

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name: 5931 - Phillis Wheatley Elementary School*

*FeederPattern: Booker T. Washington Senior*

*Region: Regional Center IV*

*District: 13 - Miami-Dade*

*Principal: Cora Coleman Portee*

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

---

## *Phillis Wheatley Elementary School*

---

Phillis Wheatley Elementary School is a pre-kindergarten through sixth grade school of approximately 310 students. The school is located in the inner-city of Miami, Florida, in an area referred to as Overtown. It has 98% of the students on free or reduced price lunches. The student population is 80% African American, 17% Hispanic, and 3% other (Multicultural, White and Asian). The staff in conjunction with EESAC have examined, analyzed and evaluated key data such as the Organizational Performance Self-Assessment Survey Results, the School Climate Survey Results, 2005 FCAT NRT Test Results, 2005 FCAT Reading, Writing and Mathematics Test Results, 2004-2005 Florida School Report, and the 2004-2005 School Improvement Plan Results in order to prepare our students to meet world class standards.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 44 percent point of the students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through six will improve their reading skills as evidenced by 44 percent point of the students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the AYP subgroup of Free or Reduced Lunch students in grades three through six will improve their reading skills as evidenced by 44 percent point of the students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the AYP subgroup of Black students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the AYP subgroup of Free or Reduced Lunch students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing scores as evidenced by a 1 percentage point increase in the percent of students scoring FCAT Achievement Level 4.0 or higher on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will demonstrate an increase of their science process skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 FCAT Science Test.

Phillis Wheatley Elementary School will increase parent participation by a 10 percentage point increase in parent workshop attendance as evidenced by the 2005-2006 Title I Parent Outreach Monthly School Report.

Phillis Wheatley Elementary School will improve student safety and discipline as evidenced by a decrease in the total number of outdoor suspensions for the 2005-2006 school year as compared to 2004-2005.

Given instruction using the Continuous Improvement Model, teachers will demonstrate an increase in their use of technology to disaggregate data in order to drive instruction as evidenced by student data reports for the 2005-2006 school year as compared to 2004-2005.

Given instruction using the Sunshine State Standards, students in grades 4-6 will demonstrate an increase of their health and fitness skills as evidenced by a 3 percentage point increase in the percent of students achieving the gold or silver award on the 2006 administration of the FITNESSGRAM.

Given instruction using the Sunshine State Standards, students in grades 2-6 will demonstrate an increase of their music skills as evidenced by two annual performances.

Phillis Wheatley Elementary School will improve its ranking on the State of Florida ROI index publication from the 28th percentile in 2003 to the 38th percentile on the next publication of the index.

The two weakest areas, as determined by the results of the Organizational Performance Self-Assessment Survey are Strategic Planning and Process Management.

## 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.

## Phillis Wheatley Elementary School

### VISION

We at Phillis Wheatley Elementary School are preparing our students to meet world class standards and are committed to the development of academic excellence with parental and community involvement.

### MISSION

At Phillis Wheatley Elementary School CHILDREN COME FIRST. We believe all of our students, including those with special needs, have the right to meet their fullest potential so that they may become productive citizens in our democracy. Teachers, staff, community members, parents, and students work together to create a safe environment in which students are excited about learning and are able to reach our high expectations for academic excellence. Ongoing communication and collaboration between teachers, support staff, and administration foster an integrated curriculum that challenges all learners. Our students will be prepared for the rapidly changing technological world by being able to access information, solve problems, think critically, make decisions, and work productively with others. The Phillis Wheatley Elementary School community takes pride in celebrating our cultural diversity and expects our students to respect one another, take responsibility for their actions, and make ethical decisions as they become lifelong learners in our global society.

## 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.

## *School Demographics*

---

Phillis Wheatley Elementary School is a prekindergarten through sixth grade school of approximately 340 students. The school is located at 1801 Northwest 1st Place in the City of Miami, Florida, an area referred to as Overtown. Phillis Wheatley Elementary School's enrollment has declined in the past eight years due to the redevelopment and revitalization of Overtown by the City of Miami. The student population is 80 percent African American, 17 percent Hispanic, and 3 percent Other (Multi-cultural, White, and Asian). The English for Speakers of Other Languages Program (ESOL) services 20 students who are Limited English Proficient (LEP). The Exceptional Student Education Program (ESE) services 8.5 percent of the population. Ninety-nine percent of the students are in the Free/ Reduced Price Lunch Program. In the past five years the student mobility rate has consistently increased, from 47 percent last year to 54 percent this year. The average daily attendance rate has remained at 94 percent.

