
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5791 - West Homestead Elementary School

FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Jacqueline Jackson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

West Homestead Elementary School

West Homestead Elementary, located in a rural Miami-Dade community, is a large, multiethnic school with ninety-eight percent of the students on free and reduced priced meals and a large Exceptional Student Education Center. Based on the School Demographic and Academic Profile, Stanford Achievement Test reports, Florida Comprehensive Assessment Test (FCAT) results, School Report Card, and the results of the 2004-2005 School improvement Plan adequate progress review, the faculty and staff, in cooperation with the Education Excellence School Advisory Council, have identified four schoolwide priorities for the 2005-2006 school year:

-Given instruction using the Sunshine State Standards, students in grades 3 through 5 will increase their reading skills as evidenced by forty- four percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test. Fifty percent of the lowest performing students will make annual learning gains as documented by scores of the 2006 FCAT Reading Test, and forty-four percent of each subgroup identified in the NCLB requirements will score at mastery level.

-Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by Fifty percent of students reaching the state require mastery level and eight-one percent making annual learning gains as documented by scores on the 2006 FCAT Mathematics test, while thirty-eight of each subgroup identified in the NCLB requirements will score at state mastery level.

-Given instruction using the Sunshine State Standards, students will increase their Writing skill as evidenced by eighty-five percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

-Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by meeting or exceeding the District mean score of two hundred-eighty.

-Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by forty-six percent of the students reading at the required mastery level as documented by scores of the 2006 FCAT Reading Test.

-Given instruction using the Sunshine State Standards, students in the lowest Twenty five quartile will improve their reading by fifty-one percent of the lowest performing students making learning gains as documented by scores of the 2006 FCAT Reading Test.

-Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by forty-four percent of the students achieving high standards as documented by scores of the 2006 Reading Test.

-Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by fifty-percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by seventy-percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing test.

-Given Instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District mean scale score of 286 as documented by students' performance on the 2006 FCAT Science Test.

-Given schoolwide emphasis on parent outreach, parental involvement will increase by five percentage points when compared to 2005 baseline data of 1594 parents participating in school activities as documented by the tally of data obtained from activity/workshop sign-in sheets and logs of attendance.

Given school-wide emphasis on socially appropriate behavior, all students will improve their behavior as evidenced by a decrease in the number of students being suspended for disruptive behavior when compared to 2005 suspension records.

- Given instruction using computer based instruction, eight-five percent of students will show acceptable performance on Success Maker courseware as evidenced by data retrieved from Success Maker Enterprise High Stakes Management Report.

Given training in the fitness components, students in grades 3-5 will improve their fitness levels as evidenced by sixty-percent of the students tested reaching the standards that have been established by the Fitnessgram assessment test.

In an attempt to increase multicultural opportunities, and cultural awareness membership in choir, chess, and orchestra activities will increase from twenty-two student in 2004-2005 to forty-four students in 2005-2006 as evidenced by students attendance roster.

West Homestead Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from thirty-three percentile in 2004 to the thirty-six percentile on the next publication of the Florida Return On Investment.

In order to achieve the goals and objectives indicated by these priorities, the following programs and strategies will be

implemented: provide reading coaches, mathematics leader, writing leader, and ESE support specialist to assist teachers; provide an uninterrupted two-hour block for language arts/reading; provide a sixty minute block for mathematics as well as a thirty minute block for science; interface the Competency-Based Curriculum with the Comprehensive Reading Plan; provide direct instruction in test-taking skills; provide one-to-one and small group tutoring; provide computer-assisted learning; utilize morning mathematics; schedule common planning time for grade level teachers; administer pre, mid, and post assessments in reading, writing and mathematics; and provide inservice training for teachers in reading, language arts, mathematics, writing, science, and computer proficiency, including using the Internet. The West Homestead Elementary School goals and objectives are based on the belief that "All children and parents can learn." With this in mind, all staff members will actively participate in the implementation of this plan. The strategies to be implemented within the School Performance Excellence Plan are designed to allow all of the participants involved to reach their fullest potential, thus making this belief a reality. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

In addition, faculty members will be provided with training on issues relevant to the overall management of the school facility. According to the O.P.I. survey, the focus for training will encompass the lowest areas scored which include human resources, business results, process management and strategic planning.

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.

West Homestead Elementary School

VISION

The vision of the West Homestead Elementary faculty and staff is to be the catalyst acting to make dreams a reality: the dreams that parents have for their children, the dreams that children have for themselves, and the dreams that the community has for its future. At West Homestead Elementary we believe that "If you can dream it...you can achieve it".

MISSION

Our mission at West Homestead Elementary is to pursue excellence, actualize potential, and promote social skills and responsibilities within a multicultural community and changing world.

We will pursue academic excellence through an emphasis on basic skills while developing critical thinking and cooperative learning skills.

The school's staff will strive to actualize each student's potential by: raising the academic expectations of our community, providing opportunities for success for all, and encouraging parent and community participation.

At West Homestead, we believe that we can light the way to a brighter tomorrow by providing an environment and educational experience which promote the acquisition of appropriate social skills and responsibilities.

CORE VALUES

Core Values: West Homestead Elementary believes that as the primary vehicle for the education of its community's children, we are dedicated to attaining the highest possible quality of content, delivery, and service. We believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

School Demographics

West Homestead Elementary is located at 1550 S.W. 6 Street in Homestead, Florida. West Homestead Elementary School is located in a rural multi-ethnic community with "inner city" characteristics. The school site has been servicing students in the community since its inception in 1960, and sits on fourteen acres of land. The school has been updated with an average of ninety-five percent of the classrooms having internet and intranet access. In addition there are three stand alone computer labs, and each teacher's classroom has been equipped with a teacher computer workstation. A modern music suite, and an enclosed patio area allow for a variety of school wide programs which includes the monthly FCAT Pep Rally.

