
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5861 - Dr. Henry W. Mack/West Little River
Elementary School

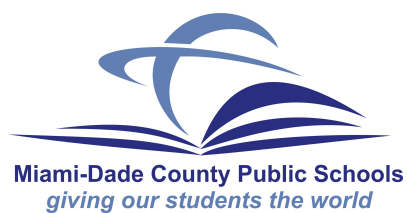
FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Reva Vangates

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Dr. Henry W. Mack/West Little River Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Miami-Dade County Public Schools and Dr. Henry W. Mack/West Little River Elementary School will institute an instructional program with a strong focus on literacy from Pre-K to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is driven by data and continuous assessment of student progress. A strong emphasis will be placed on monitoring the progress of students through a variety of assessments to include brief, weekly assessments and quarterly assessments which will yield student performance data that will be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 Reading test.

Given instruction using the Sunshine State Standards, students in grades 3 through 5, to include all subgroups (Black, Hispanic, Free & Reduced, Limited English Proficient and Students with Disabilities) will increase the percentage of students scoring level 3 and above on the 2006 administration of the FCAT Mathematics test to 50 percent.

Given instruction using the Sunshine State Standards, the percentage of students scoring at 4.0 or higher at Dr. Henry W. Mack/West Little River Elementary School will increase to 76 percent on the 2006 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade five at Dr. Henry W. Mack/West Little River Elementary School will demonstrate improvement in science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 Science FCAT test.

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, parental and community involvement will continue to be an integral part of the school's performance and by providing additional parenting classes and academic inservices for parents, parental involvement will increase by 5 percent in the number of parents participating in the parental involvement program in the 2005-2006 school year, as compared to the 2004-2005 school year as documented by attendance rosters.

Given the need to establish a safe and disciplined environment in the school, and to establish a link between school, home, and community to support the efforts of improved academic achievement, safety and discipline will continue to be an integral part of the school's performance. By providing additional parenting classes and additional activities for students, safety and discipline issues will decrease by 5 percent in the number of students involved with infractions on the Student Code of Conduct during the 2005-2006 school year as compared to the 2004-2005.

Given the need for both teachers and students to become effective and efficient members of a technological society, teachers and students will infuse the use of technology into the standard curriculum provided by the District, by completing a minimum of one technology-based activity per week. The total numbers of activities evidenced by the computer reports for 2005-2006 will be compared to 2004-2005.

Given instruction using the guidelines for National Standards for Physical Education, the number of students passing the 2005-2006 FITNESSGRAM will increase by a minimum of three percent (3%).

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, and students' self-esteem Dr. Henry W. Mack/West Little River Elementary School will vigorously recruit and maintain a minimum of 35 students in its Advanced Academic Programs during the 2005-2006 school year.

Dr. Henry W. Mack/West Little River Elementary School will improve its ranking on the state's Return on Investment Index as evidenced by a 10% increase in the number of students performing at/or above grade-level in reading and mathematics.

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.

Dr. Henry W. Mack/West Little River Elementary School

VISION

The staff at Dr. Henry W. Mack/West Little River Elementary School is committed to the academic and social development of each student to his or her fullest potential.

MISSION

The mission of Dr. Henry W. Mack/West Little River Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to all of the schools.

CORE VALUES

Excellence

We are committed to producing the highest standards in academic and social performance in our staff and students.

Integrity

We are dedicated to cultivating high self-esteem that will result in honest, trustworthy, and respectful students and staff.

Equity

We are devoted to providing all students with an equal opportunity to perform in an environment that is free of bias.

Citizenship

We welcome the diversity of our learning community by working collectively to foster the educational success of all our students.

School Demographics

Dr. Henry W. Mack/West Little River Elementary School serves approximately 370 students Pre-kindergarten through fifth grade, and is located on the corner of NW 24th Avenue and 84th Street in Miami, Florida. The school is located in an urban area surrounded by single family homes within a community that has seen few changes. This school is considered a "School of Choice", therefore, the children who attend this school reside in the Liberty City area with 60 - 65 percent traveling to the school by bus. The remaining 35 - 40 percent of the students arrive at the school either by privately owned vehicles or walk.

During the 2005 FCAT Hispanic and Economically Disadvantaged students at Dr. Henry W. Mack/West Little River Elementary School met the State Adequate Yearly Progress (AYP) target in the area of reading. Due to the rigorous efforts of the staff and community of Dr. Henry W. Mack/West Little River Elementary School, the grade of "C" was missed by only 3 percentage points. Dr. Henry W. Mack/West Little River Elementary School in order to implement a balanced curriculum, including mathematics tutorial that will be utilized to increase the academic improvement of students. The school has a charge to educate an increasingly diverse student population who come to school performing two or more grade levels behind in academic achievement based on test data.

Since ninety-six percent (96 %) of the students receive free or reduced lunch at Dr. Henry W. Mack/West Little River Elementary School we qualify for and receive Title I funds. The students in kindergarten through fifth grade are provided with traditional educational services through a balanced curriculum. In addition to the Title I Program, the school implements an Exceptional Student Education (ESE) Program. The school's exceptional student education program includes learning disabled and emotionally mentally handicapped students. The curriculum embraces multifaceted educational initiatives that include the Houghton Mifflin's 'Legacy of Literature', Early Success, Soar to Success, Write Time for Kids, Classworks, SuccessMaker, Reading Plus, Accelerated Reader, and Every Day Counts.

Dr. Henry W. Mack/West Little River Elementary School employs 55 full-time staff members. The Leadership Team is composed of the principal, assistant principal, lead teacher, two reading coaches, math/science facilitator, data analyst, guidance counselor, computer specialist, and media specialist. Nineteen percent (19%) of the teaching staff is new to the school. Thirty-seven percent (37%) of the instructional staff have earned advanced degrees, eleven percent (11%) of the staff members are White, seventy-six percent (76%) are African American and nineteen percent (19%) are Hispanic, and eleven (11%) are Asian Pacific/Islander or Other. The class ratio is approximately 15:1.