Phillis Wheatley Elementary School employs a total of 47 full-time staff members. The staff is comprised of 2 administrators, 2 reading coaches, 1 mathematics coach, 1 technology facilitator, 29 classroom teachers, 2 exceptional education teachers, 1 media specialist, 1 guidance counselor, 5 paraprofessionals, 3 clerical employees, 5 security monitors, 6 cafeteria workers, and 4 custodial workers. The faculty is 13 percent White, 34 percent Hispanic, and 53 percent Black. Twenty-four percent of the faculty is new to the school and 19 percent are beginning teachers. Twenty-six percent of the faculty is male, while 74 percent is female. The educational level of our faculty is high: 30 percent have a Master's degree. Seven is the average number of years that our faculty has taught in the State of Florida. Looping in grades one and two allows teachers to follow their students for a two year period. During this time, teachers gain a better understanding of students' strengths and weaknesses and are able to adjust the curriculum to meet the students' needs and abilities.

# *School Foundation*

---

## ***Leadership:***

According to the Organizational Performance Improvement Snapshot Survey (OPIS) results, the lowest ranked question in the Leadership category was 1g “My organization asks me what I think,” with a score of 3.8, therefore our goal will be to improve communication between staff and leadership.

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

According to the OPIS assessment results, the lowest ranked question in the District Strategic Planning Alignment category is 2a “As it plans for the future, my organization asks for my ideas,” with a score of 3.8, therefore our goal will be to improve communication between staff and district.

## ***Stakeholder Engagement:***

According to the OPIS assessment results, the lowest ranked question in the Stakeholder Engagement category is 3d “I ask my customers if they are satisfied or dissatisfied with my work,” with a score of 3.8, therefore staff will be encouraged to ask stakeholders for their input regarding services provided.

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

According to the OPIS assessment results, the lowest ranked question in the Human Resources category is 5d “I am recognized for my work,” with a score of 3.7, therefore leadership will increase their efforts to recognize individual’s hard work.

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

According to the OPIS assessment results, the lowest ranked question in the Data/Information/Knowledge Management category is 4f “I get the information I need to know about how my organization is doing,” with a score of 4.1, therefore the leadership will increase their efforts to disseminate information to the staff.

## ***Education Design:***

According to the OPIS assessment results, the two lowest ranked questions in the Process Management category are 6a “I can get all of the resources I need to do my job,” with a score of 3.8, and 6d “I have control over my work processes,” with a score of 3.8, therefore our goal will be to make resources more accessible and give staff more control over their work processes.

## ***Performance Results:***

According to the OPIS assessment results, the lowest ranked two questions in the Business Results category are 7c “I know how well my organization is doing financially,” with a score of 3.4 and 7e “My organization removes things that get in the way of progress,” with a score of 3.7, therefore the leadership will increase efforts to disseminate budgetary information to staff and eliminate obstacles that hamper the progress of the school.

# ***Additional Requirements***

Only for schools under state sanction

---

## **• High Quality, Highly Qualified Teachers:**

Phillis Wheatley Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida Department of Education per the issuance of a State teaching certificate which documents the completion of bachelor's or master's degree coursework and knowledge of subject area(s) taught.

The Phillis Wheatley Elementary School administrators established a Leadership and Professional Development Team to provide a supportive nurturing environment for all teachers. The Professional Development Team has implemented a plan to address all curriculum issues, classroom management strategies, and teacher mentoring requirements. Although new teachers are actively participating in the New Educators Support Team program, the administration has assigned all early career teachers a teacher mentor. Additionally, the Administrative and Leadership Teams conduct workshops in the areas of literacy, curriculum development using best practices, teaching methods and strategies, classroom management, stress issues that are work related, parental contact tips, school management, and technology.

## **• Highly Qualified, Certified Administrators:**

The administrative staff of Phillis Wheatley Elementary School is comprised of a principal and an assistant principal.

