School Improvement objectives for the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a five percentage point increase in the percentage of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by a thirteen percentage point increase in the percentage of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by a twenty-seven percentage point increase in the percentage of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students scoring in the lowest twenty-five percent will improve their reading skills as evidenced by at least fifty percent of students making learning gains at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students scoring at Level 1 will improve their reading skills as evidenced by an increase in the percent of students moving to a higher achievement level on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by a nine percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students, will improve their mathematic skills as evidenced by a nineteen percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic will improve their mathematics skills as evidenced by a five percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged will improve their mathematics skills as evidenced by an eleven percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency will improve their mathematics skills as evidenced by a sixteen percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by a thirty-three percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the lowest 25 % will improve their mathematics skills as evidenced by fifty percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students scoring level one will improve their mathematics skills as evidenced by fifty percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing performance as evident by a one percentage point increase in students scoring at the State required mastery level on the 2006 FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT Science Assessment.

Given a school wide focus on parental involvement, roles and participation in school decision- making will increase by two percentage points as evidenced by an increase in the number of parents attending Parent Teacher Association (PTA) and ESSAC activities during the 2005- 2006 school year as documented on attendance rosters.

Given a school wide focus for improving student attendance, the average student attendance will improve by three percent during the 2005-2006 school year.

Given the emphasis on technology, the percentage of utilization of computer-based instructional programs and report analysis will increase by five percent over the usage of the previous year.

Given the school-wide focus on physical fitness, students in grades four through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of award recipients on the 2006 FITNESSGRAM Exercise Component Test.

Given the school-wide focus on enrichment activities, student participation in extracurricular activities will increase by twenty-five percent as evidenced by intramural attendance logs.

Frances S. Tucker will improve its ranking on the State of Florida ROI index publication from the first percentile in 2004 to the second percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot Survey, the following areas were identified as needing improvement, Business Results and Strategic Planning. Stakeholders indicated that they do not know how well the organization is doing financially and that the organization does not solicit ideas from constituents as it relates to future organizational planning. The school has not incurred an audit exception within the past five years and consistently implements the Miami-Dade County Public Schools business practices. The results of the annual financial audit will be shared with the EESAC and the school staff on a routine basis. As we plan for the future, we will elicit input from all stakeholders in developing the school's strategic plans. The Continuous Improvement Model (CIM) and School Climate Survey will be used to analyze institutional programs and develop strategies to increase the effectiveness of the educational programs, business practices, professional development components, and community relations.

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.

Frances S. Tucker Elementary School

VISION

Frances S. Tucker Elementary School is committed to providing a challenging educational environment, in which all students have strong beliefs in their ability to learn and succeed. The staff, parents, and community envision the intellectual development of students through current technology, relevant curriculum, rigorous standards, effective instruction, and responsiveness to the diverse needs of each learner. Using innovative instruction and new technologies, Frances S. Tucker Elementary School will promote a learning environment in which all students will be given a solid foundation that will sustain them academically and will facilitate life-long learning.

MISSION

At Frances S. Tucker Elementary School, we will prepare our students to meet the demands of the present and future by committing ourselves to providing high quality education to all students in our care. Working as a team, we will share knowledge, build skills, and create an effective learning atmosphere that will enhance self-esteem, respect, and promote good citizenship in our school and community.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance. All students can learn and have the right to maximize their potential.

Integrity

All individuals will be treated with respect and dignity. Respect grows out of appreciation for the honest effort of all school stakeholders. 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

All students are entitled to an educational program that provides appropriate opportunities to learn and achieve individual outcomes that prepares them for lifelong learning experiences. We foster an environment that serves all students and aspires to eliminate the academic achievement gap.

Citizenship

Quality education requires the collaborative involvement of the entire community. 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.

School Demographics

Frances S. Tucker Elementary School is a Science Magnet with an emphasis on the Medical, Environmental, and Diversified Sciences (MEDS). The school was established in 1960 and is located in a community pioneered by residents from the islands of The Bahamas. The school is located at 3500 Douglas Road in a residential community of Coconut Grove, Florida. The school is at one hundred-seven percent capacity with 410 students in pre-kindergarten through fifth grade. The diversity composition is approximately one percent White, one percent Other, forty-two percent African American and fifth-five percent Hispanic. The school is a Title I school with approximately ninety-five percent of the students qualifying for free or reduced lunch. The student mobility index is thirty-nine; the daily attendance rate is ninety-four percent.

