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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 5831 - West Laboratory Elementary School

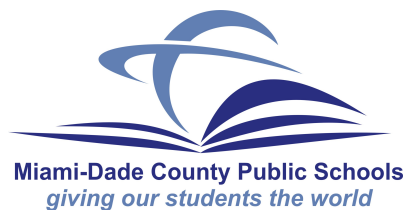
*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Jeanethe Thompson

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *West Laboratory Elementary School*

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West Laboratory School is located at 5300 Carillo Street, Coral Gables, Florida, and serves students in kindergarten through sixth grades, from the surrounding communities. The school was established in 1954 through a legal agreement between Miami-Dade County Public Schools and the University of Miami, defining the school as a research facility. The school currently serves as a Professional Development School (PDS) for the University of Miami. Thus, the primary purpose of the partnership is to support a cooperative mission of reform in both inservice (school) and preservice (university) education. The PDS mission includes: high quality instruction, students reaching their maximum potential, educational research, and collaboration among all participants. The Educational Excellence School Advisory Council (EESAC) reviewed, analyzed, and evaluated pertinent data such as the School Demographic and Academic Profile, Stanford Achievement Test (SAT) reports, Florida Comprehensive Assessment Test (FCAT) reports, No Child Left Behind (NCLB) requirements, Adequate Yearly Progress (AYP) report, and the School Improvement Plan (SIP) results from 2004-2005. The EESAC formulated the following objectives as school wide priorities for the 2005-2006 year:

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading comprehension skills as evidenced by a two percentage point increase on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematics application skills as evidenced by a two percentage point increase on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills by one percent to state mastery level on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their content knowledge and scientific thinking skills as evidenced by a mean scale score which meets or exceeds the State mean scale score on the 2006 administration of the FCAT Science test.

Given a schoolwide focus on parental involvement, parental roles as school volunteers will be increased as evidenced by a two percentage point increase in the number of volunteer hours logged in academic activities.

Given instruction using the Character Education Curriculum, students in kindergarten through sixth grade will maintain high levels of discipline as evidenced by a decrease of two percentage points in the numbers of Student Case Management System (SCAM) disciplinary referrals in the 2005-2006 school year when compared to the 2004-2005 school year.

Given instruction using the Sunshine State Standards for technology, students will increase their use of technology as evidenced by at least twenty-five percent of all students creating web-based projects under the direction of their teacher.

Given instruction using the Competency Based Curriculum (CBC) for Physical Education, students in grades four through six will improve their health and physical fitness skills as evidenced by at least seventy-six percent of the students in grades four through six earning awards in the 2005-2006 FITNESSGRAM assessment.

Given instruction using the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning, as well as develop thinking, writing, and communication skills, as evidenced by fifty percent of the students in grades three through five scoring in the acceptable range on the Visual Thinking Strategies (VTS) Assessment Pathmarker.

Henry S. West Laboratory School will improve its ranking on the State of Florida ROI index publication from the thirty-eighth percentile in 2003 to the thirty-nine percentile on the next publication of the index.

To achieve these objectives, activities and strategies have been suggested and planned by all the school's stakeholders. In accomplishing these objectives, we will be able to ensure that the school is providing the best education possible, thus affording students the opportunity to maximize their academic, social, and physical potential.

Ninety-eight percent of the staff responded to the Organizational Performance Improvement Snapshot Survey and ranked the categories in order of highest to lowest, as follows: Measurement, Analysis, and Knowledge Management (4.3); Customer and Market Focus (4.2); Leadership (4.1); Human Resource Focus (4.1); Business Results (4.0); Process Management (3.9); and Strategic Planning (3.7).

As determined by the results of the Organizational Performance Improvement Snapshot Survey, the two weakest areas are Process Management and Strategic Planning. Of the four indicators within the category of Process Management, the weakest score was 3.6. for the indicator stating "I have control over my work processes." In the category of Strategic Planning, the indicator stating "As it plans for the future, my organization asks for ideas," received the lowest score of 3.4. This indicates a need to provide staff more opportunities for reflection and input regarding their work processes.