Cora Coleman Portee - Principal

For the past 35 years, Ms. Coleman Portee has served as a teacher of mathematics, department chairperson, assistant principal, temporary principal, and principal. She taught mathematics for 17 years, serving diverse student populations before becoming an administrator. As a teacher of mathematics at Miami Beach Senior High School, she created and designed learning activity packages (LAP) which resulted in improved student achievement and helped the school to earn QUIIP/Merit School recognition 1985 and 1986. Appointed to assistant principalship in 1986 at Horace Mann Middle School, Ms. Coleman Portee was responsible for scheduling the first magnet program in the District (computer magnet) which served students across the District. Ms. Coleman Portee was responsible for building a gifted program which started with four students. The gifted program grew to 120 students in a three year period. With the experience and knowledge gained at Horace Mann Middle School, Ms. Coleman Portee worked diligently with the parents and staff to recruit and retain students in the magnet art program at Allapattah Middle School. The academic achievements of the students in these magnet programs were used to inspire and encourage all students to excel. Ms. Coleman Portee served as an assistant principal for 17 years at various levels and schools within the District. She was knowledgeable, dependable, reliable, and now a proven leader who was assigned a temporary principalship at Shadowlawn Elementary. Ms. Coleman Portee was appointed to the principalship at Phillis Wheatley Elementary School in September 1998. She has availed herself to a variety of professional development opportunities. After six years, the challenge still remains to raise student achievement. She continues to develop, design, and monitor the implementation of aligned professional development activities to assist the faculty and staff in the preparation of new curriculum initiatives. Ms. Coleman Portee is a highly qualified principal who believes that all children can learn. Based upon her belief that a strong continuous improvement structure set into place and one that allows for input from all stakeholders will translate into improved student achievement.

Eduardo Molliner -Assistant Principal

For the past ten years Mr. Molliner has served as a temporary instructor, teacher, and assistant principal. During the time he



worked as a teacher at Hialeah Middle School, he was given many assignments. Mr. Molliner was responsible for coordinating and monitoring the after school and Saturday FCAT Tutorial programs which contributed to the school's letter grade change from a D to a B in only three years. He was a Team Coordinator in charge of supervising all Team activities and responsibilities. As the Team Coordinator he was able to assist with the curriculum alignment that contributed to effective teaching. He worked for two and a half years at the School Center for Special Instruction (an in-school alternative to suspension program) teacher where he was responsible for supervising indoor suspensions and the school-wide implementation of the Code of Student Conduct whereby he improved student discipline which impacted the school climate and enhanced classroom learning. He served as the Department Chairperson for Social Studies assisting teachers and supervising the implementation of the curriculum. Working closely with school administrators, security monitors, and teachers he helped to mentor new teachers and develop new strategies for classroom management. Mr. Molliner was selected through the interview process held at the District level from a large pool of eligible candidates and was chosen because he is the best person for our school.

### **• Teacher Mentoring:**

Phillis Wheatley Elementary School provides several Teacher Mentoring Programs. The two Reading Coaches, the Mathematics Coach, and the Technology Facilitator assist all teachers with curriculum needs. They provide support through observations, sample lessons, coaching, modeling, grade level meetings, and staff development workshops on an as needed basis to all teachers at all grade levels.

The PACES Professional Growth Team (PGT) is also used to provide support for the continuous professional growth of Annual Contract (AC) teachers. The PGT is required for AC teachers. The PGT is also mandated for other teachers identified by the principal through the required observation process as needing assistance in meeting evaluation standards. The Professional Growth Team is established cooperatively by the principal and the AC teacher and consists of: a colleague teacher selected by the AC teacher, a second colleague teacher selected by the principal, and an optional third colleague teacher selected by mutual agreement of the AC teacher and the principal.

Professional Growth Team members must schedule and participate in required meetings with the AC Teacher. The teacher's participation in the PACES Professional Growth Meeting is included in the annual Professional Development Plan (PDP). The teacher's professional growth plan incorporates the observations and reflections of the PGT discussion.

