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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 5961 - Winston Park Elementary School

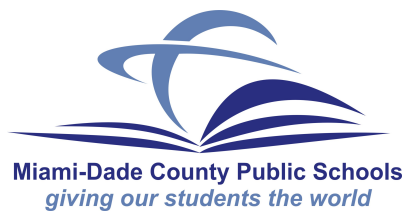
*FeederPattern:* Miami Sunset Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Noreen Virgin

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Winston Park Elementary School*

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Winston Park Elementary provides students with a quality educational program with a strong academic focus delivered by well trained, state certified, and highly motivated teachers using research based programs. The school functions under the guidance of a strong, visible, educational and managerial leadership. The administrative team works collaboratively with a dynamic and committed Instructional Leadership Team, comprised of key classroom teachers. The staff is committed to a Continuous Improvement Model assessing progress and reviewing data in order to determine strengths and weaknesses in the instructional program. Identification of and interventions for those students who are in need of additional assistance is a school wide priority. In addition, essential stakeholders who serve on the Educational Excellence School Advisory Council and the Parent Teacher Association keep the mission of the school in focus and reinforce the commitment towards the maintenance of high expectations for all students and an ongoing commitment to excellence. Through this collaborative design which stresses communication among all stakeholders the school successfully achieved its academic goals during the school year 2004-2005 and will continue to assess and improve its performance for the current school year of 2005-2006.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 86 percent of the students reaching the state required mastery level as documented by the scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematical skills as evidenced by 81 percent reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 86 percent of the students reaching or exceeding the state required mastery level of 3.5 as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a two point increase in the mean scale score of 309 as documented by the the 2006 FCAT Science Test.

Given the need to increase parental involvement, 17 percent of the parents of students in grades K through five will attend workshops that provide information on ways to assist their children with their schoolwork as documented by parental sign-in sheets.

Given classroom guidance interventions at least 80 percent of students in grades two through five will indicate knowledge of the peer mediation program as measured by the spring administration of the School Safety Survey.

Given instruction on the use of available technological resources students in grades three through five will increase their use of technology by 50 percent as documented by the difference between the September

and April Riverdeep usage report.

Given instruction in the Sunshine State Standards, 30 percent of students in grades two through five will become award recipients following the administration of the spring 2006 FITNESSGRAM TEST.

Given the need to increase opportunities for students to develop an appreciation of the fine arts at least ten percent of students in grade five will join the art club and be actively engaged in activities that enrich the content area curriculum through art as evidenced by club membership rolls.

Winston Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 73rd percentile in the 2003-2004 school year to the 80th percentile on the next publication of the index.

Results of the employee self assessment, which is part of the school survey, indicate that the lowest scores were noted in the areas of Human Resource Focus and Performance Results. Both of these categories scored at a 4.5 versus other categories at 4.6 and 4.7. More specifically, two items with the lowest scores of 4.3 and 4.2 respectively, demonstrated that the school staff indicated that there is a need to provide mentoring and other informal delivery systems to support employees. This particular indicator was one of eleven items in the Human Resource Focus category. The second item indicated that the work location needed to provide training on how to interpret and use data. This item was one of eight items in the Data-Driven Decision Making category. Both categories will be addressed by the Administration in collaboration with the Instructional Leadership Team and the Educational Excellence School Advisory Council. A systematic approach to provide on-going mentoring will be developed. In addition, a more hands-on approach will be initiated in an effort to develop a more understandable approach to the review of data by all stakeholders.

# 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.

## Winston Park Elementary School

### VISION

Winston Park Elementary School successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

### MISSION

The mission of Winston Park Elementary School is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a “family centered” atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

### CORE VALUES

At Winston Park Elementary we believe

- o School is a student’s place of work where mutual respect, concern and positive attitudes towards lifelong learning are promoted on a daily basis
- o School is a place where students need to think critically and apply knowledge productively
- o School is a place where the tools of technology are an integral part of our curriculum and daily lives.
- o School is a place where ethical and moral character traits are developed to prepare our students to actively participate in a democratic society.