# 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 Laboratory Elementary School

### VISION

West Laboratory School will provide high quality education for all students and will pioneer change in the teaching and learning process. As a professional development school, in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become lifelong learners and productive citizens. As a clinical setting for preservice teachers, West Laboratory School will be available for teacher training to prepare students for future challenges.

### MISSION

West Laboratory Elementary School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations are designed to diagnose and assess achievement, provide data for addressing needs, and serve as a baseline for the School Improvement Plan. West Laboratory Elementary School and the University of Miami partnership provide educational opportunities for students by exposing them to research-based programs and best practices.

## CORE VALUES

West Laboratory School believes in providing the highest standards for academic and social achievement of all students, aspiring to eliminate the achievement gap. We believe in working as a team not only within our organization but with our students, parents, and community stakeholders with the ultimate goal of promoting student achievement.

## *School Demographics*

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Henry S. West Laboratory School serves as a Professional Development School (PDS) for the University of Miami. Students are selected through a Board approved admission policy with no defined boundaries. The nature of the admissions policy creates a diverse/multiethnic population of students. The school currently serves 315 students in kindergarten through sixth grade. Of the student population, 47 percent are Hispanic, 25 percent are Black, 26 percent are White, 1.3 percent is Multiracial, and 0.9 percent is Asian. Students at West Lab, as it is popularly known, come from a variety of socio-economic backgrounds; 19.4 percent of them are on Free or Reduced Priced Meals, 5.3 percent are Limited English Proficient (LEP), 17 percent are Gifted, and 12 percent are in other Special Education Programs.

Additionally, there are 25 instructional staff members and 2 school-based administrators. Of the total instructional staff members, 39 percent hold a Bachelor's Degree, 44 percent hold a Master's Degree, 17 percent hold a Specialist Degree, and there are currently no instructional staff members with a Doctoral Degree. One administrator holds a Doctoral Degree. Of the instructional staff members, 25 percent are White Non-Hispanic, 25 percent are Black Non-Hispanic, 45 percent are Hispanic, and 5 percent are Asian/American Indian.

The enrollment is stable with a mobility index of 9. West Laboratory School earned an A grade under the Governor's A+ Plan for Education. The culture of West Laboratory School reflects a structure that is collaborative. Empowerment makes employees feel they have contributed to the success of the organization, gives their work meaning, and creates a sense of community and family. The administration gives all stakeholders in the school the opportunity to share in decision making.

In addition to the traditional music curriculum, the school offers students a band and strings program after school, which includes a violin ensemble for kindergarten students. Other academic program offered after school includes chess, Mad Science, hands-on science, and art.

One of the challenges identified at West Laboratory School is tardiness. All students are transported by parents and come from all parts of Miami-Dade County thus students miss important instructional time. Sixth grade enrollment has declined at West Laboratory School over the past 5 years, due to competition from magnet schools, private schools, and traditional middle schools. Maintaining sixth grade at the elementary level is a challenging task. Finding innovative ways to offer a varied, challenging middle school curriculum for sixth graders, while using the faculty allotment of a small elementary school is difficult. The basic challenge for program enhancement is budgetary constraints due to the size of the school. It is a daily challenge to find money needed to replace old and damaged furniture, provide manipulative for enriching hands-on learning, expand technology, and update old materials, while continuing to provide a safe orderly and clean environment.

# *School Foundation*

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## ***Leadership:***

The staff frequently felt that the leadership shares the mission and vision of the organization with them, creates a positive working environment, and lets them know what is important in advancing their careers. They slightly agreed that their ideas are sought out.

## ***District Strategic Planning Alignment:***

Although the staff frequently felt knowledgeable of their role and how to determine if they are making progress, they only sometimes agreed that their ideas were sought out for future plans.

## ***Stakeholder Engagement:***

This category was highly rated by the staff. They strongly agreed that there is a customer and market focus.