### **• School Advisory Council:**

The purpose of the Phillis Wheatley Elementary School Advisory Council (SAC) is to work collaboratively to ensure student achievement. The Council is responsible for preparing and evaluating our School Improvement Plan (SIP). The function of our SAC is to bring together all stakeholders and involve them in the decision-making process which affects instruction and the delivery of programs. Regular meetings are held on the third Thursday of every month and address a variety of school-related issues and concerns. The SAC oversees several committees which are required to function within the school. The Safety-to-Life Committee deals with construction, custodial, and maintenance issues. Our Curriculum Committee addresses our SIP objectives as well as the infusion of multicultural education throughout the curriculum. The Attendance Committee has developed and implemented a school-wide plan that focuses on effective teaching and classroom management to decrease student suspensions and referrals. The SAC also assists administration with the school budget and allocates the money received per student based on the FTE to enhance student achievement.

### **• Extended Learning Opportunities**

Phillis Wheatley Elementary School and the Miami Children's Museum have been working together to create an after-school program for the students in grades three through six. The museum has developed a program that combines a homework laboratory, creative enrichment activities, and individualized tutoring. The program will be held Monday through Friday from

3:00 p.m. until 6:00 p.m. The students participating in this program will be bused to the museum three days a week where they will explore, create, and use technology to learn about the various social studies and science concepts that the museum is exhibiting. On Tuesdays and Thursdays the students will remain at the school where they will be visited by a professional artist who will teach the students about art and inspire them to create using various techniques and materials.

### **• School Wide Improvement Model**

Phillis Wheatley Elementary School is implementing the research-based Eight-Step Continuous Improvement Model. The Eight-Step Instructional Process begins with the disaggregation of test scores whereby grade level and subject area teams of teachers disaggregate school-based assessments and FCAT results by individual student groups, identifying learning objectives that need improvement, along with objectives successfully mastered. Step Two is the development of an instructional calendar that is used for teaching and assessing each benchmark and skill. Step Three uses the instructional calendar to focus on a targeted benchmark. Step Four is the assessment of the targeted benchmark. Students must demonstrate mastery of an objective before the teacher moves on. Step Five and Six address tutorials and enrichments in order to meet individual student needs. Step Seven is providing ongoing maintenance and reteaching of objectives. Lastly, Step Eight is the monitoring process through informal classroom visitations, ongoing team meetings, and administrative evaluations.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

The goal of Phillis Wheatley Elementary School’s reading program is to increase student achievement in reading based on the Sunshine State Standards. The focus of our program in every grade is to ensure that all students are proficient readers. By using strategies that include the Big 5: phonemic awareness, phonics, fluency, comprehension, and vocabulary, all students including those with special learning needs will increase their level of literacy.

### **Needs Assessment**

The results of the 2005 FCAT Reading Test indicate that 39 percent of students in grades three through six have met the State required mastery level, while 61 percent did not meet state standards. According to these results, only 48 percent of students made a year’s worth of progress in reading, while 39 percent of struggling students made learning gains. According to the Adequate Yearly Progress Report, the African American and Economically Disadvantaged students at our school need improvement in Reading.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 44 percent point of the students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through six will improve their reading skills as evidenced by 44 percent point of the students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the AYP subgroup of Free or Reduced Lunch students in grades three through six will improve their reading skills as evidenced by 44 percent point of the students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Houghton Mifflin Scope & Sequence for kindergarten through sixth grade, as evidenced by lesson plans.	Administrators Reading Coach	8/1/2005	5/26/2006
Administer biweekly and interim assessments, as well as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by class record forms.	Administrators Reading Coach	8/1/2005	5/26/2006
Provide tutorials and enrichments for targeted students during the Extended Day Program, as evidenced by lesson plans and schedules.	Administrators Reading Coach	8/1/2005	5/26/2006
Provide small group instruction to students making inadequate progress in reading according to assessments as evidenced by student Academic Improvement Plans (AIP).	Administrators Reading Coach	8/1/2005	5/26/2006
Utilize Accelerated Reader Program to monitor the independent reading for students in grades 1-6 and their progress as evidenced by a pre, mid, and post STAR assessment.	Administrators Reading Coach Media Center Specialist	8/1/2005	5/26/2006
CRISS strategies will be infused in reading instruction daily, as evidenced by lesson plans.	Administrators Reading Coach	8/1/05	5/26/06

## **Research-Based Programs**

Houghton Mifflin Reading Series (K-6)

Voyager Passport (K & Tier 3 Grade 3)

Soar to Success (3-6)

Early Success (K-2)

Breakthrough to Literacy (K)

Successmaker (1-6)

Reading Plus (2-6)

Read 180 (6)

## **Professional Development**

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

All teachers will select inservices based on the School Professional Development Plan recommendations, such as Literacy Development, CRISS strategies and Differentiated Instruction for Student Success.