We concluded the 2004-2005 school year with appoximately 803 students in pre-kindergarten through grade five. The ethnic breakdown is thirty nine percent African-American, fifty-eight percent Hispanic and 2.4 percent Anglo American. The number of students qualifying for free or reduced priced meals is ninety-five percent. The exceptional student population constitutes twenty-nine percent of the enrollment. Limited English Proficiency Students constitute fifty-two percent of the enrollment. The daily attendance for the school averages ninety percent.

Two Administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are thirty (30) certified basic classroom teachers, fifteen (15)ESE teachers, one (1) guidance counselor, one (1) speech pathologist, a media specialist, eight(8) special area teachers, a reading leader, a reading coach, a Math/Science specialist, one (1) Occupational Therapists, and twelve full-time paraprofessionals. There are forty-five (45) teachers with Bachelor's degrees, thirteen (13) teachers with Master's degrees and (0) with Doctoral Degrees. The ethnic make-up of the staff is nineteen percent White Non-Hispanic, forty-three percent Black Non-Hispanic, thirty-seven percent Hispanic, and 1 percent Asian/American Indian. The student-teacher ratios are at state level requirements as evidenced by data reported on the District and School Profile Report.

West Homestead Elementary has a Title I School-wide Program utilizing allocated funds to supplement the basic program to address the specific needs of our students. Additional programs include Exceptional Student Education with six inclusion units for students diagnosed with exceptionalities; Limited English Proficiency Program which provides instruction in English for speakers of other languages, Migrant Program which provides support to dependents of migrant workers, Academic Excellence Program (AEP) for students who benefit from an enrichment strand of instruction; Learning Through Movement, Strings Program which provides learning strategies for students and their parents. These programs will focus on improving the educational achievement of all students.

The Florida Department of education grades West Homestead Elementary school as a D. A decrease in the number of low performing students achieving learning gains had a significant impact on overall scores. However, there were some successes, according to data provided by the Florida Department of Education Accountabilitiy Report, forty-nine percent of students in grades three through five made learning gains in reading comprehension skills. The 2005 FCAT Mathematic test scores reflected sixty-four percent of the students in grades three through five made learning gains. The mean test score of 2.9 on the 2005 FCAT Writing test indicate that students in grades four did not meet high standards.

School Foundation

Leadership:

West Homestead Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholders on the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional support as well as additional opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. West Homestead Elementary provides an eclectic approach to instruction in order to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered as an essential part of program improvement. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to our students' needs. All stakeholders will be provided with opportunities to become fully immersed in areas identified in the O.P.I. survey as deficient. Focus of training will be to develop stakeholder initiatives that support the educational programs and meet the needs of all students.

Our mission at West Homestead Elementary School is to pursue excellence, actualize potential, and promote appropriate social skills and responsibilities within a multicultural and changing world.

The vision of the West Homestead Elementary faculty and staff is to be the catalyst acting to make dreams a reality.

District Strategic Planning Alignment:

The School Advisory Council review, analyze, and evaluate pertinent data such as the School's Demographics and Academic Profiles, FCAT Reports and formulate objectives as school wide priorities. The Council schedule meetings, notify participants, and create agendas, as per State and District guidelines.

Stakeholder Engagement:

In an attempt to provide continuous improvement and appropriately serve the stakeholders of West Homestead Elementary, all stakeholders were administered the "2004-2005 School Climate Survey". The data revealed that although the staff was satisfied with the overall performance of the school they felt improvement was needed in understanding how well the organization was doing financially. As a result emphasis will be placed on providing professional training opportunities that inform on said matters.

Additionally, the results of the 2004-2005 School Climate Survey were used to determine that even though eighty percent of the parents agreed that West Homestead Elementary was making learning interesting and relevant, the results were still two standard deviations below the all elementary schools in the District. This area of improvement will be addressed by providing more professional development opportunities to staff, which focus on improving student engagement.

Finally, a further review of the data contained within the school 2004-2005 School Climate Survey revealed that only eighty-two percent of parents having students at West Homestead Elementary thought teachers were effectively teaching students in the basics of reading. The results were significantly low when compared to ninety-three percent of the population of all elementary schools responding to the same survey.

Faculty & Staff:

Teacher Mentoring Programs: All teachers new to the profession and/or school system will be involved in the New Teacher Orientation provided by Miami-Dade County Public Schools. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. This will be further supported by pairing veteran teachers with new teachers. Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. New teachers will participate in workshops provided by the curriculum support team.

Data/Information/Knowledge Management:

Adequate progress will be deemed to have been made if progress has been made toward achieving all objectives. Within the district, there is a system in place, SCHOOL IMPROVEMENT PLAN mid-year reviews. Utilize quarterly assessments which serve as part of monitoring process, which is then reviewed at the Region Center.

Education Design:

Extended Learning Opportunities: West Homestead Elementary will offer a wide array of learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur during and after-school. The before school program includes: Title I Chess club and the strings program which provide opportunities for students in grades kindergarten through five to develop critical thinking skills. School day tutorials will include the SMILE laboratory, Voyager PASSPORT a reading program for Tier two and Tier three students, and READ 180 provides remedial help for students participating in the Students with Disabilities program. The after-school tutorials provide additional remedial opportunities for Reading and Mathematics to all students in Grades three through five.