## ***Faculty & Staff:***

The staff frequently felt that there is a team approach to the overall function of the school. They felt safe, recognized for their work and cared about by their supervisor and organization.

Teacher Mentoring Programs: The staff frequently felt that they were encouraged to develop their so that they can advance in their careers.

## ***Data/Information/Knowledge Management:***

The staff strongly agreed that the organization provided the tools for them to measure and analyze the quality of their work, use this information to make informed decisions, and know how this fits into the overall measure of improvement.

## ***Education Design:***

The staff frequently felt that resources to do the job are available and that there are good processes in place for doing the work; but they felt less confident about their control over their work processes.

## ***Performance Results:***

The staff was very satisfied with their job. They frequently agreed that their customers are satisfied with their work, that the organization has high standards and ethics, obeys laws and regulations, and helps them help the community.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Students will increase their reading comprehension skills.

**Needs Assessment**

An analysis of student performance on the 2005 FCAT Reading Test indicates that the weakest Content Clusters in reading for students in grades three through six were Words and Phrases and Reference/Research. The data indicates a need for students to participate in a variety of research-based reading activities in order to enhance skills in Words and Phrases and Reference/Research. A closer analysis of the data revealed that 3 out of the 5 students scoring Achievement Levels 1 and 2 were identified as Students with Disabilities. There is a need to provide intervention strategies for these students to acquire grade level vocabulary and increase comprehension skills across all content areas. There is also a need to provide differentiated instruction in order to build vocabulary skills and improve the students' reading comprehension.

**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 in grades three through six will increase their reading comprehension skills as evidenced by a two percentage point increase on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the America Reads Program to provide one-to-one intervention for students with deficiencies.	Principal Assistant Principal Classroom Teachers	9/5/2005	5/31/2006
Implement an inclusion model in grades two through six.	Principal Assistant Principal Teachers of Students with Disabilities	8/22/2005	5/31/2006
Implement the Continuous Improvement Model (CIM) utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Provide small group tutoring during and/or after school for students in the lowest 25%, third grade retainees, and identified students in all subgroups scoring below the state required mastery level of the FCAT Reading Test.	Principal Assistant Principal Classroom Teachers	11/7/2005	3/3/2006
Utilize technology such as the Pearson Digital Learning SuccessMaker and Accelerated Reader (AR) Program to enhance reading skills in kindergarten through six grades.	Principal Assistant Principal Classroom Teachers	10/24/2005	5/31/2006
Infuse CReating Independence through Student-owned Strategies (CRISS)	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006

## Research-Based Programs

Core: 1. Houghton Mifflin Reading Miami-Dade County Edition 2. Houghton Mifflin English/Spelling Miami-Dade County Edition. Supplemental : 1. Fast ForWord 2. SuccessMaker 3. Riverdeep 4. Voyager 5. Soar to Success 6. Early Success 7. CRISS

## **Professional Development**

Provide professional development and training for all teachers in the following areas: Houghton Mifflin Reading Series, Inclusion/Collaborative Teaching, SuccessMaker, Enhancing Education Through Technology (EETT), and Edusoft.

## **Evaluation**

Formal Assessments: 1. 2006 FCAT Reading Test 2. Stanford Achievement Test 3. District Assessments in Reading 4. DIBELS Informal Assessments: 1. STAR Test 2. Houghton Mifflin Reading Series Chapter Tests

## 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.)

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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 2 STATEMENT:**

Students will increase their mathematics skills.

**Needs Assessment**

An analysis of student performance on the 2005 FCAT Mathematics Test indicates that the weakest areas in mathematics were Number Sense and Algebraic Thinking. The data indicates that the weakest content cluster was Number Sense at the fifth and sixth grade, with 46 and 56 percent correct, respectively. Further analysis of the data reveals that there is a need to improve Algebraic thinking at fifth and sixth grades. This indicates a need to provide differentiated instruction and small group teacher-directed mathematics instruction.