In addition to the core curriculum, Frances S. Tucker Elementary School offers educational programs in English for Speakers of Other Languages (ESOL), Special Education, World Language (Spanish for Spanish Speakers and Spanish as a Second Language), Computer Assisted Learning Programs, and Inquiry-Based Science Instruction.

The average class size is 25 students per class. The Special Education Program is comprised of eight exceptionalities, servicing nineteen percent of the total school population. An additional seven percent of the population is in the Gifted Program. The ESOL population consists of twenty-one percent of the student body. The World Language Program has seventy-five percent of the students enrolled, and the school's retention rate is seven percent.

The staff is comprised of two administrators, 23 classroom teachers, eight special education teachers, one guidance counselor, one media specialist, one media aide, four clerical staff, four custodians, and one community involvement specialist. The average experience for teachers is ten years and fifteen percent of the staff are beginning teachers. Forty-two percent of the staff has earned advanced degrees.

School Foundation

Leadership:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members indicated by a score of 4.5 out of a possible 5.0, that they are satisfied with the direction provided by the school's leadership team.

District Strategic Planning Alignment:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members indicated by a score of 4.1 out of a possible 5.0, that they would like to have more input in the goals and objectives set for the school.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members indicated by a score of 4.4 out of a possible 5.0, that they are satisfied with the level of service delivered to their customers.

Faculty & Staff:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members indicated by a score of 4.3 out of a possible 5.0, that they are satisfied with their work environment.

Data/Information/Knowledge Management:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members indicated by a score of 4.6 out of a possible 5.0, that they are satisfied with their level of knowledge of assessment data.

Education Design:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members indicated by a score of 4.1 out of a possible 5.0, that they are satisfied with their ability to effectively perform their duties.

Performance Results:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members indicated by a score of 4.3 out of a possible 5.0, that they are satisfied with the quality of program delivery and organizational standards at this school.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Frances S. Tucker offers new teachers continuous support through professional growth teams and mentors. In addition, as a professional development school, new teachers have an opportunity to collaborate with professors from the University of Miami. In order to retain and support teacher excellence, Frances S. Tucker provides opportunities to participate in learning communities that will enhance pedagogical skills. These include professional growth teams, mentoring, collegial study groups, and ongoing professional development consultations with community partners.

• Highly Qualified, Certified Administrators:

Frances S. Tucker Elementary School's leadership team consists of the principal Leonard Ruan who has 20 years of educational experience. He holds a Bachelor of Science in Biology, a Master of Science in Science Education, a Certificate in Educational Leadership, and is currently enrolled in a dissertation program at Florida International University. Mr. Ruan has implemented several curriculum initiatives targeting student achievement such as the use of two integrated learning programs for supplemental support in Reading and Mathematics, a 30 minute daily intervention program utilizing differentiated instructional strategies, a writers workshop in grades three through five, and tutorial programs before and after school. He has facilitated professional development to support the Sunshine State Standards and Benchmarks.

Maileen Ferrer, the assistant principal is an innovative administrator with 13 years of experience in the field of education. She holds a Bachelor of Science degree in Elementary Education and Early Childhood from Barry University, a Master of Science degree in Multicultural Urban Education with TESOL, and an Educational Specialist degree from Nova Southeastern University in Educational Leadership. Ms. Ferrer's primary duties include supervising the curriculum programs, preparing the master schedule and data analysis. She increased the gifted enrollment by reorganizing the referral process. Ms. Ferrer shares the school's vision in the commitment to providing a challenging educational environment in which all students have strong beliefs in their ability to learn and succeed. She supports data-based decision making, and she works with the school's literacy team to monitor student achievement and provide academic interventions to ensure that Frances S. Tucker Elementary Leaves No Child Behind.