Extended Learning Opportunities:

West Homestead Elementary was awarded the Family Literacy Grant. The grant will bring together several community-based groups to form the structure of a tutorial initiative. Participants will include: South Dade Skills Center, PTSA, and Sweet Vine. The program will focus on reading and mathematics improvement. The Family Literacy Grant will also focus on parenting skills, student tutorials and parent/child activities. In addition, the school was awarded the Title V Part A Innovative Program Grant. This program will culminate with a presentation to showcase students' achievements.

School-wide Improvement Model:

West Homestead Elementary School will incorporate the PDSA Instructional Cycle (Plan, Do, Study, Act). The PDSA Instructional Cycle is a four step process for improvement in the educational services of students. The cycle includes: Disaggregation of test scores, time-line development direct instructional focus. assessment, tutorial, enrichment, maintenance and monitoring of student progress.

Performance Results:

West Homestead Elementary has identified several issues concerning improvement in education design and support process improvement. The following programs/initiatives address this concern:

-Truancy Intervention Program

- Automated phone report of absence to parents
- daily announcement of perfect attendance classes
- monthly and quarterly attendance awards

To increase the student's ability to peacefully resolve conflict, West Homestead Elementary will continue to implement the PEACE Foundation conflict resolution program.

According to the 2004-2005 Climate Summary Report, the school climate at West Homestead Elementary is conducive to learning. A climate of high expectations that all students can learn in a safe and orderly environment allows teachers and students to focus on academic achievement. A need to increase attendance has been identified. A community involvement specialist, in conjunction with the assistant principal, has the responsibility of organizing and implementing strategies to increase attendance.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

West Homestead Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, which documents the completion of a bachelor's degree and knowledge of subject area(s) taught. All teachers will be involved in the instruction of reading during the 2005-2006 school year.

All teachers new to the profession and/or school system will be involved in the New Teacher Orientation provided by Miami-Dade County Public Schools. West Homestead Elementary School will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. This will be further supported by pairing veteran teachers with new teachers. Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. New teachers will participate in workshops provided by the curriculum support team.

• Highly Qualified, Certified Administrators:

Principal

Ms. Jackson has over thirty years experience as a professional educator. Ms. Jackson began her career with Omaha Public Schools, Omaha, Nebraska as an elementary school teacher in 1972. She spent the next three years as a 4th grade teacher. In June of 1975 Ms Jackson moved to Dover, Delaware and in August began teaching 4th grade reading in the content area (social studies and science) for Capital Public Schools. September 1978 she traveled to RAF Lakenheath, England, as an Air Force wife, and in 1979 she secured an instructional position with the Department of Defense teaching military dependents at Lakenheath Elementary School. During her three years with the Department of Defense Ms. Jackson taught students in grades 1, 3 and 4. In November 1983 Jacqueline relocated to Miami, Florida, where she began teaching 4-5 grades at Avocado Elementary School in 1984. Ms. Jackson received a Bachelor of Arts Degree from Park College (1972) and a Master of Science Degree in Reading (1986) and Certification in Educational Leadership (1987) from Nova University.

In 1986 Ms. Jackson was assigned to work in the newly created Region VI Offices as a Reading Coordinator. Her responsibility as Region VI Reading Coordinator was to model best practices in reading for teachers. She conducted workshops and in-services for elementary school teachers. Additionally, she facilitated workshops in teaching reading to low performing students, strategies for independent learners, activities and make & take materials to improve content reading skills. She has presented at conferences such as the Dade Reading Council, Florida Reading Association and the International Reading Association. Ms. Jackson also took an active part in writing school curriculum.

In July of 1989 Ms. Jackson was appointed to an assistant principalship at Gulfstream Elementary and in 1991 to Claude Pepper Elementary. During her years as assistant principal Ms. Jackson had numerous responsibilities which included the development of the master schedule, the school wide technology program, facilities management, personnel, standardized testing and facilitating the vision of schools as a community.

During the summer of 1996 Ms. Jackson was invited to participate in the Principal Center, Harvard University Graduate School of Education, Cambridge, MA, in 1997 she applied for an AT&T Grant to attend Harvard School of Educational Technology and in 1998 Ms. Jackson returned to Harvard University to participate in a week-long study under the direction of Dr. Lorraine Monroe.

In July of 1996 Ms. Jackson was appointed as principal of Pine Lake Elementary School, a Magnet school of Technology. Over the next seven years, Ms. Jackson received accountability grades of C (1999-2000), D (2000-2001), D (2001-2002) and B (2002-2003). From 1996-2003 Ms. Jackson restructured the academic program to target the following: professional development, classroom instruction that fostered student achievement in mathematics, reading and writing, and provided building wide structure and consistency in the program.

Ms. Jackson has been awarded the following grants: Adult Literacy Grants (\$150,000), The Governors Family Literacy Grant (\$50,000), Learn and Serve Grant (\$15,000), AT&T Technology Grant (Harvard University, \$10,000), Title V Innovative Grant (\$19,000), The Holland Opus Grant (\$15,000) and The Oracle Grant (\$25,000).

Ms. Jackson's annual evaluations have been Commendable from 1996-2004. She is a member of Alpha Delta Kappa Educational Sorority, Dade Reading Council, Association for Supervision and Curriculum Development (ASDC) and Florida Association for Supervision and Curriculum Development (FASCD).