**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 in grades three through six will increase their mathematics application skills as evidenced by a two percentage point increase on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Provide small group tutoring during and/or after school for students in the lowest 25%, third grade retainees, and identified students in all subgroups scoring below the state required mastery level of the FCAT Mathematics Test.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Implement an inclusion model in grades two through six	Principal Assistant Principal Teacher of Students with Disabilities	8/22/2005	5/31/2006
Utilize technology such as Riverdeep/Destination Mathematics and Pearson Digital Learning SuccessMaker to enhance mathematics skills in grades K-6.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Utilize strategies such as CRISS, manipulatives, and graphic organizers to enhance instruction and student achievement.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Implement and monitor the Bridges to Careers Mathematics Comprehensive Plan utilizing the Harcourt Brace Mathematics Series with a sixty-minute block schedule.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006

### Research-Based Programs

Core: 1. Harcourt Brace Mathematics Series 2. Glencoe Mathematics for Grade 6. Supplemental : 1. SuccessMaker 2. Riverdeep 3. CRISS

## **Professional Development**

Provide professional development and training for all teachers in the following areas: Riverdeep/Destination Training, Inclusion/Collaborative Teaching Training, SuccessMaker Training and Enhanced Education Through Technology (EETT).

## **Evaluation**

Formal Assessments: 1. 2006 FCAT Mathematics Test 2. Stanford Achievement Test 3. District Interim Assessments in Mathematics Informal Assessments: 1. Harcourt Brace Mathematics Chapter Tests 2. FCAT Explorer 3. SuccessMaker4. Riverdeep

## 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.)

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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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#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Students will improve their writing skills.

### **Needs Assessment**

An analysis of student performance data from the 2005 FCAT Writing Test indicates that fifteen percent of the students scored below 3.5, which is the state required mastery level. Fifty-three percent of the students scored at a level 4 or above. The average score in writing for grade four was 3.8 for expository and 3.7 for narrative writing.

#### 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 in grade four will increase their writing skills by one percent to state mastery level on the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer Writing pre and post tests to assess and monitor progress.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Maintain schoolwide writing portfolios containing responses to expository, narrative, and persuasive prompts on a monthly basis which will be holistically scored utilizing the six- point rubric.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Implement conferencing, peer editing, and graphic organizer techniques to enhance the writing program.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Utilize multimedia technology and instructional software such as Kidspiration/Inspiration to support and enhance classroom writing instruction.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Provide differentiated instruction to small groups and individual students.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006

### Research-Based Programs

Core: Houghton Mifflin Reading/Writing Supplemental: CRISS

### Professional Development

Provide professional development and training for all teachers in the following areas: Inclusion/Collaborative Teaching Training, Houghton Mifflin Training District and Regional Reading/Language Arts In-service Training

### Evaluation

Formal Assessments: 1. 2006 FCAT Writing Test Informal Assessments: 1. District's pre post tests 2. Monthly prompts

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Students will improve their scientific thinking skills.

### ***Needs Assessment***

The mean scale score for students in grade five on the 2005 FCAT Science Test was 311. This exceeded the District and State scale score of 286 and 296, respectively. An analysis of the student data from the 2005 FCAT Science Test indicates that the content area with the lowest score was Earth and Space Science with fifty-four percent correct. This indicates a need for hands-on, inquiry-based instruction in Earth and Space Science.



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their content knowledge and scientific thinking skills as evidenced by a mean scale score which meets or exceeds the State mean scale score on the 2006 administration of the FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District-designed science scope and sequence, aligned to the Sunshine State Standards and Grade Level Expectations to provide consistency and purpose within the delivery of content.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Utilize the District-developed Resource Guide for grades K-2, 3-5, and 6-8.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Implement and monitor the Science For All Curriculum, with the assistance of the University of Miami Associate Teachers.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Expose students to the scientific method through weekly hands-on/inquiry-based investigations, culminating in a schoolwide science fair.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006

### Research-Based Programs

Core: Science For All Curriculum, Windows on Science

### Professional Development

Provide professional development and training for all teachers in the following areas: Carolina Science and Technology for Children Training, demonstration lessons and inquiry-based professional development by the University of Miami Staff.