• Teacher Mentoring:

Our mentoring program (Professional Growth Team) assists our beginning teachers and those in need of assistance by providing an experienced teacher to coach and support those new to the profession in order to facilitate pedagogical growth through mentorship, leadership and vision. Each mentor teacher has scheduled before and after school visits with their mentee to provide the necessary assistance and feedback needed for personal growth and self-improvement. Beginning teachers and teachers in need of assistance may pursue professional development opportunities offered both on-site and through district coursework. Professional Growth Team members are offered the opportunity to participate in on-line courses through the PACES website.

• School Advisory Council:

The main goals of the Educational Excellence School Advisory Council (ESSAC) are to participate in and encourage strategic planning, develop and define school site policy, offer financial advice to the administration, and serve as liaison for community-based issues and concerns. The ESSAC in cooperation with the administrative staff, instructional staff, other school personnel, students and parents strives to meet established goals set for student achievement. The ESSAC reviews progress of the School Improvement Plan (SIP) at meetings that are held the third Wednesday of each month, and endeavors to work collaboratively to

uphold the vision and mission of the school.

• Extended Learning Opportunities

Frances S. Tucker Elementary School provides before, during, and after school tutorial programs. The before school program is a computer-based tutorial program that utilizes FCAT Explorer. The in-school intervention group is based on analysis of the student performance indicators and is geared to small group one-on-one instruction. The after school tutorial program is a general academic-based tutorial program that incorporates the Academic Excellence Programs in chess and critical thinking skills. All intervention programs are provided by highly qualified personnel (certified teachers and paraprofessionals). Additionally, the students have extended learning opportunities through various clubs, such as the AEP Science club, the Writing Club and the Shake A Leg which has given our students the unique opportunity to experience hands on activities in the Biscayne Bay.

• School Wide Improvement Model

Frances S. Tucker Elementary School will use the Continuous Improvement Model (CIM), an eight-step data-driven process used to focus on benchmark based lessons. Mini-assessments tied to the benchmark lessons are key components of the instructional program. The assessments are essential to determining the mastery level of the students. Based on the data from the assessments, non-mastery students are provided tutorials designed to address academic deficiencies. Mastery students are provided enrichment experiences as a part of the edification program. Teachers are provided professional development opportunities to better align their instructional methods.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will master the skills to meet the state proficiency standards in reading.

Needs Assessment

The results of the 2005 FCAT Reading Assessment indicate that thirty-seven percent of students still need to meet high standards.

The results of the 2005 FCAT Reading Assessment indicate that thirty-six percent of students still need to make learning gains.

The results of the 2005 FCAT Reading Assessment indicate that sixty percent of students still need to make learning gains. Forty percent of the students in the lowest twenty-five percent made learning gains in reading, which is four percentage points below the requirement for making Adequate Yearly Progress.

The results of the 2005 Adequate Yearly Progress Report indicate that students in the Students With Disabilities subgroup need to make adequate yearly progress in reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a five percentage point increase in the percentage of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by a thirteen percentage point increase in the percentage of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by a twenty-seven percentage point increase in the percentage of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students scoring in the lowest twenty-five percent will improve their reading skills as evidenced by at least fifty percent of students making learning gains at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students scoring at Level 1 will improve their reading skills as evidenced by an increase in the percent of students moving to a higher achievement level on the 2006 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide mentoring and demonstration lessons to the faculty.	Assistant Principal Reading Coach	8/8/05	5/19/06
Implement reading programs, such as SuccessMaker, Reading to provide supplemental reading instruction.	Principal Assistant Principal Technology Facilitator Media Specialist Classroom Teachers	8/8/05	5/19/06
Implement and monitor the District-approved two-hour reading block using the Houghton Mifflin Reading Program and guided reading in kindergarten through fifth grade to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.	Principal Assistant Principal Reading Coach	8/8/05	5/19/06
Develop and monitor the implementation of a	Assistant Principal	8/8/05	5/19/06

school-wide scope and sequence curriculum map that includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Media Specialist Classroom Teachers		
Incorporate CRISS and Reciprocal Teaching strategies into daily instructional activities.	Principal Assistant Principal Classroom Teachers	8/8/05	5/19/06
Conduct Academic Improvement Plan (AIP) conferences to monitor student progress.	Principal Assistant Principal Classroom Teachers	8/8/05	5/19/06
Implement a daily 30-minute reading intervention program for students in grades three through five utilizing a differentiated instruction model.	Principal Assistant Principal Reading Coach	8/8/05	5/19/06
Provide before and after school tutorials for students scoring at Levels 1 and 2 on the FCAT.	Assistant Principal Reading Coach	8/8/05	5/19/06

Research-Based Programs

Houghton-Mifflin Reading series, Voyager, SuccessMaker, Reading Plus, Early Success, Soar to Success.