Assistant Principal

Dr. Frederic E. Conde, Assistant Principal, has been employed with the Miami-Dade School Board for the past fourteen years, during which he has proven himself a charismatic and dynamic individual at different levels. He has effectively tackled challenges designed to improve the educational system as a teacher, Educational Specialist, Technology Coordinator, Executive Director of Professional Standards and Assistant Principal for three years at two inner city elementary schools in Homestead (Laura C. Saunders and West Homestead Elementary School). Dr. Conde has developed and collaborated on a series of training initiatives designed to increase knowledge of personnel procedures and increase accountability while decreasing District liability; such as: Human Resource management trainings; ethics trainings; diversity awareness and compliance training & personnel evaluation workshops. More specifically, he has proactively tackled employee standards and personnel evaluation issues; conducting employee relations workshops, promoting ethical conduct, and implementing changes designed to ensure and improve the quality of the instructional program.

Moreover, at the school-site level he has been instrumental in establishing key initiatives such as curriculum alignment teams and common planning blocks. As a Assistant Principal of two inner city elementary schools his area of responsibilities have included line supervision of faculty, setting and aligning strategic vision, coaching and mentoring employees, Human Resource and succession planning, performance management, personnel evaluation, personnel recruitment, scheduling, community relations and curriculum implementation. Dr. Conde has shown his excellent administrative ability by overseeing both Regular Education and Exceptional Student Education (ESE) programs ensuring that staff collaborate to accomplish all school related tasks despite the reduction of one administrative unit. For example, he has demonstrated strong leadership ability by coordinating the following: the Feeder Pattern Young Author's Fair; the Mathematics Textbook Series adoption; 3rd Grade Student Progression/Retention Process (Florida §1008.25); conducting mini-internal and property inventory audits; conducting both instructional & non-instructional personnel meetings; monitoring truancy intervention processes; guiding curriculum improvement meetings; monitoring School Support Team meetings and staffings; overseeing student conflict resolution; monitoring facilities operations; monitoring safety-to-life concerns and personnel compliance; conducting bilingual parent trainings (English and Spanish); overseeing the implementation of the new Academic Improvement Plan; guided the training of teachers in Success Maker, Kaplan, and Assess2Learn; programs implementing a school-wide discipline plan; collaborating on developing several procedural handbooks (parent, faculty, custodial); monitoring systems integration for over 200 computer work stations; guiding the effective implementation of three major computer software initiatives (Success Maker, Kaplan, and Assess2Learn); monitoring the implementation of the new Inclusion programs designed to increase ESE and Regular Education student contact time. The implementation of these programs have resulted in the improvement of student achievement in all of the core subjects.

Additionally, at the District level, Dr. Conde has directed the creation of: real-time interactive training vignettes; electronic work tools/templates; supervisor HR training manuals and website; and conflict resolution workshops. Dr. Conde has also provided generalist support from a professional standards office affecting over 1000 site supervisors. He has directed strategic performance management initiatives designed to improve employee performance and overall operational effectiveness. As well as providing direction in revamping internal training procedures/manuals designed to establish best practices and performance monitoring systems in support of continuous improvement. He has served as the liaison to the following offices: the State Attorneys Office, Labor Unions, Office Of Civil Rights, Florida Commission On Human Relations & Florida Commission On Ethics. Additionally he has created A Series of E-Training Briefs Specifically Used For Management Training (Topics: FMLA, ADA, OSHA, FLSA)

As a lead member of the training staff, responsibilities included supervising other trainers, providing administrative expertise and supervision in the areas of technology planning, technology acquisition, personnel selection and Local Area Network administration. Additional skills involved: setting strategic vision, coaching and mentoring employees, performance management, personnel evaluation, and training on technology curricula inclusive of internal HRIS, Microsoft Applications and Networking systems. Additionally, Dr. Conde has coordinated and conducted district-wide trainings, providing technological assistance to high-level Technology Committees. He has presented at the U.S. Department of Education's Blue Ribbon Conference and to delegates from the United Soviet State of Russia Ministry of Education. Dr. Conde has demonstrated tremendous interpersonal skills. Dr. Conde has received awards from numerous community members and agencies (e.g. Children's Psychiatric Center, and Miami-Dade County Mayor's Blue Ribbon Technology Committee). Dr. Conde was the department's liaison to School Board Members needing technological assistance.

Dr. Conde has been a Miami-Dade County resident since he moved to Miami from New York in 1978. He is a graduate of Monsignor Edward Pace Catholic High School. His undergraduate degree was attained at Heidelberg College in Ohio, with majors in Business Administration and Spanish Literature. Dr. Conde received his Master's degree in Educational Leadership from Nova Southeastern University. And finally Dr. Conde completed his Doctoral Studies in Educational Leadership also at Nova Southeastern University.

• Teacher Mentoring:

All teachers new to the profession and /or school system will be involved in the New Teacher Orientation provided by Miami-Dade County Public Schools. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. This will be further supported by pairing veteran teachers with new teachers. Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. New teachers will participate in workshops provided by the curriculum support team.

• School Advisory Council:

The School Advisory Council (SAC) assisted in the preparation of the School Improvement Plan relative to the following areas and made recommendations within as follows:

1. Budget - Allocate additional funds for materials to be used for remediation of FCAT skills.
2. Training - Implement staff development in Reading, Writing, and Math training at scheduled faculty meetings; provide inclusion training.
3. Instructional Material - Purchase of manipulatives to enhance student performance in mathematics and science.
4. Technology - Establish additional computer labs and increase wireless environment.

5. Staffing - Create an interview committee for the purpose of selecting and hiring personnel.
6. Student Support Services - Implement character education curriculum in all grade levels.
7. Benchmarking-Establishing pre school and after-school tutorial program with standardized curriculum.

• Extended Learning Opportunities

West Homestead Elementary will offer a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur during and after-school. The before school program includes: Title I Chess club and the strings program which provide opportunities for students in grade kindergarten through five to develop critical thinking skills. School day tutorials will include the SMILE laboratory, Voyager Passport a reading program for Tier two and Tier Three students, and READ 180 provides remedial help for students participating in the Students with Disabilities program. The after-school tutorials provide additional remedial opportunities for Reading, Writing, Mathematics, and Science to all students in Grades three through five.