Dr. Henry W. Mack/West Little River Elementary School serves approximately 370 students from multi-ethnic backgrounds within a defined attendance boundary. Of this total, ninety-six percent (96%) receive free or reduced meals, eighty-nine percent (89%) are standard curriculum students, eleven percent (11%) percent are ESE students. Of the ESE students fifty-four percent (54%) are learning disabled, and forty-six percent (46%) are emotionally mentally handicapped. Of our total population, thirty-three percent (33%) are ESOL student: Level 1=five percent (5%); Level 2=nine percent (9%); Level 3=fourteen percent (14%); Level 4=twenty-eight percent (28%); and Level 5=forty-four percent (44%). The school population is sixty-seven percent (67%) Black and thirty-one percent (33%) Hispanic. The majority of the Black students are of African-American heritage.

The enrollment at Dr. Henry W. Mack/West Little River Elementary fluctuates each year as a result of the "Controlled Choice", parental option, available to our parents. However, due to the current grade of our school ("D"), enrollment has drastically declined. We are currently considered underenrolled. Our student enrollment relies solely on parents making the decision to send their children to our school. Through the "Controlled Choice" process, parents are sent written notification in their home language to afford them the opportunity to send their children to our school based on a process of selection.

School Foundation

Leadership:

Dr. Henry W. Mack/West Little River Elementary School has established a Leadership Team consisting of the principal, assistant principal, lead teacher, two reading coaches, math/science facilitator, data analyst, guidance counselor, computer specialist, and media specialist. The Leadership Team is responsible for collaborating with the staff and administrators, providing coaching and modeling of lessons for teachers and students, and assisting in the overall operation of the school. The Leadership Team will be trained by experts in the CIM; and will in-turn train the teachers at the school site in the most effective way to implement the Continuous Improvement Model (CIM) in their classrooms as well as school-wide.

At Dr. Henry W. Mack/West Little River Elementary School the Professional Development Team consists of the Assistant Principal, Lead Teacher, Reading Coach, Mathematics/Science Coach, Fourth/Fifth Grade-Level Chair; Exceptional Student Education Teacher and United Teachers of Dade Building Steward/Pre-K - First Grade-Level Chair. The team will continue to meet to discuss the professional development needed and ways that professional development can be improved to bring about school-wide reform. As an extension, the School Improvement Zone (SIZ) will provide additional professional development opportunities for administrators, and faculty and staff. In addition, a professional development calendar will be created and updated continuously to focus on identified activities that will help strengthen instruction. With this in mind, the school can pinpoint areas where adjustments to the calendar need to be made based on professional development activities as determined by administration, faculty, and staff through grade level collaborative planning and weekly assessments.

Being a part of the SIZ, the Professional Development Team will continue its existence, in order to ascertain the professional needs of the teachers, based on a school-wide survey. Teachers are required to complete eighty-six hours of professional development during the 2005-2006 school year.

District Strategic Planning Alignment:

To analyze the goals and objectives of the school and the involvement of staff, to ensure achievement of high academic standards by all students, the administrators of Dr. Henry W. Mack/West Little River Elementary School have instituted school-wide testing as well as simulated FCAT Mini-Assessments, which are based on the Instructional Focus Calendar. The data from these assessments is reported to the administrators and disaggregated to help drive instruction. Further analyzation of tested data is done through our Comprehensive School Reform (CSR) Data Analyst using Edusoft simulated FCAT Assessments.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) Survey, the rankings are as follows: Leadership 4.1, Strategic Planning 3.7, Customer and Market Focus 3.9, Measurement, Analysis, and Knowledge Management 4.1, Human Resource Focus 3.9, Process Management 3.8, Business Results 3.9, of a possible 5.0. Teachers are involved in raising student achievement by working collaboratively in grade-level planning and disaggregating data that guides instruction. Parents are involved in raising student achievement by attending weekly workshops provided to assist parents in learning strategies that can be used at home. Students are involved in raising their achievement by participating in the Teaching Enrichment Activities to Minorities

(TEAM)classes, the Academic Excellence Program (AEP), Saturday Academy, and the Extended School Day Intervention Program.

Faculty & Staff:

Dr. Henry W. Mack/West Little River Elementary School utilizes common grade-level planning to effectively implement instructional activities and strategies that will impact student achievement. Additionally, each member of the leadership team is assigned to participate in grade-level meetings to provide resources and support to teachers. There are also various committees such as: Social, Academic, and Public Relations. Each committee works collaboratively with administration to ensure the goals and objectives of the school are met.

In an effort to provide much needed support to all teachers, a Professional Development Team has been established. The Team surveys the staff to ascertain the level of professional development needed. The survey is then analyzed by the team, needs are prioritized, and classes are offered each Wednesday by various members of the Leadership Team as well as outside resources.

Data/Information/Knowledge Management:

Dr. Henry W. Mack/West Little River Elementary School (DHWM/WLRES) is committed to the educational excellence of students via the utilization of innovative research-based pedagogical strategies, which reinforces the mastery of core academic areas. Our objective is to support school improvement through engagement and action research that lends itself to professional development to improve delivery of instruction. As a recipient of the Comprehensive School Reform (CSR) Grant we obtained funding for an Data Analyst, Ms. Thomasena Johnson-Hudson, who assist in gather and analyzing data from various assessments. The data analyst also provides training for the staff in disaggregating data and using the information to guide instruction. The implementing of the 8-Step Continuous Improvement Model (CIM), which is comprised of the following components: 1) disaggregate test data 2) develop an instructional timeline, 3) deliver the instructional focus, 4) administer frequent assessments, 5) use tutorials to re-teach non mastered target areas, 6) provide enrichment opportunities for mastery students, 7) reinforce learning through maintenance; and 8) monitor progress, has proven itself to have effectuated reform in a positive way.