Professional Development

District-sponsored inservices in reading comprehension, CRISS training, EduSoft data analysis, Snapshot data analysis, SuccessMaker's FCAT Forecaster, Voyager, Soar to Success, DIBELS, Houghton-Mifflin reading series, Collaboration with University of Miami, Professional Growth Teams.

Evaluation

While formative assessments will be used as a monitoring tool for progress, the primary evaluation instrument will be the results of the 2006 Florida Comprehensive Assessment Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will master the skills to meet the state proficiency standards in mathematics.

Needs Assessment

The results of the 2005 FCAT Mathematics Assessment indicate that fifty-one percent of students still need to meet high standards.

The results of the 2005 FCAT Mathematics Assessment indicate that twenty-nine percent of students still need to make learning gains.

The results of the 2005 Adequate Yearly Progress Report indicate that students in the African-American, Economically Disadvantaged, Limited English Proficiency, and Students With Disabilities subgroups need to make adequate yearly progress 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by a nine percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students, will improve their mathematic skills as evidenced by a nineteen percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic will improve their mathematics skills as evidenced by a five percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged will improve their mathematics skills as evidenced by an eleven percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency will improve their mathematics skills as evidenced by a sixteen percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by a thirty-three percentage point increase of students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the lowest 25 % will improve their mathematics skills as evidenced by fifty percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students scoring level one will improve their mathematics skills as evidenced by fifty percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, and critical thinking skills to enhance students' mathematical applications skills.	Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06
Provide before and after school tutoring for students to enhance their mathematical skills.	Principal Assistant Principal	8/8/05	5/19/06

Implement mathematics programs, such as SuccessMaker, FCAT Explorer, and Riverdeep to provide supplemental mathematics skills instruction.	Principal Assistant Principal Technology Facilitator Classroom Teachers	8/8/05	5/19/06
Utilize Science and Mathematics Integrated with Literary Experiences (SMILE) strategies to improve teaching and learning in mathematics.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06
Conduct Academic Improvement Plan (AIP) conferences to monitor student progress.	Principal Assistant Principal Classroom Teachers	8/8/05	5/19/06
Implement the 8-Step Continuous Improvement Model to review and adjust data-driven instruction.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06
Implement an Instructional Focus Calendars correlated to the District's Scope and Sequence for the teaching and assessment of the benchmarks.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06

Research-Based Programs

Scott-Foresman, state-adopted textbook series and SuccessMaker Program.

Professional Development

District professional development in programs and strategies designed to support the delivery of the mathematics curriculum and the Sunshine State Standards will be offered to staff including mentoring, modeling of lessons, and training in differentiated instructional strategies. Additional in-services will include those sponsored by the District's Division of Mathematics and Science.

Evaluation

While formative assessments will be used as a monitoring tool for progress, the primary evaluation instrument will be the results of the 2006 Florida Comprehensive Assessment 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The writing goal is to meet or exceed state standards on the 2006 FCAT Writing Assessment.

Needs Assessment

The Writing+ FCAT data for the 2004-2005 indicates a combined score of 3.5 with an average Narrative score of 3.6.

The mean score in expository writing was 3.3, which is below the state required mastery level of 3.5 or higher.