West Homestead Elementary was awarded the Family Literacy Grant. The grant will bring together several community-based groups to form the structure of a tutorial initiative. Participants will include: South Dade Skills Center, PTSA, and Sweet Vine Community Center. The program will focus on reading and mathematics improvement. The Family Literacy Grant will also focus on parenting skills, student tutorials and parent/child activities.

• School Wide Improvement Model

West Homestead Elementary School will incorporate the PDSA Instructional Cycle (Plan, Do, Study, Act). The PDSA Instructional Cycle is a four step process for improvement in the educational services of students. The cycle includes: disaggregation of test scores, time-line development direct instructional focus, assessment, tutorial, enrichment, maintenance and monitoring of student progress.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will demonstrate improved performance in Reading.

Needs Assessment

Forty three percent of the student population scored at or above grade level in Reading. The results attained from the School Performance Accountability Report indicate that 37 percent of the students tested made learning gains.

At the current level of performance, the school is faced with the challenge of increasing the percent of students achieving high standards by seven percentage points and increasing the percent of students making the learning gains by ten percentage points in order to meet the state's required level of performance.

An analysis of the data across the grade levels shows evidence that third grade in comparison to fourth and fifth grade, will need to increase students skills in the words/phrases cluster as well as the comparisons cluster. An analysis of grade four reading achievement dictated that increased instruction in the content clusters words/phrases, main idea/purpose and reference/research is paramount. The main idea/purpose content cluster is indicated as the area of greatest need in grade five. This year's concerted instructional effort in these areas should result in increase student achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

-Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by forty-six percent of the students reading at the required mastery level as documented by scores of the 2006 FCAT Reading Test.

-Given instruction using the Sunshine State Standards, students in the lowest Twenty five quartile will improve their reading by fifty-one percent of the lowest performing students making learning gains as documented by scores of the 2006 FCAT Reading Test.

-Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by forty-four percent of the students achieving high standards as documented by scores of the 2006 Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Interface the CBC curriculum with Comprehensive Reading Plan to provide appropriate reading instruction during an uninterrupted instructional block.	Principal, Assistant Principal, Reading coaches, Curriculum Support Specialist, Classroom teachers	08/08/05	05/24/06
Implement the School-Parent Compact Agreement.	Principal, Community Involvement Specialist	08/08/05	05/24/06
Provide small group tutoring to students scoring below the minimum achievement standards for all adequate yearly progress students.	Principal, Assistant Principal, Reading Coaches, Tutoring Coordinator	08/08/05	05/24/06
Provide NCSLearn computer-based reading instruction in each classroom for students in grades kindergarten through five, as budgetary constraints allow.	SME Leader, SME Consultant, Computer Teacher	08/08/05	05/24/06
Provide inservice training for teachers and paraprofessionals in reading and language arts strategies including computer-assisted learning to enhance reading instruction, as budgetary constraints allow.	Reading Coaches, Title I Support Specialist	08/08/05	05/24/06
Schedule and conduct parent meeting workshops in reading strategies and skills to support the reading curriculum and provide more parental support.	Reading Coaches, Curriculum Support Specialist, Title I Community Involvement Specialist.	08/08/05	05/24/06
Increase the amount of time Students with Disabilities spend with general education students.	Principal, Assistant Principal, Students with Disabilities Program Specialist.	8/8/2005	5/24/2006

Research-Based Programs

- Houghton Mifflin Reading Series
- Voyager Passport
- Quick Reads
- Early Success
- Soar To Success
- Diagnostics Assessments of Reading

Professional Development

-In-house activities related to the teaching of reading during the 2005-2006 school year. These include training in Comprehensive Reading Program and NCSLearn software, guided reading workshops, and Thinking maps.

-In-house professional development activities related to the teaching of reading during the 2005-06 school year. These include FCAT training, introduction to the Comprehensive Reading Program Project CRISS, Houghton Mifflin training, DIBELS training.

-Formula + training teaching Literacy skill-(Phonics, Comprehension, Vocabulary, Fluency and Phonemic Awareness)

-Technical training to ensure staff familiarity with teaching formula (5+3+ii+iii)

-Teaching Literacy Skills

Evaluation

This objective/s will be evaluated by scores of the 2005-2006 FCAT Reading Test. Quarterly reports using DIBELS, and Houghton Mifflin Themes will provide formative assessment which will be used to monitor progress towards achieving the objective. The tutorial programs success will be evaluated through the implementation of pre and post 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate improved performance in Mathematics.

Needs Assessment

The data attained from the School Performance Accountability Results indicate that seventy-three percent of the students tested made learning gains and fifty-seven percent achieved high standards in mathematics. Currently, thirty-two percent of the student population in grades three through five is scoring below the criteria mandated by the state. A comparative analysis of the students in grades 3-5 reflect the following areas of need: (a) Grade 5 demonstrated the greatest need for improvement in reference to five mathematical strands (number sense, measurement, geometry/spacial sense, algebraic thinking and data analysis/probability). The lowest achievement area was data analysis. Ranking second was number sense, a strand which needs continuous instruction for student achievement levels to increase; (b)Grade 3 ranked second in over all need with number sense, and the strand algebraic thinking needing immediate and continuous instructional attention; (c) The data from Grade 4 reflects higher percentages of correct responses in the five strands in comparison to grades 3 and 5 but improvement in Mathematics is still needed. Again, the data analysis and number sense strands showed the lowest areas of student performance. Increased and continuous instruction is needed in these areas for significant student achievement to be realized, Professional development needs will focus on Innovative Teaching Strategies, NCS/Learn, FCAT Explorer, Using Manipulatives, and Acaletics.