Education Design:

After analyzing the results of the 2005 FCAT, the Leadership Team with collaboration from the faculty developed an Instructional Focus Calendar for Reading, Writing and Mathematics. This calendar helps to guide the instruction based upon the weaknesses of the students as determined by last year's FCAT results as well as current school-wide assessments.

Performance Results:

The Performance Results of the implemented curricula and various activities at Dr. Henry W. Mack/West Little River Elementary School will be based on the students' achievement on the 2006 administration of the FCAT and the 2005-2006 School Grade from the Governor's A Plus Plan.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

With the implementation of the School Improvement Zone, many teachers have been anxious to work at Dr. Henry W. Mack/West Little River Elementary School. This has enabled us to attract highly qualified teachers. We currently have five beginning teachers, four of which are products of "Teach For America" and one who is a former practicing attorney. Fourteen percent (14%) of the teaching staff is new to the school. Thirty-seven percent (37%) of the instructional staff have earned advanced degrees. All of the regular education teachers are certified in Elementary Education.

• Highly Qualified, Certified Administrators:

The administrative staff at Dr. Henry W. Mack/West Little River Elementary School consists of a principal and an assistant principal. Ms. Reva Vangates, the principal has served 16 years as an educator, nine of which are in the area of administration. During her teaching years, she sponsored clubs, conducted book clubs, mentored students in academic achievement, and teachers in the area of leadership skills. Her administrative experiences were conducted in both middle and elementary school levels. She has participated on numerous membership and curriculum teams to include writing the Saturn Proposal for opening a new high school. All evaluations have been deemed "Distinguished" or "Commendable". She is a member of Dade Association of School Administrators (DASA). As a result of her leadership skills and vast experience, Ms. Vangates was selected among her peers, to be a principal in the School Improvement Zone.

The assistant principal, Ms. Carol Jeffery has served eight years as an educator. All of her experiences were at the elementary level. This is her second year as an administrator. As a teacher she assisted the school-site administrators in the day to day operations of the school in various capacities as directed.

• Teacher Mentoring:

The Teacher Mentoring Program at Dr. Henry W. Mack/West Little River Elementary School consist of the grade level chairperson serving as a mentor to new teachers on their grade level. Master teachers at the school-site are used to provide new teachers with assistance in lesson planning, classroom management, and teacher-student relations. District Educational Specialists provide teachers with classroom resources, data analysis, classroom demonstration lessons, and on-site professional development. To provide further assistance to new teachers, a Professional Growth Team is assembled to work specifically with the new teachers throughout the school year. All beginning teachers will become a member of a Professional Growth Team. Currently four teachers have been trained in the Professional Growth Team process. Demonstration lessons will be provided by "Master" teachers in order to assist others in the instructional process as well as to assist in improving teachers' confidence in their skills and abilities. Each beginning teacher is also assigned to a "Buddy", a master teacher who is a member of the leadership team, for additional guidance and support.

• School Advisory Council:

The School Advisory Council, known in Miami-Dade County as the Educational Excellence School Advisory Council (EESAC), is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement).

The purpose of the EESAC of Dr. Henry W. Mack/West Little River Elementary School is to define a vision and establish goals for the improvement of student achievement. The EESAC members work with the principal in preparation and evaluation of the school improvement plan and foster an environment of professional collaboration among the educational stakeholders of the

school. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

• Extended Learning Opportunities

Through the implementation of the School Improvement Zone, all students participate in an extended day literacy program. Students will engage in a research-based, structural tutorial that addresses their identified reading deficiencies. The intervention programs will be Houghton Mifflin's Early Success/Soar to Success. Targeted students will also participate in the Saturday Academy Program.

Additionally, the Academic Excellence Program (AEP) is offered before school, Monday - Friday for students who are interested in Drama/Public Speaking or Journalism/News Print.

• School Wide Improvement Model

The 8-Step Continuous Improvement Model (CIM) is being used at Dr. Henry W. Mack/West Little River Elementary School. It is a data-driven, results oriented school reform that successfully integrates the philosophies of Total Quality Management (TQM) and Effective Schools Research.

The staff of Dr. Henry W. Mack/West Little River Elementary School will participate in Action Research, school renewal, and improvement processes by which the school's situation will improve the quality of instruction and impact student achievement.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase reading performance for all NCLB populations in order to meet the required mastery level of all state and national standards.

Needs Assessment

Results of the 2005 FCAT Reading subtest indicate that 32 percent of third grade students, 43 percent of the fourth grade students, and 35 percent of the fifth grade students tested, scored at or above achievement Level 3. Upon comparing the data of the 2004 to 2005 FCAT Content Results for Selected Schools and the Grade 3, Grade 4 and Grade 5 Reading Results, the results indicate that between the 2004 and 2005 administration of the FCAT Reading subtest grade three students increased from 20 percent of students performing at Achievement Level 3 or higher in 2004 to 32 percent of students performing at Achievement Level 3 or higher in 2005 (a 12 percent increase). The grade four students, however, showed a decline between 2004 and the 2005 administration of the FCAT Reading subtest. On the 2004 administration of the FCAT Reading subtest, 49 percent of the students performed at Achievement Level 3 or higher while on the 2005 administration of the FCAT Reading subtest 43 percent of the students scored at or above Achievement Level 3 (showing a 6 percent decline). The results indicate that intense, effective, and productive instructions are needed to enable these students to achieve their greatest potential. The results of the grade five students 2005 FCAT Reading Subtest showed an improvement. Student achievement increased from 11 percent of the students performing at Achievement Level 3 or higher on the 2004 administration of the FCAT Reading subtest to 35 percent of the students performing at Achievement Level 3 or higher on the FCAT Reading subtest in 2005 (a 24 percent increase). Though students demonstrated learning gains, the data indicate that review is required in this area and intense, effective, and productive instructions are required in all other areas. In addition, 47 percent of students achieved proficiency as per the No Child Left Behind (NCLB) adequate