The results of the 2005 Adequate Yearly Progress Report indicate that students in the Economically Disadvantaged subgroup did not improve writing performance by one percent over the previous year.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing performance as evident by a one percentage point increase in students scoring at the State required mastery level on the 2006 FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer district and pre and post writing assessments to monitor student progress.	Principal Assistant Principal Reading Coach Classroom Teachers	8/8/05	5/19/06
Incorporate graphic organizers into writing activities to reinforce the writing process	Principal Assistant Principal Reading Coach Classroom Teachers	8/8/05	5/19/06
Provide opportunities for students to participate in writing for enjoyment by writing, illustrating, and publishing writing pieces through the school Writing Club.	Principal Assistant Principal Reading Coach Classroom Teachers	8/8/05	5/19/06
Identify students in all subgroups scoring below a Level 3 on the FCAT Writing pretest and provide them with writing interventions.	Principal Assistant Principal Reading Coach Classroom Teachers	8/8/05	5/19/06
Implement the 8-Step Continuous Improvement Model by teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for improved student achievement.	Principal Assistant Principal Classroom Teachers	8/8/05	5/19/06

Research-Based Programs

CRISS strategies and philosophy, Houghton Mifflin Reading series, Writer's Workshop.

Professional Development

Professional development in programs and strategies designed to support the delivery of the writing curriculum and the Sunshine State Standards will be offered to staff including mentoring, modeling of lessons, and training in differentiated instructional strategies. Additional in-services will include those sponsored by the District's Division of Language Arts, the District's Division of Special Education and the District's Division of World Languages and ESOL.

Evaluation

While formative assessments will be used as a monitoring tool for progress, the primary evaluation instrument will be the results of the 2006 Florida Comprehensive Assessment Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

The science goal is to improve science process skills.

Needs Assessment

Science FCAT scores for the 2004-2005 school year indicate that the average mean scale score for fifth grade students was 272, which was fourteen points below the District mean scale score. A review of the content clusters shows that students scored below the District mean in Life/Environment, Physical/Chemical, and Earth and Space Sciences, three of the four content strands.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer the school-based pre and post science benchmark tests and re-focus instruction to target areas of deficiencies.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06
Utilize FCAT Coach supplemental materials to reinforce science benchmarks.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/08	5/19/06
Implement weekly hands-on cooperative laboratory activities in grades one through five.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06
Implement Academic Excellence Program-Science Discovery model.	Principal Assistant Principal Lead Teacher	8/8/05	5/19/06
Utilize Science and Mathematics Integrated with Literary Experiences (SMILE) strategies to improve teaching and learning in mathematics.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06
Model instructional lessons utilizing hands-on science activities.	Principal Assistant Principal Lead Teacher	8/8/05	5/19/06
Implement an Instructional Focus Calendar correlated to the District's Scope and Sequence for the teaching and assessment of the benchmarks.	Principal Assistant Principal Lead Teacher Classroom Teachers	8/8/05	5/19/06

Research-Based Programs

McGraw Hill Science State Adopted textbook series, CRISS strategies and Philosophy, Full Options Science System (FOSS) Kits.

Professional Development

Professional development in programs and strategies designed to support the delivery of the science curriculum and the Sunshine State Standards will be offered to staff including mentoring, modeling of lessons, and training in differentiated instructional strategies by the Magnet Lead Teacher. Additional inservices will include those sponsored by the District's Division of Mathematics and Science.

Evaluation

While formative assessments will be used as a monitoring tool for progress, the primary evaluation instrument will be the results of the 2006 Florida Comprehensive Assessment Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 5 STATEMENT:

The Parental Involvement goal is to increase parent participation in all aspects of communication with the school.

Needs Assessment

The 2004-2005 attendance rosters indicated that 1,217 parents attended PTA meetings, parent workshops and ESSAC meetings, as compared to 975 during the 2003-2004 school year.

Measurable Objective

Given a school wide focus on parental involvement, roles and participation in school decision- making will increase by two percentage points as evidenced by an increase in the number of parents attending Parent Teacher Association (PTA) and ESSAC activities during the 2005- 2006 school year as documented on attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with a monthly calendar of school events.	Principal	8/8/05	5/19/06
Increase the number of home visits conducted by the Community Involvement Specialist.	Principal Community Involvement Specialist	8/8/05	5/19/06
Schedule parent meetings at varied times to accommodate working families.	PTA President EESAC Chairperson	8/8/05	5/19/06
Provide incentives to increase attendance at parent meetings.	Principal Assistant Principal	8/8/05	5/19/06
Improve the school's image by highlighting school and student achievements on bulletin boards throughout the school.	Assistant Principal Media Specialist Community Involvement Specialist Classroom Teachers	8/8/05	5/19/06

Research-Based Programs

National Parent Teacher Association (PTA), standards for family involvement Educational Excellence School Advisory Council (EESAC).