## **Evaluation**

Formal Assessments: 1. 2006 FCAT Science Test Informal Assessments: 1. Science For All pre and post tests.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 5 STATEMENT:***

Increase parental involvement in volunteer activities.

### ***Needs Assessment***

There is a large parent participation in schoolwide activities. However, the hours logged for parent involvement in academic activities for the 2004-2005 school year indicate a ten percent participation. This indicates a need to increase the number of parent volunteers in academic activities.

## Measurable Objective

Given a schoolwide focus on parental involvement, parental roles as school volunteers will be increased as evidenced by a two percentage point increase in the number of volunteer hours logged in academic activities.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a parent interest survey to determine workshops or activities to be provided.	Principal Assistant Principal	9/12/2005	5/31/2006
Organize an easy, accessible system for utilizing parent volunteers and provide ample training on volunteer procedures and school protocol.	Principal Assistant Principal Counselor	10/3/2005	5/31/2006
Continue to support and facilitate the parent-sponsored Read-On and Calculating Kids motivational programs.	Principal Assistant Principal Classroom Teachers Parent Teacher Organization Sponsors	9/19/2005	5/31/2006
Encourage participation and provide recognition for involvement in the Parent Teacher Organization (PTO) and the various sub-committees.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Provide a Parent Resource Fair to showcase programs and resources available at the school.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Establish a mechanism to log parent volunteer hours outside of school.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006

### Research-Based Programs

The National Standards Parents/Family Involvement Programs.

### Professional Development

Not Applicable

## **Evaluation**

This objective will be evaluated by Volunteer logs and a list of the hours served.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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<input checked="" type="checkbox"/>	<input 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 6 STATEMENT:**

The number of Student Case Management System (SCAM) disciplinary referrals will decrease during the 2005-2006 school year.

### **Needs Assessment**

During the 2004-2005 school year there were forty-three Student Case Management System (SCAM) disciplinary referrals. There is a need to ensure that this number does not increase while working to reduce the number of the Student Case Management System (SCAMS) referrals.

## Measurable Objective

Given instruction using the Character Education Curriculum, students in kindergarten through sixth grade will maintain high levels of discipline as evidenced by a decrease of two percentage points in the numbers of Student Case Management System (SCAM) disciplinary referrals in the 2005-2006 school year when compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District's Character Education Program.	Principal Assistant Principal Classroom Teachers Counselor	8/22/2005	5/31/2006
Develop and implement a behavior management plan that includes rules, rewards, and consequences to ensure positive reinforcement of behavior.	Principal Assistant Principal Counselor Classroom Teachers	8/22/2005	5/31/2006
Involve parents in the behavior management plan through telephone calls, notes, and conferences.	Principal Assistant Principal Counselor Classroom Teachers	8/22/2005	5/31/2006
Conduct Functional Assessment of Behavior (FAB) in a timely manner as needed.	Principal Assistant Principal FAB Team	8/22/2005	5/31/2006
Provide social skills development for students through the implementation of recess three times per week.	Principal Assistant Principal Classroom Teachers	9/5/2005	5/31/2006

## Research-Based Programs

Not Applicable

## Professional Development

Provide training for teachers and other staff members as follows: Functional Assessment of Behavior (FAB), Kagan's Cooperative Learning and Character Education.

## **Evaluation**

This component will be evaluated by the number of Student Case Management System (SCAM) disciplinary referrals during the 2005-2006 school year.



## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

Students and teachers will increase their use of technology for directed and independent learning activities during the 2005-2006 school year.

### ***Needs Assessment***

The Florida 2004 System for Technology Accountability (STaR) Profile indicates that Instructional Technology and Support and Funding for Technology at Henry S. West Laboratory School are at Stage 1/Entry level compared to the District and State, both of which are at Stage 2/Intermediate level. The STaR Profile also reveals that the School is at Stage 1/Entry level in Teacher Access and Teacher Use of Technology.