yearly progress report. However, Black students, limited English proficient students and students with disabilities did not attain achievement Level 3 or above on the 2005 FCAT Reading subtest.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
School site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program. In order to monitor the implementation of professional development, school-site reading resource personnel will visit selected classrooms.	Reading Coaches and SIZ Curriculum Support Personnel	8/1/2005	5/31/2006
Provide ongoing professional development activities to ensure the effective use of research-based reading practices.	Reading Coaches	7/25/2005	5/19/2006
Utilize the Extended School Day and Extended School Year to provide guided instruction in reading.	Classroom Teachers, Reading Coaches, and Administrators	8/1/2005	5/31/2006
Use data from weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to guide instruction.	Classroom Teacher and Administrators	8/10/2005	5/26/2006
Implement Edusoft Exam View and Test Maker data management systems, to create assessments in order to generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	CSR Data Analyst, classroom teachers, and Administrators	8/10/2005	5/26/2006
Ensure that Creating Independent Student-Owned Strategies (CRISS) are effectively being utilized in the classroom.	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Use Academic Improvement Plans as a guide for differentiated instruction.	Classroom Teachers and Administrators	8/1/2005	5/31/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and Administrators	8/1/2005	5/31/2006

Implement intervention program during the extended school day for students performing below grade level.	All Teachers, Reading Coaches, and Administrators	8/1/2005	5/31/2006
Implement enrichment program during the extended school day for students performing at or above grade level.	Selected Teachers, Reading Coaches, and Administrators	8/1/2005	5/31/2006
Provide additional instruction (Saturday Academy) for students performing below grade level.	Selected Teachers, Members of the Leadership Team, and Administrators	1/7/2006	2/25/2006

Research-Based Programs

Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, SuccessMaker Enterprise, LeapFrog SchoolHouse Program, Classworks, Reading Plus, and Riverdeep.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport. Provide professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the 8-Step Continuous Improvement Model. Provide professional development on the Transition Academy to fifth grade in April 2006. Professional development will also be provided to all teachers in the most effective implementation of Creating Independent Student-Owned Strategies(CRISS)in the classroom. The School Improvement Zone Curriculum Support Specialists and school-site reading coaches will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time and after working hours. Provide professional development to instructional staff in reading's Big Five. To be in compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Formative and summative weekly benchmark assessments will be administered by the classroom teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials. Use data generated from Pre/Post-Tests to determine success of Saturday Academy. Assessments from research-based programs will be administered: DIBELS, SRUSS, Gates MacGinitie, Peabody Picture Vocabulary Test, DAR, and the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Increase mathematics performance for all NCLB populations in order to meet the required mastery level of all state and national standards.

Needs Assessment

Results of the 2005 FCAT Mathematics subtest indicate that 34 percent of third grade students, 31 percent of the fourth grade students, and 24 percent of the fifth grade students tested scored at or above achievement Level 3. Upon comparing the data of the 2004 to 2005 FCAT Content Results for Selected Schools and the Grade 3, Grade 4 and Grade 5 Mathematics Results, the results indicate that between the 2004 and 2005 administration of the FCAT Mathematics subtest grade three students increased from 23 percent of students performing at Achievement Level 3 or higher in 2004 to 33 percent of students performing at Achievement Level 3 or higher in 2005 (a 10 percent increase). The grade four students showed an increase between 2004 and the 2005 administration of the FCAT Mathematics subtest. On the 2004 administration of the FCAT Mathematics subtest, 29 percent of the students in grade 4 performed at Achievement Level 3 or higher while on the 2005 administration of the FCAT Mathematics subtest 30 percent of the students at or above Achievement Level 3 (showing a 1 percent increase). The results indicate that intense, effective, and productive instructions are needed to enable these students to achieve their greatest potential. The results of the grade five students 2005 FCAT Mathematics Subtest showed an improvement. Student achievement increased from 9 percent of the students performing at Achievement Level 3 or higher on the 2004 administration of the FCAT Mathematics subtest to 24 percent of the students performing at Achievement Level 3 or higher on the FCAT Mathematics subtest in 2005 (an 18 percent increase). Though students demonstrated learning gains, the data indicate that review is required in this area and intense, effective, and productive instructions are required in all other areas. In addition, 47 percent of students achieved proficiency as per the No Child Left

Behind (NCLB) adequate yearly progress report. However, Black students, Limited English Proficient (LEP) students and students with disabilities did not attain achievement Level 3 or above on the 2005 FCAT Mathematics subtest.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5, to include all subgroups (Black, Hispanic, Free & Reduced, Limited English Proficient and Students with Disabilities) will increase the percentage of students scoring level 3 and above on the 2006 administration of the FCAT Mathematics test to 50 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Riverdeep technology program for all students.	Mathematics Coach, Computer Specialist, Classroom Teachers and Administrators	10/3/2005	5/26/2006
School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Mathematics Coach, SIZ Curriculum Support Specialist and Administrators	8/1/2005	5/26/2006
Teachers in all grades will consistently focus and instruct on Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Implement Edusoft Exam View and Test Maker data management systems, to create assessments in order to generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	CSR Data Analyst and Administrators	8/10/2005	5/26/2006
Use data from weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to guide instruction	Classroom Teachers and Administrators	8/10/2005	5/26/2006
Ensure that Creating Independent Student-Owned Strategies (CRISS) are effectively being utilized in the classroom.	Classroom Teachers, Leadership Team, and Administrators	8/1/2005	5/31/2006
Use Academic Improvement Plans as a guide for differentiated instruction.	Classroom Teachers and Administrators	8/1/2005	5/31/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and Administrators	8/1/2005	5/31/2006