Professional Development

Not Applicable

Evaluation

The evaluation component will be measured by using attendance rosters from PTA and EESAC meetings.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

The Discipline and Safety goal is to increase student attendance.

Needs Assessment

Data for the school attendance shows a ninety-four percent rank compared to the district’s average rank of ninety-six percent.

Measurable Objective

Given a school wide focus for improving student attendance, the average student attendance will improve by three percent during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Telephone parents/ guardians in the evening or at work to verify student absences.	Assistant Principal Community Involvement Specialist	8/8/05	5/19/06
Make home visits concerning students' absences if parents/guardians cannot be reached by telephone.	Assistant Principal Community Involvement Specialist	8/8/05	5/19/06
Refer students with frequent absences to a counselor and/or administrator.	Assistant Principal Counselor Classroom Teachers	8/8/05	5/19/06
Implement the Truancy Intervention Program, TIP to address attendance issues.	Assistant Principal Counselor	8/8/05	5/19/06
Implement a weekly attendance lottery that rewards students for good attendance.	Principal Community Involvement Specialist Counselor	8/8/05	5/19/06
Maintain accurate attendance records by conducting quarterly audits.	Principal Assistant Principal Attendance Clerk	8/8/05	5/19/06

Research-Based Programs

National Parent Teacher Association Standards for Family Involvement

Professional Development

Not Applicable

Evaluation

The evaluation component will be measured using attendance rosters from include the 2005-2006 District Annual Attendance Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Frances S. Tucker Elementary School will utilize technology to provide supplemental instructional tools in all curriculum areas.

Needs Assessment

The 2004-2005 reports indicate that computer – based integrated learning programs played an integral role in reinforcing skills needed to increase reading skills.

This section requires stakeholders to review data pertaining to the objective (i.e. FCAT scores, AYP data, test scores disaggregated by clusters and strands, interim assessment data, other data sources) that is used to develop goals, objectives and action steps to impact student achievement.

Measurable Objective

Given the emphasis on technology, the percentage of utilization of computer-based instructional programs and report analysis will increase by five percent over the usage of the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze and monitor the student achievement reports generated from the integrated learning programs to drive instruction. (SuccessMaker, Reading Plus)	Principal Assistant Principal Technology Facilitator	8/8/05	5/19/06
Utilize Edusoft and Snapshot to analyze individual classroom performance on benchmark assessments.	Principal Assistant Principal Technology Facilitator Reading Coach Lead Teacher Classroom Teachers	8/8/05	5/19/06
Utilize FCAT forecaster to identify students requiring additional remediation and intervention in reading and mathematics.	Principal Assistant Principal Technology Facilitator Reading Coach Lead Teacher Classroom Teachers	8/8/05	5/19/06
Provide parent workshops on using the Parent Grade book Viewer, FCAT Explorer, Riverdeep, and Reading Plus computer-based programs.	Assistant Principal Technology Facilitator Reading Coach Community Involvement Specialist	8/8/05	5/19/06
Increase communication between the school and home through the internet and school website.	Principal Technology Facilitator	8/8/05	5/19/06

Research-Based Programs

SuccessMaker and Reading Plus computer-based programs

Professional Development

On site technology instructors will train instructional personnel how to utilize Snapshot Program to analyze data and determine areas of need.

Workshops will be offered at the school site in Reading Plus, SuccessMaker, and Atomic Learning.

Evaluation

The evaluation component will include the percentage of utilization of computer-based instructional programs and report analysis of teachers using the SuccessMaker and Reading Plus programs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

The goal of the Physical Education program at Frances S. Tucker is to meet or exceed Miami-Dade County standards on the FITNESSGRAM Exercise Component Test.

Needs Assessment

The FITNESSGRAM Exercise Component Test scores for the 2004-2005 school year indicate that sixty-six percent of the students received fitness awards.