## **Evaluation**

Administer 2006 FCAT Reading Test (3-6)

Administer 2006 Stanford Achievement Test 9 (1-2)

FCAT Norm-Referenced Test (3-6)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

The goal of Phillis Wheatley Elementary School’s mathematics program is to increase student achievement in mathematics based on the Sunshine State Standards.

**Needs Assessment**

The results of the 2005 FCAT Mathematics Test indicate that 38 percent of students in grades three through six have met the NCLB and State required mastery level by scoring FCAT Achievement Level 3 or higher, while 62 percent of students did not meet the State standards. Due to the 42 percent proficiency level on the Number Sense strand, students in grade four and six need intensive instruction in Number Sense. Due to the 29 perfciciency level on the Data Analysis strand, students in grade five need intensive instruction in Data Analysis.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the AYP subgroup of Black students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the AYP subgroup of Free or Reduced Lunch students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Mathematics Focus Calendar for kindergarten through sixth grade, as evidenced by lesson plans	Administrators Mathematics Coach	8/1/2005	5/26/2006
Provide small group instruction to students in grades three through six in the Saturday Academy, as evidenced by class rosters.	Administrators	9/24/2005	2/25/2006
Administer pre and post, biweekly, and interim assessments to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by class record forms.	Administrators Mathematics Coach	8/1/2005	5/26/06
Utilize tutorial programs such as Riverdeep and Successmaker with targeted students, as evidenced by program reports.	Administrators Technology Facilitator Administrator	8/1/2005	5/26/2006
Provide a variety of instructional activities that includes hands-on manipulatives instruction, as evidenced by lesson plans.	Administrators Mathematics Coach	8/1/2005	5/26/2006

## Research-Based Programs

Scott-Foresman-Addison Wesley Mathematics Series (K-5)

Glencoe (6)

Successmaker (1-6)

Riverdeep (K-6)

## **Professional Development**

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels that include intervention programs, Riverdeep, CRISS, and CIM.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

All teachers will select inservices based on the School Professional Development Plan recommendations, such as Riverdeep, and the Continuous Improvement Model.

## **Evaluation**

Administer 2006 FCAT Mathematics Test (3-6)

Administer 2006 Stanford Achievement Test 9 (1-2)

Administer Scott-Foresman Addison-Wesley Diagnostic Pre and Post Test (K-5)

Administer Glencoe Diagnostic Pre and Post Test (6)



## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

The goal of Phillis Wheatley Elementary School’s writing program is to increase student achievement in writing based on the Sunshine State Standards.

**Needs Assessment**

The results of the 2005 FCAT Writing Plus Test indicate that 82 percent of students in grade 4 have met the State required mastery level, while 18 percent did not meet state standards. According to this data our focus should continue to be on increasing student achievement in 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 improve their writing scores as evidenced by a 1 percentage point increase in the percent of students scoring FCAT Achievement Level 4.0 or higher on the 2006 FCAT Writing Plus Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the School Improvement Zone Writing Curriculum in grades K-6 as evidenced by lesson plans and school calendar.	Administrators Reading Coach	8/1/2005	5/26/2006
Administer pre and post writing assessments to implement data-driven instruction and monitor student progress following the Continuous Improvement Model, as evidenced by classroom summary reports.	Administrators Reading Coach	8/1/2005	5/26/2006
Incorporate writing throughout all content areas, as evidenced by lesson plans and student journals.	Administrators Reading Coach	8/1/2005	5/26/2006
Develop a school-wide instructional focus calendar based on the Sunshine State Standards for writing.	Administrators Reading Coach	8/1/2005	5/26/2006

## Research-Based Programs

CRISS

## Professional Development

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels that include CRISS, CIM, Holistic Scoring, and Best Practices.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

All teachers will select inservices based on the School Professional Development Plan recommendations, such as Continuous Improvement Model training and Differentiated Instruction for Student Success.