Provide additional instruction (Saturday Academy) for students performing below grade level.	Selected Teachers, Members of the Leadership Team, and Administrators	1/7/2006	2/25/2006
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Research-Based Programs

Scott Foresman Addison-Wesley Mathematics Program, Successmaker, Classworks, LeapFrog SchoolHouse.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the elementary school level. Provide professional development that will enable school-site administrators to support the school-wide mathematics plan. Provide professional development on the 8-Step Continuous Improvement Model. Provide professional development on the Transition Academy to fifth grade teachers in April 2006. Professional development will also be provided to all teachers in the most effective implementation of Creating Independent Student-Owned Strategies (CRISS) in the classroom. The School Improvement Zone Curriculum Support Specialists and school-site mathematics coach will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time and after working hours. Provide professional development to instructional staff in mathematics best practices. To be in compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Formative and summative weekly benchmark assessments will be administered by the classroom teacher along with summative Mathematics Standards Quarterly Assessments for all students. Use data generated from Pre/Post-Tests to determine success of Saturday Academy. Generated data will be used to redirect classroom instruction and create flexible tutorials and the 2006 FCAT mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Increase writing performance for all NCLB populations in order to meet the required mastery level of all state and national standards.

Needs Assessment

Results of the 2005 FCAT Writing test indicate that 71 percent of the fourth grade students tested met high standards and the state’s required mastery level. The combined mean score of the tested population is 3.4. In addition, 83 percent of the students achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report by improving performance in writing by 1 percentage point. The data indicate that review is required in this area and intense, effective, and productive instructions are required.

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students scoring at 4.0 or higher at Dr. Henry W. Mack/West Little River Elementary School will increase to 76 percent on the 2006 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that Creating Independent Student-Owned Strategies (CRISS) are effectively being utilized in the classroom.	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Teachers, Reading Coaches, SIZ Curriculum Support Specialists and Administrators	8/1/2005	5/26/2006
Administer and analyze the data from the District's Pre- and Post- Test narrative/expository writing prompts.	Classroom Teachers and Administrators	8/31/2005	5/26/2006
Use analyzed data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Classroom Teachers and Administrators	8/31/2005	5/26/2006
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Classroom Teachers, Special Area Teachers and Administrators	8/31/2005	5/26/2006
Use Academic Improvement Plans as a guide for differentiated instruction.	Classroom Teachers and Administrators	8/1/2005	5/31/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and Administrators	8/1/2005	5/31/2006
Provide additional instruction (Saturday Academy) for students performing below grade level.	Selected Teachers, Members of the Leadership Team, and Administrators	10/29/2005	2/25/2006

Research-Based Programs

Effective Writing Component of the Comprehensive Research-Based Reading Program (CRRP) and the Six Traits of Writing.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level. Professional development will also be provided to all teachers in the most effective implementation of Creating Independent Student-Owned Strategies (CRISS) in the classroom.

Evaluation

Provide Pre/Post-Writing assessment prompts to monitor students' progress. Use data generated from Pre/Post-Tests to determine success of Saturday Academy. The 2006 FCAT Writing Plus test is another evaluation tool.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Increase science performance for all NCLB populations in order to meet the required mastery level of all District and State standards.

Needs Assessment

Scores of the 2005 FCAT Science Test indicates that the students in fifth grade achieved a mean scale score of 202 in comparison to the District's mean scale score of 286.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five at Dr. Henry W. Mack/West Little River Elementary School will demonstrate improvement in science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 Science FCAT test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that Creating Independent Student-Owned Strategies (CRISS) are being utilized in the classroom.	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Engage students in science investigations through science projects and exhibits.	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Administer weekly and quarterly assessments to ensure mastery of Sunshine State Standards in science	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Implement the District's Suggested Long Range Science Plans for elementary school and Grade Level Expectations for Fifth Grade.	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Utilize the Science Lab to conduct experiments that will assist students in gaining a better understanding of the Scientific Process.	Mathematics/Science Coach, Classroom Teachers and Administrators	8/19/2005	5/26/2006
Utilize the FOSS Kits to practice the steps of the Scientific Process	Mathematics/Science Coach, Classroom Teachers and Administrators	8/19/2005	5/26/2006
Use Academic Improvement Plans as a guide for differentiated instruction.	Classroom Teachers and Administrators	8/1/2005	5/31/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and Administrators	8/1/2005	5/31/2006
Provide additional instruction (Saturday Academy) for students performing below grade level.	Selected Teachers, Members of the Leadership Team, and Administrators	1/7/2006	2/25/2006

Research-Based Programs

The FOSS Kits.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level. Provide training in the proper use of the FOSS Kits. Professional development will also be provided to all teachers in the most effective implementation of Creating Independent Student-Owned Strategies (CRISS) in the classroom.

Evaluation

Administer quarterly assessments provided by the school-site, and also the 2006 FCAT Science test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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 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 5 STATEMENT:

To promote and increase parental involvement at Dr. Henry W. Mack/West Little River Elementary School.

Needs Assessment

During the 2004-2005 School Year Parental Involvement Attendance Rosters indicated that 83% of the parents were involved in the school's parenting classes and academic in-services that provided strategies which assisted parents in helping their children with Home Learning Activities. The level of involvement of parents needs to be increased in order to support student achievement among all students.