## Measurable Objective

Given instruction using the Sunshine State Standards for technology, students will increase their use of technology as evidenced by at least twenty-five percent of all students creating web-based projects under the direction of their teacher.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Technology Lab for directed and independent learning activities.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Implement and monitor the District's Technology Competency-Based Curriculum.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Utilize the Type to Learn Jr. Network software to improve keyboarding skills.	Principal Assistant Principal Classroom Teachers	10/10/2005	5/31/2006
Implement the Accelerated Reader component of the District's K-12 Comprehensive Researched-Based Reading Plan.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Utilize the technology component of the Harcourt Brace Mathematics Series and Riverdeep/Destination to enhance students' mathematics skills.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Utilize Kidspiration/Inspiration software to promote the use of graphic organizers in all curriculum areas.	Principal Assistant Principal Classroom Teachers	9/12/2005	5/31/2006
Implement Atomic Learning to create web-based projects.	Classroom Teacher	10/17/2005	5/31/2006

### Research-Based Programs

Core: 1. Houghton Mifflin Reading Miami-Dade County Edition Web-Based Activities 2. Harcourt Brace Math Web-Based Activities 3. Successmaker 4. FastForWord

Supplemental : 1. e-Harcourt Math website 2. Kidspiration/Inspiration 3. Riverdeep/Destination 4. Accelerated Reader 5. Type to Learn Jr.

## **Professional Development**

Provide professional development and training for all teachers in the following areas: Houghton Mifflin Reading Series Technology component, Kidspiration/Inspiration, Enhancing Education Through Technology (EETT), and Riverdeep/Destination. Atomic Learning Web-Based Workshop.

## **Evaluation**

This objective will be evaluated based on student-developed web-based projects under the direction of the teacher in kindergarten through six grade, with a twenty-five percent participation rate.

## 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"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Students will improve their health and physical fitness skills.

### ***Needs Assessment***

Through participation in physical education, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness. The 2004-2005 District FITNESSGRAM assessment data indicates that seventy-one percent of the students tested earned awards: forty-four percent earned gold awards and twenty-seven earned silver. There is a need to increase the number of students earning awards on the annual FITNESSGRAM assessment.

## Measurable Objective

Given instruction using the Competency Based Curriculum (CBC) for Physical Education, students in grades four through six will improve their health and physical fitness skills as evidenced by at least seventy-six percent of the students in grades four through six earning awards in the 2005-2006 FITNESSGRAM assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a FITNESSGRAM pre-test to determine baseline measures.	Principal Assistant Principal Physical Education Teacher	10/17/2005	5/31/2006
Ensure that an appropriate amount of time is spent on fitness related activities such as cardiovascular, flexibility, and muscular strength and endurance daily.	Principal Assistant Principal Physical Education Teacher	8/22/2005	5/31/2006
Monitor Physical Education Program to ensure that selected activities specifically relate to assessment component and specificity training.	Principal Assistant Principal	8/22/2005	5/31/2006
Utilize District Education Specialist for Physical Education to provide support in meeting goals and objectives.	Principal Assistant Principal Physical Education Teacher	10/10/2005	5/31/2006
Incorporate techniques that develop responsible personal and social behavior in students in order to promote a safe learning environment.	Principal Assistant Principal Physical Education Teacher Classroom Teachers	4/3/2006	4/28/2006

## Research-Based Programs

Not Applicable

## Professional Development

Professional development will be provided as follows: District Physical Education In-service Training and FITNESSGRAM Training.

## **Evaluation**

This component will be evaluated by the number of students in grades four through six that earn awards on the 2005-2006 FITNESSGRAM assessment.

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

### ***GOAL 9 STATEMENT:***

Students will use works of visual art to enhance their critical and visual thinking skills.