NCLB SUBGROUP TARGET

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

Measurable Objective

-Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by fifty-percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Using graphic organizers, visual aids and audio-visual aids to assist in molding student understanding.	Classroom Teachers	08/08/05	05/24/06
Utilize suggested "Mathematics Long Range Plans" (K-5)	Classroom Teachers/Mathematics-Science Leader	08/08/05	05/24/06
Provide home learning activities in the area of mathematics.	Classroom Teachers	08/08/05	05/24/06
Use computer-based remediation to review math concepts.	Classroom Teachers	08/08/05	05/24/06
Schedule and conduct parent meetings/workshops in Mathematics strategies and skills to support the mathematics curriculum.	Mathematics/Science Leader, Science Educational Specialist, Title I Specialist	08/08/05	05/24/06
Increase the amount of time Students with Disabilities spend with general education students and exposed to the general education curriculum.	Principal, Assistant Principal, Students with Disabilities Program Specialist	8/8/2005	5/24/2006
Implement the use of color code or highlight key words in word problems to identify key concepts.	Classroom Teachers	08/08/05	05/24/06

Research-Based Programs

-MacMillan/McGraw-Hill Math Series

Professional Development

Professional development training will include inservices on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry) assessment and analysis of assessment data, and differentiated instruction for all students.

Additionally, the following will be provided:

- Innovative Teaching Strategies (Monthly at Scheduled faculty meetings) FCAT Explorer (Oct. 2006),
- MacMillan-McGraw Hill Textbook Strategies (Oct. 2006), and
- Acaletics (Monthly at faculty meetings).

Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Region initiatives. Delivery of inservices will include model lessons and mentoring of teachers by the mathematics coach and curriculum support personnel.

In addition, training will be provided through district trainings provided by the Division of Mathematics and Science in Oct. and Nov. 2006.

Evaluation

Weekly, monthly, and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and quarterly assessments will be implemented and monitored by the Mathematics coach and curriculum support person from the District. Compiled data will be shared with the classroom teachers for the purposes of targeted. Progress towards achievement of the objective will be shared with the classroom teachers. Achievement of the objective will be determined by students demonstrating increased proficiency in mathematics, as evidenced by forty-four percent or more of the students tested achieving high standards, four-four percent of the students with disabilities achieving high standards, and fifty percent or more making learning gains as documented by scores on the 2006 administration of the FCAT Mathematics subtest.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will demonstrate improved performance in Writing.

Needs Assessment

The results attained from the School Performance Accountability Results indicate that sixty-one percent of the students tested met the state standard of 3.5 or above in writing. The needs assessment reveals that students require further development in the writing benchmarks. The data revealed that improvement is needed in expository writing.

Though data dictates a strength is narrative writing, continuous instruction is required as we seek to raise student achievement levels. On-going conversations among grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as pre-writing skills; vocabulary development, editing and using the rubric to score the students' writing will be addressed.

NCLB SUBGROUP TARGET

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

Measurable Objective

-Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by seventy-percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan, Implement, and monitor a schedule for writing using the Continuous Improvement Model, that includes daily instruction and weekly practice opportunities across the curriculum.	Writing Leader, Classroom Teachers	08/08/05	05/24/06
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, and writing pictures and magic words.	Writing Leader, Curriculum Support, Classroom Teachers	08/08/05	05/24/06
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom Teachers	08/08/05	05/24/06
Implement the Do, Check, Act utilizing the four step process.	Principal, Assistant Principal, Writing Leader	08/08/05	05/24/06
Utilize writing prompts for grades two through five to ensure that students practice the use of effective narrative techniques.	Writing Leader, Classroom Teacher	8/8/2005	5/24/2006
Utilize 4 Square Writing, Write Time for Kids, and National Geographic to expand and enhance instructional activities and cross-curricular writing.	Classroom Teachers	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

Professional development training for all teachers, in all grades will include workshops on:

- Techniques to improve the delivery of instruction: "How to " maximize the opportunities for learning.
- The art of teaching writing;
- Scoring of student writing samples using a rubric, Pre-writing skills, Vocabulary development, and Editing.

Evaluation

Writing pre- and post-tests; weekly monthly and quarterly writing assessment will be used to monitor the writing objective. Students will demonstrate increase writing skills, as evidenced by ninety-percent of the students reaching the state required mastery level of 3.5 or above, as documented on the 2006 FCAT Writing test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The results of the Science test administration reflect a mean scale score of 280. The score reflects an increase of seventy-five percent mean scale points when compared to 2004 test score of 205. The score also indicates that students are performing below both the district and state averages. To demonstrate adequate improvement in science, mean scale scores will need to be increased by six points or more to achieve the District's average and sixteen points or more to achieve the state's average. The needs assessment reveals that students require intensive remediation in all the benchmarks. The greatest areas of need (in ranking order from most need to least need) are Earth & Space Science, Scientific Thinking, Physical & Chemical, and Life & Environment. On-going data conversations among grade group members regarding progression monthly assessment will drive instruction. Additionally, professional development needs such as experimental demonstrations, concept development, and scientific thinking will be addressed.