Measurable Objective

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, parental and community involvement will continue to be an integral part of the school's performance and by providing additional parenting classes and academic inservices for parents, parental involvement will increase by 5 percent in the number of parents participating in the parental involvement program in the 2005-2006 school year, as compared to the 2004-2005 school year as documented by attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Parent Compact (Title I parent contract), which identifies parents' and families' roles within the school.	Community Involvement Specialist, Administrators, and Classroom Teachers	9/14/2005	5/31/2006
Notify parents of quarterly report card pick-up dates.	Administrators	10/12/2005	5/31/2006
Send written notification to parents in their native language of meetings and monthly parent workshops promoting active parental participation in their child(ren)'s education and: a.) school-writing projects and the writing process; b.) school-home reading projects to increase literacy; c.) school-wide mathematics projects to increase mathematical skills; d.) at home hands on science activities designed to increase their child(ren)'s scientific inquiry skills.	Classroom Teachers, Leadership Team Members, and Administrators	8/1/2005	5/31/2006
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Community Involvement Specialist and Administrators	10/3/2005	5/26/2006
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Community Involvement Specialist and Administrators	8/1/2005	5/26/2006
As part of the School Improvement Zone initiative, Dr. Henry W. Mack/West Little River Elementary School's website will be updated to enable parents to access their child's learning assignments and other pertinent school information.	Computer Specialist and Administrators	9/1/2005	5/31/2006
Implement a Parent Calendar to ensure parental involvement in their child(ren)'s educational process.	Community Involvement Specialist, Leadership Team Members and Administrators	8/1/2005	5/26/2006
Issue the District's Code of Student Conduct for	Classroom Teachers and	9/14/2005	5/31/2006

Elementary Students to all families of Dr. Henry W. Mack/West Little River Elementary School.	Administrators		
Provide workshops/in-services/activities to empower parents with the skills needed to assist students with Home Learning Activities.	Leadership Team Members, Community Involvement Specialist and Administrators	8/10/2005	5/26/2006
Implement Title I Parent Orientation, Family Literacy Night (including mathematics and science activities), and Reading Under the Stars.	Reading Coaches, Mathematics/Science Coach, Community Involvement Specialist and Administrators	8/5/2005	5/31/2006
Encourage parents' participation in decision-making groups such as the Parent Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC).	Classroom Teachers, PTA President, EESAC Chair, EESAC Co-Chair, Community Involvement Specialist and Administrators	9/14/2005	5/31/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Involve parents in jointly developing the LEA's local plan under Section 1112 and in the process of school review and improvement under Section 1116.	Teachers, Leadership Team, and Administrators	8/1/2005	5/31/2006
Provide coordination, technical assistance, and other support necessary to assist Title I, improve student academic achievement, and school performance.	Community Involvement Specialist, Teachers, Leadership Team, and Administrators	8/1/2005	5/31/2006
Build the school's and parents' capacity for strong parental involvement.	Community Involvement Specialist, Leadership Team, and Administrators	8/1/2005	5/31/2006
Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instructional Program for Preschool Youngsters (HIPPY), State-run Preschool Programs, and Title III Language Instructional Programs	Classroom Teachers Community Involvement Specialist, Reading Coaches, Leadership Team, and Administrators	8/1/2005	5/31/2006
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A Funds including: a. Identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; b. Using the findings of the	Community Involvement Specialist, Leadership Team, members of the EESAC, and Administrators	8/1/2005	5/31/2006

evaluation to design strategies for more effective parental involvement; and c. Revise, if necessary, the LEA's parental involvement policies.			
Involve parents in the activities of schools served under Title I, Part A.	Teachers, Leadership Team, Community Involvement Specialist, and Administrators	8/1/2005	5/31/2006

Research-Based Programs

National Standards Parental Involvement Program.

Professional Development

The Community Involvement Specialist, along with the faculty and staff, will continue to be kept abreast of new and innovative materials that are provided by the School Improvement Zone and Title I Office.

Evaluation

This objective will be evaluated by the number of parents/guardians who sign the Parental Involvement Attendance Rosters, to include: Weekly Parent Meetings; Monthly Grade Level workshops; Report Card Pick-ups; school-wide workshops/in-services; targeted parents workshops; and returned signed compacts and contracts.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Decrease the number of suspensions and disciplinary actions occurring for students in Kindergarten through fifth grades.

Needs Assessment

The 2004-2005 School Year, the number of serious infractions on the Student Code of Conduct was 36. Of the major infractions 34 resulted in outdoor suspensions while only two resulted in indoor suspensions.

Measurable Objective

Given the need to establish a safe and disciplined environment in the school, and to establish a link between school, home, and community to support the efforts of improved academic achievement, safety and discipline will continue to be an integral part of the school's performance. By providing additional parenting classes and additional activities for students, safety and discipline issues will decrease by 5 percent in the number of students involved with infractions on the Student Code of Conduct during the 2005-2006 school year as compared to the 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide group and one-to-one counseling sessions for students who are in need.	Guidance Counselor and Administrators	8/1/2005	5/31/2006
Create and facilitate "Peer Mediation" Groups in order to allow students to assist their peers in solving issues verbally instead of physically.	Guidance Counselor and Administrators	8/1/2005	5/31/2006
Establish a "service" environment that enables the parents and children to feel welcomed and cared for upon entering the school.	All members of the staff and Administrators	8/1/2005	5/31/2006
Provide parents with a list of community agencies who may be able to assist them with needs that are specific to their child(ren).	Guidance Counselor and Administrators	8/1/2005	5/31/2006
Implement the DARE Program	Dare Officer and Administrators	8/7/2005	5/31/2006
Implement the School Safety Patrol Program	School Safety Patrol Sponsor and Administrators	9/12/2005	5/31/2006
Provide parenting workshops.	Community Involvement Specialist and Administrators	8/10/2005	5/26/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and Administrators	8/1/2005	5/31/2006

Research-Based Programs

Safe Drug Free Schools, Character Education, Anti-Bullying Program and DARE.