## Evaluation

Administer 2006 FCAT Writing Plus Test

Administer Pre and Post Test

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

The goal of Phillis Wheatley Elementary School's Science Program is to increase student achievement in science based on the Sunshine State Standards.

### ***Needs Assessment***

The results of the 2005 FCAT Science Test indicate that students in grade 5 scored a mean scale score of 239, which was 47 points less than the District's mean scale score of 286. Scores on the 2005 FCAT Science Test indicate that students in grade 5 scored an average of 6 mean points on the Physical and Chemical Strand; an average of 5 mean points on the Earth and Space Strand; an average of 5 mean points on the Life and Environment Strand; an average of 5 mean points on the Scientific Thinking Strand. According to this data, our focus should continue to be on improving student achievement in all science strands.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will demonstrate an increase of their science process skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Science Focus Calendar for kindergarten through sixth grade, as evidenced by lesson plans.	Administrators	8/1/2005	5/26/2006
Administer science assessments to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by student data.	Administrators	8/1/2005	5/26/2006
Provide students with inquiry based activities that incorporate the use of science process skills, as evidenced by Science Lab schedules, lesson plans, field trip rosters, and a school-wide Science Fair.	Administrators	8/1/2005	5/26/2006
Utilize FOSS Kits to acquire mastery of the scientific process as evidenced by lesson plans.	Administrators	8/1/2005	5/26/2006
Engage students on scientific investigations through science projects and exhibits as evidenced by the school-wide Science Fair.	Administrators	8/1/2005	5/26/2006

### Research-Based Programs

McGraw-Hill Science Series (K-6)

FOSS Kits (K-6)

### Professional Development

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

Teacher selected School Professional Development Plan recommendations, such as Hands-On Science Process Skills and Continuous Improvement Model training.

## **Evaluation**

Administer 2006 FCAT Science Test

Administer Pre and Post Test

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 5 STATEMENT:**

The goal of Phillis Wheatley Elementary School's Parent Outreach Program is to increase parent involvement. Studies indicate that children whose parents/guardians participate in their education tend to do better in school. The focus of our program is to educate and inform parents in order to build a partnership between the school and the home that will benefit their children.

### **Needs Assessment**

The results of the 2004-2005 Title I Parent Outreach Monthly School Report indicate that 5 percent of parents attended workshops throughout the school year and only 76 parents visited our Parent Resource Center. According to EESAC Meeting rosters only 2 parents attended the monthly meetings. This data indicates that parent participation is extremely low and that increasing parental involvement should remain a focus for the 2005-2006 school year.

## Measurable Objective

Phillis Wheatley Elementary School will increase parent participation by a 10 percentage point increase in parent workshop attendance as evidenced by the 2005-2006 Title I Parent Outreach Monthly School Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop Academic Improvement Plans (AIP) for those students who are not meeting grade level standards and schedule conferences collaboratively with parents to support improved student performance as evidenced by AIP's.	Administrators Counselor	8/1/2005	5/26/2006
Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, homevisits and Parent-planned or initiated activities as evidenced by Title I Parent Outreach reports.	Administrators Title I Community Involvement Specialist	8/1/2005	5/26/2006
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators Title I Community Involvement Specialist	8/1/2005	5/26/2006
Provide monthly Parent Workshops in the mornings and evenings offering information, education, and trainings as evidenced by attendance sheets and agendas.	Administrators Title I Community Involvement Specialist	8/1/2005	5/26/2006

### Research-Based Programs

Passport to Success

### Professional Development

The Title I Community Involvement Specialist will attend district provided professional development, such as monthly CIS Meetings.

## **Evaluation**

Phillis Wheatley Elementary School will show an increase in parent participation by a 10 percentage point increase in parent attendance at monthly workshops on the 2005-2006 Title I Parent Outreach Monthly School Report.



## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

The goal of Phillis Wheatley Elementary School’s Parent Outreach Program is to increase parent involvement. Studies indicate that children whose parents/guardians participate in their education tend to do better in school. The focus of our program is to educate and inform parents in order to build a partnership between the school and the home that will benefit their children.

**Needs Assessment**

School records indicate that during the 2004-2005 school year there were a total of 164 outdoor suspensions. Although this was a decrease compared to the 392 outdoor suspensions in 2003-2004, it is still too high. According to this data, the focus should continue to be on lowering the number of outdoor suspensions.