Measurable Objective

-Given Instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District mean scale score of 286 as documented by students' performance on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan, Do, Study, Act (PDSA) utilizing the four step process.	Principal, Assistant Principal, Mathematics/Science Leader	08/08/05	05/24/06
Disaggregate and analyze data from the 2006 FCAT Science test to identify strengths, and weaknesses and develop an instructional focus calendar for science.	Principal, Assistant Principal, Mathematics/Science Leader	08/08/05	05/24/06
Incorporate effective teaching strategies using the Continuous Improvement Model to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: Cooperative groups, hands-on activities, and using problem solving/critical thinking strategies.	Mathematics/Science Leader, Classroom Teachers	08/08/05	05/24/06
Promote the use of computer-assisted research and investigation to enhance scientific learning.	Principal, Assistant Principal, Classroom Teacher, Technology Specialist	08/08/05	05/24/06
Intergrate grade appropriate Science content with the Language Arts curriculum through the use of non-fiction text during shared or guided reading.	Mathematics/Science Leader, Classroom Teachers	08/08/05	05/24/06

Research-Based Programs

-Harcourt-Brace Science Series

-Foss Science Kits

Professional Development

Professional Development training will include:

- Training and understanding the eight strands of science,
- Use of hands-on activities,
- Managing and guiding cooperative groups, and
- Strategies to maximize learning opportunities.

-Training in experimental demonstrations, concept development, and scientific thinking will also be addressed. The Regional Curriculum Support Specialist will provide additional assistance in content delivery and/or strategies.

Evaluation

Site-Based assessments will be used to analyze progress and redirect instruction or reinforcement and/or enrichment. Achievement of the objective will be considered when students demonstrate improvement in science concepts and knowledge, as evidenced by a 6 point increase in the mean scale score on the 2006 administration of the FCAT Science subtest.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

The data reflected on the 2004-2005 Annual Survey of Title I Parent Involvement indicated 748 fewer parents participated in school-based activities. The level of involvement of both parents and community based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Measurable Objective

-Given schoolwide emphasis on parent outreach, parental involvement will increase by five percentage points when compared to 2005 baseline data of 1594 parents participating in school activities as documented by the tally of data obtained from activity/workshop sign-in sheets and logs of attendance.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related issues, direct their own personal educational growth and the use of technology.	Principal/Assistant Principal, Technology Specialist	08/08/05	05/24/06
Provide and maintain a parent resource center with instructional materials for check-out and use at home.	Community Involvement Specialist	08/08/05	05/24/06
Plan and facilitate special "Family Activities" such as Open House, Title I Parent Orientation, Mathematics/Science Family Fun Night, Parent Breakfasts, and FCAT Literacy Nights to encourage additional opportunities for parental involvement.	Activities Director, Counselor, Community Involvement Specialist	08/08/05	05/24/06
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities such as Lightspan.	Principal/Assistant Principal, Community Involvement Specialist	08/08/05	05/24/06
Maintain an on-going line of communication (In student's home language) via home visits by schools site personnel.	Community Involvement Specialist	08/08/05	05/24/06

Research-Based Programs

-State of Florida "Just Read Families." Getting Started", Families Building Better Readers

Professional Development

Parents will be encouraged to actively participate in the following activities:

- The Title I Instructional Fair;
- An annual opening of school activity to acquaint the teachers and parents with instructional materials that can be used at school and at home;
- The Annual Technology conference that showcases technology-based instructional and productivity programs;
- The educational Excellence School Advisory Council (EESAC)
- Workshop Series, a series of workshops presented during the school year that seeks to train parents on how to effectively participate in helping to make informed decisions on the school operation and its budget; and
- Region Center/School-Based Parent Involvement Workshops that addresses the needs of parents in helping their children achieve academically and enhance their own personal growth.

Evaluation

Parental and community involvement will show a five percent increase above the 2004-2005 level of participation, as reflected in the tally of data obtained from activity/workshop sign-in sheets, logs of attendance and delivery of service.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The data reflected a correlation with student positive behavior and on-task academic work. Students who feel safe in their surroundings show higher academic improvement. The schools data reveals that approximately five percent of students were suspended due to aggressive behavior during the 2004 - 2005 school year. The intent for the 2005 - 2006 school year is to lower the number of suspensions by two percent, thus increasing student participation, academic improvement and ensuring a safe learning environment.

Measurable Objective

Given school-wide emphasis on socially appropriate behavior, all students will improve their behavior as evidenced by a decrease in the number of students being suspended for disruptive behavior when compared to 2005 suspension records.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Acknowledge students with good citizenship on morning announcements.	Principal, Assistant Principal	08/08/05	05/24/06
Reward positive behavior in classroom using token incentives.	Classroom Teachers	08/08/05	05/24/06
Utilize positive forms of communication with parents.	Classroom teacher	08/08/05	05/24/06
Implement safety patrol program to involve students in awareness of personal and school-wide safety.	Physical Education Teachers	08/08/05	05/24/06
Implementing the Child Assault Prevention Program.	Counselor, Program Director	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

- Lee Canter's Assertive Discipline workshop
- Harry Wong's classroom management workshop
- Student Code of Conduct awareness workshop
- Discipline plan procedures
- Effective classroom management work techniques

Evaluation

There will be a three percent decrease in the number of suspension days referrals when compared to similar records in 2005 as evidenced through Students Case Management referrals and quarterly reports.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

A review of 2005 FCAT scores in Success Maker Enterprise in both Reading and Mathematics showed a significant need to improve reading and mathematics skills as it relates to technology. Additionally, the data reflected a need to increase the amount of time spent with technology.