Measurable Objective

Given the school-wide focus on physical fitness, students in grades four through five will demonstrate improved physical fitness skills as evidenced by an increase in the percentage of award recipients on the 2006 FITNESSGRAM Exercise Component Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teacher-guided demonstrations for the proper techniques for exercise or fitness skills.	Assistant Principal Physical Education Teacher	8/8/05	5/19/06
Utilize and incorporate motivational strategies into physical fitness instruction.	Assistant Principal Physical Education Teacher	8/8/05	5/19/06
Implement partner-running exercises to promote physical fitness.	Assistant Principal Physical Education Teacher	8/8/05	5/19/06
Utilize "musical stations" to facilitate student practice of physical fitness training skills.	Assistant Principal Physical Education Teacher	8/8/05	5/19/06
Administer pre, post, and interval fitness assessments.	Assistant Principal Physical Education Teacher	8/8/05	5/19/06

Research-Based Programs

Not Applicable

Professional Development

District Physical Education Workshop, Bi-Monthly Workshops.

Evaluation

The formative assessment will be the FITNESSGRAM Exercise Component 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

GOAL 9 STATEMENT:

Provide students with opportunities to participate in Fine Arts extracurricular activities that enhance their school experience.

Needs Assessment

School records indicate that 115 students participated in Enrichment Activities before or after school during the 2004-2005 school year.

Measurable Objective

Given the school-wide focus on enrichment activities, student participation in extracurricular activities will increase by twenty-five percent as evidenced by intramural attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to offer after-school Chess, and Music Appreciation classes through the Academic Excellence Program (AEP).	Principal Music Teacher	8/8/05	5/19/06
Showcase students' musical and dramatic talents through holiday and spring performances.	Principal Music Teacher Art Teacher Classroom Teachers	8/8/05	5/19/06
Implement intramural activities before and/or after school.	Principal Physical Education Teacher	8/8/05	5/19/06
Charter a local chapter of the Florida Future Educators of America.	Principal Media Specialist	8/8/05	5/19/06
Initiate an after-school Environmental Club for students in grades 3-5.	Principal Science Teacher	8/8/05	5/19/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated using school records indicating student participation in the Academic Excellence Program for 2005-2006 as compared to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Frances S. Tucker Elementary School will increase their ranking to the second percentile on the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the FLDOE indicate that in 2004, Frances S. Tucker Elementary School ranked at the first percentile on the State of Florida ROI index.

Measurable Objective

Frances S. Tucker will improve its ranking on the State of Florida ROI index publication from the first percentile in 2004 to the second percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Take advantage of broader resources such as community donations and grants.	Principal	8/8/05	5/19/06
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/05	5/19/06
Collaborate with the District on resources allocation.	Principal	8/8/05	5/19/06
Consider partnering with community agencies.	Principal	8/8/05	5/19/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Frances S. Tucker Elementary School will show progress toward reaching the second 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 recommends the financial resources that should be used to ensure successful implementation of the School Improvement Plan (SIP) by funding programs that focus on initiatives that will promote the school's effort to meet or exceed our projected objectives. The EESAC has also reviewed the school's budget to determine areas that the council can provide funds to supplement educational programs.

Training:

The EESAC endorses and recommends that all instructional personnel continue to participate in professional growth activities. The EESAC supports technology training to ensure that the instructional personnel is knowledgeable of the latest trends and technological advancements, especially related to CRISS strategies, Reading Plus, SuccessMaker, and Accelerated Reader Programs.

Instructional Materials:

The EESAC recommends and supports the adoption of any instructional program that promotes the achievement of goals established in the School Improvement Plan.

Technology:

The EESAC recommends and supports the expansion and acquisition of additional technology at our school.

Staffing:

The EESAC supports the district's goal of recruiting and retaining effective, highly qualified teachers.

Student Support Services:

The EESAC recommends and supports maximizing services offered by the members of the Student Services Department. The counselor, school psychologist, and Community Involvement Specialist support student concerns are an essential component in the achievement of the School Improvement Plan goals.

Other Matters of Resource Allocation:

The EESAC reviews and makes recommendations in the area of human resource allocation as it relates to security monitors and school safety.

Benchmarking:

The EESAC supports initiatives to ensure that progress is made toward reaching state and district benchmarks and goals.

School Safety & Discipline:

The EESAC recommends and supports initiatives and strategies to promote school safety and reduce discipline issues.

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