## Measurable Objective

Phillis Wheatley Elementary School will improve student safety and discipline as evidenced by a decrease in the total number of outdoor suspensions for the 2005-2006 school year as compared to 2004-2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide mentoring and counseling in school and through outside agencies to targeted students as evidenced by referrals and sign-in logs.	Administrators Counselor	8/1/2005	5/26/2006
Implement a Safety Patrol/ Youth Crime Watch Program as evidenced by the program portfolio.	Administrators Youth Crime Watch Advisor	8/1/2005	5/26/2006
Implement a School-Wide Discipline Plan incorporating the District's Student Code of Conduct and utilizing classroom management strategies as evidenced by classroom rules and Student Case Management reports.	Administrators	8/1/2005	5/26/2006

### Research-Based Programs

Safe-Drug Free Schools

Character Education

Project PROUD (Peacefully Resolving Our Unsettled Differences)

### Professional Development

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

Teacher selected School Professional Development Plan recommendations.

### Evaluation

Phillis Wheatley Elementary School will show a decrease in outdoor suspensions as indicated by school reports.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 7 STATEMENT:**

The goal of Phillis Wheatley Elementary School’s Technology Plan is to increase teacher usage of technology. The focus will be for teachers to use technology programs to gather student data in order to drive instruction. This will allow teachers to use the most current data available when implementing the Continuous Improvement Model. We are committed to integrating technology into all curriculum areas and providing teachers with the necessary support to improve learning outcomes and prepare students for the future.

**Needs Assessment**

Phillis Wheatley Elementary School used State, District, and school technology programs to manage student data during the 2004-2005 school year. In fact, based on the STaR Survey data, 75 percent of our faculty used technology for administrative tasks and the analysis of student assessment information. Currently, over 24 percent of our faculty are beginning teachers, therefore the focus will remain to incorporate technology as the main source of locating and managing student data during the 2005-2006 school year.

## Measurable Objective

Given instruction using the Continuous Improvement Model, teachers will demonstrate an increase in their use of technology to disaggregate data in order to drive instruction as evidenced by student data reports for the 2005-2006 school year as compared to 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teacher training in the usage of technology as evidenced by rosters and agendas.	Administrators Technology Facilitator	8/1/2005	5/26/2006
Facilitate and monitor the usage of technology as evidenced by e-mails and reports.	Administrators Technology Facilitator	8/1/2005	5/26/2006
Monitor the utilization of school reports for data management as evidenced by reports.	Administrators Technology Facilitator	8/1/2005	5/26/2005

## Research-Based Programs

Breakthrough to Literacy (K)  
 Successmaker (1-6)  
 Reading Plus (2-6)  
 Read 180 (6)  
 National Education Technology Standards (NETS)

## Professional Development

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

Teacher selected School Professional Development Plan recommendations.

## Evaluation

Phillis Wheatley Elementary School will demonstrate the use of technology to manage student data and drive instruction as evidenced by reports generated from the following technology programs: Academic Improvement Plans, Electronic Gradebook, Edusoft, Reading Plus, DIBELS, Successmaker, Riverdeep, STAR, Accelerated Reader, Read 180 and Breakthrough to Literacy.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

The goal of Phillis Wheatley Elementary School's Health and Fitness Program is to increase student achievement in Physical Education based on the Sunshine State Standards. The focus of our program is to provide students the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of physical activities. These physical activities are essential for developing physical, mental, emotional and social skills for every student. Through participation in our program students will develop interest and skills that promote and encourage lifetime fitness for daily living. Based on this foundation, all students, including those with special learning needs, will increase their level of physical competence and cognitive understanding about physical activity so that they may adopt healthy and physically active lifestyles.