Measurable Objective

- Given instruction using computer based instruction, eight-five percent of students will show acceptable performance on Success Maker courseware as evidenced by data retrieved from Success Maker Enterprise High Stakes Management Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Apply 'Last Session Activities' to daily instruction to include reading and mathematics assessments.	Teacher	08/08/05	05/24/06
Provide cumulative performance assessments to prescribe instruction in Success Maker Enterprise courseware initiatives and technology related goals.	Teacher Technology Facilitator (For Admin.)	08/08/05	05/24/06
Continue to utilize the Success Maker Enterprise courseware to improve Reading and Mathematics skills.	Teacher	08/08/05	05/24/06
Analyze course reports to ensure progress is made on target objectives in reference to Reading and Mathematics skills.	Teacher	08/08/05	05/24/06

Research-Based Programs

Success Maker Enterprise (Reading & Mathematics) Courseware
Accelerator Reader Program

Professional Development

- Training for new teachers and paraprofessionals
- Refresher courses using Success Maker Enterprise Courseware (NCS Learn software).
- Staff training for use of computer for data analysis
- Academic Improvement Plan Training
- Accelerated Reading Training

Evaluation

This objective will be evaluated by scores on the Time-of-Test progress report. Quarterly reports will provide formative assessment which will be used to monitor progress toward achieving the objective.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Results of the Fitness testing report for 2004-2005 showed fifty-four percent tested met the standards required.

Measurable Objective

Given training in the fitness components, students in grades 3-5 will improve their fitness levels as evidenced by sixty-percent of the students tested reaching the standards that have been established by the Fitnessgram assessment test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implementation of the Fitnessgram.	Physical Education Teachers	08/08/05	05/24/06
Provide home learning activities that promote healthy lifestyles and activities.	Physical Education Teachers	08/08/05	05/24/06
Provide training to students on the Fitnessgram.	Physical Education Teachers	08/08/05	05/24/06
Provide activities emphasizing improvement in cardiovascular, flexibility, and muscular strength and endurance (i.e. jump rope, strength training, etc...)	Physical Education Teachers	08/08/05	05/24/06
Utilize "Be Fit Kids" Magazine Resource to reinforce the importance of fitness and how it correlateds to a healthy lifestyle.	Physical Education Teachers	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

- Physical Education Teachers will attend District wide workshops throughout the year on the Fitnessgram program implementation.
- Physical Education Teachers will attend the Florida Alliance For Health, Physical Education, Recreation and Dance State Convention.
- Physical Education Teacher will provide introductory workshops on the Fitnessgram program to staff.

Evaluation

Sixty percent of students will reach the standards that have been established by the Fitnessgram assessment test and will show a twenty-one percent increase when compare to similar data from school 2004-2005.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

The review of data revealed that twenty-two students participated in special area electives such as Chess, Music (band), and Chorus, in 2004-2005. The low enrollment justifies the need to increase student participation in the said areas for school year 2005-2006.

Measurable Objective

In an attempt to increase multicultural opportunities, and cultural awareness membership in choir, chess, and orchestra activities will increase from twenty-two student in 2004-2005 to forty-four students in 2005-2006 as evidenced by students attendance roster.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase performing ensembles coming to our school.	Music Teacher	08/08/05	05/24/06
Take field trips to view concerts.	Music Teacher	08/08/05	05/24/06
Rehearse with ensembles during school hours to increase the amount of time spent in musical instruction.	Music Teacher	08/08/05	05/24/06
Increase the number of performance opportunities for student to participate in musical performance throughout the District.	Music Teacher	08/08/05	05/24/06
Enlist the division of life skills to provide instructional support to teachers providing extra-curricular activities and to students participating in extra-curricular activities.	Region 6 String Specialist	08/08/05	05/24/06
Provide opportunities to increase participation for students performing with other ensembles in feeder pattern.	Music Teacher	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

Choral workshop for students and teachers

Opera Workshop for students and teachers

String Workshop for students and teachers

Evaluation

The objective will be evaluated by the number of students participating in multicultural activities as documented by chorus and orchestra participation and when compared to participation records from the previous year as evidenced by student's attendance roster.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

West Homestead Elementary school will rank at or above the seventy-five percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, West Homestead Elementary School ranked at thirty-three percentile on the State of Florida ROI index.

Measurable Objective

West Homestead Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from thirty-three percentile in 2004 to the thirty-six percentile on the next publication of the Florida Return On Investment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for stakeholders to become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC members	08/08/05	05/24/06
Reconfigure existing resources to take advantage of a broader base of available resources (e.g. private foundations, volunteer networks, grants, etc...) privation of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies to become more visible in the community.	Principal, Assistant Principal	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

Financial and Budget workshops provide to staff.

Evaluation

On the next State of Florida ROI index publication, West Homestead Elementary School will show progress toward reaching the thirty-six 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:

ESSAC recommends the allocation of additional funds for materials to be used for remediation of FCAT skills.

Training:

ESSAC recommends the implementation of staff development training at scheduled faculty meetings; provide inclusion training.

Instructional Materials:

ESSAC recommends the purchase of manipulatives to enhance student performance in mathematics and science.

Technology:

ESSAC recommends the establishment of additional computer labs and increase wireless environment.

Staffing:

ESSAC recommends the creation of an interview committee for the purpose of selecting and hiring personnel.

Student Support Services:

ESSAC recommends the implementation of a character education curriculum.

Other Matters of Resource Allocation:

ESSAC recommends that a review of the Title I allocations regarding personnel utilization, supplies, budget and materials be conducted.

Benchmarking:

ESSAC recommends establishing pre-school and after-school tutorial program with standardized curriculum.

School Safety & Discipline:

EESAC recommends that repairs be continued throughout the 2005-2006 school year. Additionally, the principal will review pertinent safety procedures with appropriate staff members. West Homestead formed a discipline committee for the purpose of reviewing and revising the current schoolwide discipline plan and implementing the revised plan. A program of appropriate rewards and the incentives will be included.

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