Professional Development

As a member of the School Improvement Zone, Professional development is offered in the area of Classroom Management. Professional Development will also be offered in the area of managing "uncontrolable" behavior, and the many personalities of members of a learning environment.

Evaluation

This objective will be evaluated by the decrease in the number of infractions on the Student Code of Conduct 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Increase the use of technology in the classroom and at home by the students.

Increase the integration of technology into the curriculum by the teachers.

Needs Assessment

During the 2004-2005 School Year the number of lessons utilizing a technology infusion was minimal. Students spent most of the academic day listening to the teachers or completing paper/pencil assignments. Due to the fact that the above statement and practices will not prepare our students and teachers for the technological society in which we currently live, the need to effectively and efficiently increase the use of technology into the standard curriculum is great.

Measurable Objective

Given the need for both teachers and students to become effective and efficient members of a technological society, teachers and students will infuse the use of technology into the standard curriculum provided by the District, by completing a minimum of one technology-based activity per week. The total numbers of activities evidenced by the computer reports for 2005-2006 will be compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide selected third grade students with a free computer through a grant by Citibank Family Tech	Computer Specialist, Lead Teacher and Administrators	8/24/2005	11/30/2005
Provide in-services for teachers in the use of the Excelsior Electronic Gradebook.	Computer Specialist, Lead Teacher and Administrators(Gradebook Managers)	8/22/2005	5/31/2006
Provide in-services in reading and disaggregating data received from Accelerated Reader	Media Specialist, Reading Coaches and Administrators	8/25/2005	5/31/2006
Use data from Reading Plus, SuccessMaker Enterprise, LeapTrack, FCAT Explorer, Riverdeep, Edusoft, Test Maker to drive instruction.	Classroom Teachers, Special Area Teachers and Administrators	8/1/2005	5/31/2006
Provide in-services for parents of selected third grade students in the use of Earobics.	Computer Specialist Lead Teacher and Administrators	8/24/2005	11/30/2005
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and Administrators	8/1/2005	5/31/2006

Research-Based Programs

Excelsior Electronic Gradebook, Riverdeep, Reading Plus, STaR, SuccessMaker Enterprise, Classworks, Edusoft, Test Maker, LeapTrack, LeapPad, QuantumPad, Accelerated Reader, Earobics, National Education Technology Standards(NETS), and Systems for Technology Accountability and Rigor.

Professional Development

Being a member of the School Improvement Zone, professional development is offered different areas of infusing technology into the standard curriculum. At the school-site Professional development is conducted on a regular basis in the use of the Excelsior Electronic Gradebook, LeapPad, QuantumPad, Accelerated Reader, Earobics, SuccessMaker Enterprise, Classworks, and Microsoft Office Suite. Professional development is being offered at the school-site and through the School Improvement Zone, on a regular basis, in the areas of FCAT Explorer, Riverdeep, Reading Plus, Edusoft, and Microsoft Office Suite.

Evaluation

This objective will be evaluated by the number of technology based activities completed by each class on a weekly basis. Computer reports will be used as evidence by the number of activities integrating technology into the curriculum.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Increase the students awareness of good health and fitness according to the national standards. Improve the health and physical fitness of students participating in the physical education program in order for them to be able to adopt healthy and physically active lifestyles.

Needs Assessment

According to the Physical Fitness - Test Summary Elementary 2004-2005, of the 125 students participating in the physical education program, only 103 were tested. Of the 103 students tested during the 2004-2005 School Year eight students received the Gold Award and 21 students received the Silver Award, for a total of 28 percent of the students receiving awards.

Measurable Objective

Given instruction using the guidelines for National Standards for Physical Education, the number of students passing the 2005-2006 FITNESSGRAM will increase by a minimum of three percent (3%).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor Physical Fitness Program to ensure appropriate activities are selected that are specifically related to assessment component items.	Administrators	8/1/2005	5/31/2006
Use data from FITNESSGRAM Pre-test to determine baseline measures for students	Physical Education Teachers and Administrators	8/1/2005	9/30/2005
Ensure appropriate amount of instructional time is dedicated to fitness related activities such as, cardiovascular, flexibility, and muscular strength and endurance, on a daily basis.	Physical Education Teachers and Administrators	8/1/2005	5/31/2006
Develop an action plan for the school to ensure the goals and objectives are met.	Leadership Team, Professional Development Team, Physical Education Teachers and Administrators	8/1/2005	5/31/2006
Compare the data given from the Pre - and Post-tests in order to measure students' improvement levels.	Physical Education Teachers and Administrators	4/2/2006	5/31/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and	8/1/2005	5/31/2006

Research-Based Programs

2005-2006 FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the current guidelines for health and fitness, and other assessments tool to be used to measure students knowledge of health and becoming physically fit.

Evaluation

2005-2006 FITNESSGRAM

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Increase the number of students participating in the Advanced Academic Programs including Gifted and Academic Excellence Programs.

Needs Assessment

During the 2004-2005 School Year, the number of students participating the in Advanced Academic Programs was three. This number does not adequately reflect the talents represented in the school.