### ***Needs Assessment***

The results of the 2004-2005 FITNESSGRAM indicate that 40 percent of students tested in grades 4-6 met the minimum health-related standards by achieving a gold or silver award. Based on these results, less than half of our students met the minimum health-related standards. According to this data, our focus should be continuing to improve student health and fitness.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 4-6 will demonstrate an increase of their health and fitness skills as evidenced by a 3 percentage point increase in the percent of students achieving the gold or silver award on the 2006 administration of the FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an appropriate amount of instructional time in fitness related activities on a daily basis as evidenced by class scheduling and lesson plans.	Administrators Physical Education Teacher	8/1/2005	5/26/2006
Provide activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance as evidenced by lesson plans.	Administrators Physical Education Teacher	8/1/2005	5/26/2006
Administer physical fitness assessments to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by student data.	Administrators Physical Education Teacher	8/1/2005	5/26/2006

## Research-Based Programs

FITNESSGRAM

## Professional Development

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

Teacher selected School Professional Development Plan recommendations.

## Evaluation

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

The goal of Phillis Wheatley Elementary School’s music program is to increase the opportunity for students to develop musical skills by providing the highest quality of music education.

**Needs Assessment**

Student interest in music during the 2004-2005 school year was extremely low as evidenced by student misconduct and referrals in the music program. The lack of student musical performances in 2004-2005 indicates a need for an increase in student interest and participation in the music program.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 2-6 will demonstrate an increase of their music skills as evidenced by two annual performances.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Jubilate Arts Academy in grade K-5 as evidenced by schedules.	Administrators	11/1/2005	5/26/2006
Conduct student musical performances with targeted grade levels as evidenced by programs.	Administrators Music Teacher	8/1/2005	5/26/2006
Develop an instructional program focused on rhythmic patterning in grades 2-3 and musical instruments in grades 4-5, as evidenced by lesson plans.	Administrators Music Teacher	8/1/2005	5/26/2006

### Research-Based Programs

NA

### Professional Development

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels.

Beginning teachers and teachers new to the school or grade will receive continuous mentoring.

Teacher selected School Professional Development Plan recommendations.

### Evaluation

Phillis Wheatley Elementary School's music program will be evaluated based on increased participation in student performances in the two annual 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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 10 STATEMENT:***

The goal of Phillis Wheatley Elementary School's Return on Investment is to rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness.

### ***Needs Assessment***

The most recent data supplied by the FLDOE indicate that in 2003, Phillis Wheatley Elementary School ranked at the 28th percentile on the State of Florida ROI index.

## Measurable Objective

Phillis Wheatley Elementary School will improve its ranking on the State of Florida ROI index publication from the 28th percentile in 2003 to the 38th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement partnerships with community agencies as evidenced by schedules.	Administrators	8/1/2005	5/26/2006
Familiarize the staff with funding sources and financial expenditures as evidenced by meeting agendas.	Administrators	8/1/2005	5/26/2006

## Research-Based Programs

NA

## Professional Development

NA

## Evaluation

On the next State of Florida ROI index publication, Phillis Wheatley Elementary School will show progress toward reaching the 38th percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

The Educational Excellence School Advisory Council (EESAC) recommends purchasing all allocated positions based on the Funding Table Equivalency (FTE) and the needs of the school.

### ***Training:***

The Educational Excellence School Advisory Council (EESAC) recommends providing Florida Comprehensive Assessment Test (FCAT) inservice training for teachers in reading, writing, mathematics, and science, as well as curriculum alignment and the integration of technology.

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

The Educational Excellence School Advisory Council (EESAC) recommends that resources will be used to improve student achievement in reading, writing, mathematics, and science.

### ***Technology:***

The Educational Excellence School Advisory Council (EESAC) recommends that we continue to provide inservice training on incorporating technology into regular classroom instruction.

### ***Staffing:***

The Educational Excellence School Advisory Council (EESAC) recommends that we are made aware of personnel positions and remain an integral part of the interviewing process.

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

The Educational Excellence School Advisory Council (EESAC) recommends that we continue our commitment to using EESAC funds and resources to support student services.

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

The Educational Excellence School Advisory Council (EESAC) recommends that we are kept aware of the needs of the school in areas such as personnel and instructional materials so that future funds can be allocated to appropriate areas.

***Benchmarking:***

The Educational Excellence School Advisory Council (EESAC) recommends that in order to meet State standards, the areas of reading, writing, mathematics, and science need to be addressed in our School Improvement Plan and communicated to our faculty.

***School Safety & Discipline:***

The Educational Excellence School Advisory Council (EESAC) recommends that we provide input regarding possible programs and policies which can be used to assist with safety and disciplinary issues.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

---

*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

---

*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

---

*Region Superintendent*