### ***Needs Assessment***

An analysis of student performance on the 2005 FCAT Reading Test indicates that one of the weakest Content Clusters for students in grades three through six was Words and Phrases which indicates a need for student to develop vocabulary. Additionally, the 2005 FCAT Writing Test data indicates that fifteen percent of the students scored below 3.5, which is the state required mastery level. This indicates a need to improve their writing skills. Through the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning, as well as develop thinking, writing, and communication skills.

## Measurable Objective

Given instruction using the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning, as well as develop thinking, writing, and communication skills, as evidenced by fifty percent of the students in grades three through five scoring in the acceptable range on the Visual Thinking Strategies (VTS) Assessment Pathmarker.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in partnership with University of Miami Lowe Art Museum to integrate museum visits with classroom studies.	Principal Assistant Principal Classroom Teachers	8/22/2005	5/31/2006
Implement the Visual Thinking Strategies (VTS) Curriculum.	Principal Assistant Principal Classroom Teachers	11/7/2005	5/31/2006
Utilize projected visual images from different cultures, times and in various mediums to promote discussion	Principal Assistant Principal Classroom Teachers	10/17/2005	5/31/2006
Implement open-ended questioning strategies to encourage divergent thinking.	Principal Assistant Principal Classroom Teachers	11/7/2005	5/31/2006
Utilize (VTS) writing assignments to allow student to express their opinions and consider multiple view points, build on each others ideas and revise their conclusions.	Principal Assistant Principal Classroom Teachers	11/7/2005	5/31/2006

## Research-Based Programs

Core: Visual Thinking Strategies (VTS) Curriculum

## Professional Development

Provide professional development and training for teachers of grades three through six in Visual Thinking Strategies (VTS).



## **Evaluation**

As a result of participating in the Visual Thinking Strategies Curriculum (VTS), fifty percent of the students in grades three through five will score in the acceptable range on the Visual Thinking Strategies (VTS) Assessment Pathmarker.

## 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"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

West Laboratory School will increase its ROI index of value and cost effectiveness of its program.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Henry S. West Laboratory School ranked at the thirty-eighth percentile on the State of Florida ROI index.

## Measurable Objective

Henry S. West Laboratory School will improve its ranking on the State of Florida ROI index publication from the thirty-eighth percentile in 2003 to the thirty-nine percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC	10/10/2005	5/31/2006
Collaborate with the District on resource allocation.	Principal	10/10/2005	5/31/2006
Consider reconfiguration of existing resources or taking advantage of a broader base, such as private foundations and volunteer networks.	Principal Assistant Principal Teachers EESAC	11/7/2005	5/31/2006
Consider shared use of facilities and/or partnering with community agencies.	Principal Assistant Principal Teachers EESAC	8/8/2005	5/31/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

In the next State of Florida ROI index publication, Henry S. West Laboratory School will show progress toward reaching the thirty-nine percentile.

## *EESAC Compliance*

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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 reviewed available funds and recommended developing a spending plan based on teachers' needs.

### ***Training:***

The EESAC recommended training for teachers to support the implementation of the visual thinking strategies curriculum.

### ***Instructional Materials:***

The EESAC recommended that teachers develop a list of materials for them to prioritize and purchase.

### ***Technology:***

The EESAC recommended that the school seek grant funds in order to enhance the technology hardware and software in line with Twenty-First Century requirements.

### ***Staffing:***

The EESAC recommended lowering the teacher/student ratio through the use of paraprofessionals if and when funds become available.

### ***Student Support Services:***

The EESAC recommended the continuation of parent-sponsored incentive activities such as Read-On and Calculating Kids to enhance student achievement.

### ***Other Matters of Resource Allocation:***

The EESAC recommended a review of resources to locate funds to provide personnel to assist the school in expanding the technology program. They also recommended using the partnership with University of Miami to secure funding to provide additional personnel.

***Benchmarking:***

The EESAC developed a schedule of meetings to review and monitor the implementation of the School Improvement Plan.

***School Safety & Discipline:***

The EESAC recommended the implementation of recess to provide students the opportunity to develop social skills.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*