Measurable Objective

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, and students' self-esteem Dr. Henry W. Mack/West Little River Elementary School will vigorously recruit and maintain a minimum of 35 students in its Advanced Academic Programs during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a Drama/Public Speaking Program that students enables students to apply/audition to become members.	Drama Club Sponsor and Administrators	9/12/2005	5/31/2006
Implement a Journalism/Print Media Program that will allow students to apply to become members of the team.	Journalism Sponsor and Administrators	9/12/2005	5/31/2006
Conduct creative writing activities to include original plays, musical, and poems.	Drama Club Sponsor, Journalism Club Sponsor and Administrators	9/12/2005	5/31/2006
Create "Productions" that will enable the students of the Drama Club to showcase their talents to the parents and community.	Drama Club Members, Drama Club Sponsor and Administrators	9/12/2005	5/31/2006
Create a "Student Newspaper" for students, by students.	Journalism Members, Journalism Sponsor and Administrators	9/12/2005	5/31/2006
Implement Future Educators of America (FEA) Program.	FEA Sponsor and Administrators	9/12/2005	5/31/2006
Implement the School Safety Patrol Program.	School Safety Patrol Sponsor and Administrators	9/12/2005	5/31/2006
Implement an enrichment program for students performing above grade-level.	Reading Coaches, Classroom Teachers, Mathematics/Science Coach and Administrators	8/1/2005	5/31/2006
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/1/2005	5/31/2006
Ensure that Creating Independent Student-Owned Strategies (CRISS) are effectively being utilized in the classroom.	Classroom Teachers and Administrators	8/1/2005	5/26/2006
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and Administrators	8/1/2005	5/31/2006

Research-Based Programs

N/A

Professional Development

Professional development will be provided by the Division of Advanced Academic Programs to assist teachers in screening and nominating students for various Advanced Academic Programs. Teachers participating in the Academic Excellence Program will be provided with in-services to guide them in effective ways in which to implement the programs.

Evaluation

This goal will be evaluated as evidenced by the number of students participating in the Advanced Academic Programs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

Needs Assessment

The Return on Investment Index indicates that Dr. Henry W. Mack/West Little River Elementary School is in the upper third percentile of all elementary schools in students making learning gains. The money spent per student in the school is in the upper third percentile of all elementary schools. The percent of students making learning gains need to increase from 37% to to 60% in mathematics and from 44% to 60% in reading. The school-based leadership team will: a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources; b) monitor whether or not the programs and resources are improving school and student performance; c) measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

Measurable Objective

Dr. Henry W. Mack/West Little River Elementary School will improve its ranking on the state's Return on Investment Index as evidenced by a 10% increase in the number of students performing at/or above grade-level in reading and mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources.	Leadership Team, Classroom Teachers, and Administrators	8/1/2005	5/31/2006
Collaborate with the District/Zone on resource allocation.	Administrators	8/1/2005	5/31/2006
Use student performance data to influence decision-making.	Data Analyst, Classroom Teachers and Administrators	8/10/2005	5/31/2006
Utilize school-based leadership team to make informed purchases, monitor program effectiveness, and measure the programs impact on student achievement.	Leadership Team and Administrators	8/1/2005	5/31/2006
Use student data to target specific areas for improvement and make purchases that will assist in instruction.	Leadership Team and Administrators	8/1/2005	5/31/2006

Research-Based Programs

The Continuous Improvement Model

Professional Development

The faculty and staff will receive professional development in the correct implementation of the Continuous Improvement Model.

Evaluation

This goal will be measured using the results from the 2006 administration of the FCAT.

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:

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at DHWM/WLRES shall assist in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the SIP.

The EESAC shall also develop a plan for expenditure of funds designated by the state specifically for the EESAC and a portion of these funds will be used for the implementation of the SIP.

Training:

The EESAC shall receive a copy of the school's current budget and appropriate budget orientation/training will be given by the principal (or designee). Additionally, the EESAC Chair along with the Leadership Team has participated in training for writing the SIP.

Instructional Materials:

With the implementation of the School Improvement Zone, all instructional materials used here are DHWM/WLRES are research-based and have proven success in schools with similar demographics.

Technology:

In order to propel our students into a technological society, DHWM/WLRES offers a curriculum enhanced by computer-based support (software, Internet access, and various on-line services). However, trend knowledge indicates that DHWM/WLRES has not consistently experienced significant improvement in student achievement in mathematics and reading through the use of these technological advances. The review process has worked phenomenally with the school, allowing teachers to continuously tailor the students' program, based on computer-generated reports. Additionally, daily participation allows mastery of benchmark standards as students work at their own pace.

The CIM's focus on data and differentiated instruction will allow for the most effective use of technology.

They will also ensure that teachers, parents, students and community members understand what role technology is playing in a school or district and how its impact is being evaluated. DHWM/WLRES has established steps to redirect the existing technology for instructional purposes both within the classroom and in the computer lab. Technology is used as a tutorial, a means to explore, a tool to create, compose, store and analyze data, and a means to communicate with others. Utilization of the existing resources at will enable the implementation of technology into the curriculum.

Staffing:

As required by School Board rule 6Gx13-1B1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and educational support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The EESAC members must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

Student Support Services:

The students here at DHWM/WLRES are provided with a guidance counselor who incorporates "Character Education" lessons into the "regular" curriculum. Additionally the guidance counselor facilitates "Peer Mediators", as well as small groups and one-on-one counseling sessions. The guidance counselor further assists parents in locating appropriate community services that are specific to their needs.

Other Matters of Resource Allocation:

As a result of the 2005 FCAT Dr. Henry W. Mack/West Little River Elementary School was awarded \$36,032.00 in recognition of students improved performance. This funding, after being voted on by the staff, will be allocated to the students, faculty, and staff members of Dr. Henry W. Mack/West Little River Elementary School in recognition for their efforts on the 2005 FCAT.

Benchmarking:

The decision-making process here at Dr. Henry W. Mack/West Little River Elementary School is based on collaboration among various school-site organizations such as: Academic Committee, Social Committee, Public Relations Committee, Grade-level Chairpersons, Leadership Team, EESAC, and the Administrators.

School Safety & Discipline:

The EESAC, working cooperatively with Dr. Henry W. Mack/West Little River Elementary School's Academic Committee have developed a Discipline Plan that addresses the total student body.

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