## *School Demographics*

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Winston Park Elementary, serving 921 pre-kindergarten to fifth grade students, is located on ten acres in a multi-ethnic community in the southwest section of unincorporated Miami-Dade County, Florida. Eighty five percent of the school population is Hispanic, nine percent is White, two percent is Black and four percent is Other. The mobility rate is 17. The socioeconomic make-up reflects that 52 percent of our students are on free or reduced priced meals. In addition, 323 students (35%) participate in our Principal Fee Based Before/After School Care Program. Our Students With Disabilities (SWD) constitute six percent of the student body and 100 percent of these students are serviced through an Inclusion/Co-Teaching Model. Limited English Proficient students comprise 22 percent of our student population and are served in the general classroom with a small percentage receiving instruction in a resource classroom environment. In addition, our Advanced Academic Programs include a Gifted Program servicing 100 students (11%), TEAM (Teaching Enriched Activities to Minorities) classes in grades first through fifth servicing 15 percent and an Academic Excellence Program servicing approximately 40 students in an after school program. In addition, we service 31 percent of our After School Care students in tutorial programs conducted by certified teachers

The school employs a total of 79 full-time staff members and 44 part-time staff members. Of the full-time staff group, 52 percent are Hispanic, 28 percent are White and 20 percent are Black. Two are administrators, 40 are homeroom/academic classroom teachers, seven are bilingual teachers, four are special education teachers, three are gifted teachers, three are fine art teachers, two are physical education teachers, one is a guidance counselor, one is a Speech Pathologist, one is a Media Specialist, one is a Microsystems Technician, six are clerical employees, one is a cafeteria manager and seven are custodial service workers. Fifty percent have advanced degrees; three teachers have National Board Certification and one is near completion. In addition, the school operates a Before/After School Care Program of which the Manager and the Assistant Manager/Community Specialist are full-time employees in the day school. The majority of this staff is comprised of 16 activity leaders, usually college students pursuing degrees in education and nine fully certified teachers who implement the FCAT tutorial and Science SECME programs.

Winston Park Elementary School endeavors to strengthen its partnership with the community throughout the year. Monthly meetings with the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC) create an ongoing dialogue which allows for collaborative planning for parent and student programs/events and opportunities to participate in decision making in a non-threatening atmosphere. The school runs a large volunteer program allowing parents and others to actively participate and the school has been recognized for over 26 years of volunteer excellence

In addition, the school enjoys a collaborative relationship with the University of Miami, Barry University, Florida International University, Nova Southeastern University and Miami Dade College. Strong business partnerships exist with multiple organizations in the community including Publix, IHOP, Papa John's, Target, Hotwheels, the University of Miami Pediatric Van and the Children's Psychiatric Center.

The Florida Department of Education grades Winston Park Elementary as an "A" school for the fourth consecutive year recognizing the outstanding performance of our students. The collaborative efforts of staff, students and parents continue to maintain our high academic standards. Our students' attendance has ranked our school #1 in Regional Center VI and #2 in all of the elementary schools in the district. Time on task is an essential ingredient to our academic success.

# *School Foundation*

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## ***Leadership:***

Results of this category with an average score of 4.7 indicate that the leadership clearly sets the direction of the work location addressing the needs of all stakeholders. This is evident in the opening of the school agenda and meetings. The school leadership sets a tone in conjunction with the superintendent's message, regional center direction and the thorough review of all available school level data (i.e. School Climate Survey, State Accountability results and overall feedback from employees and staff.) An Instructional Leadership Team consisting of grade level and special area representatives assists the leadership team by focusing on instructional planning and maintaining dialogue and feedback to the administration.

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

Results of this category with an average score of 4.6 indicate that the work location sets direction based on available data from all stakeholders. Analysis of data from various sources (i.e. FCAT, SAT 10, STAR) which address academic achievement determine the school improvement plan objectives and adjustments if needed to on-going strategies. Input from teachers along with members of the EESAC and P.T.A. assist the staff in sharpening the school's focus and therefore making necessary adaptations to the academic program. As a result, teachers develop the SIP objectives and define those strategies which will create continuous improvement for our students.

## ***Stakeholder Engagement:***

Results of this category with an average score of 4.6 indicate that the work location almost always satisfies its present and future customers. The school conducts Open House Meetings at which parents are clearly and definitively presented with their child's grade level expectations as well as school policies on attendance, discipline and home learning. Monthly newsletters delineating what is happening at the school along with an updated website, a school marquee, P.T.A. meetings and parent workshops are utilized to keep communication open and fluid. A review of the climate survey indicates that all stakeholders rate the school as an "A" and the goal is to maintain and improve. Any complaints are handled at the level at which they occur with administration maintaining an open door policy for all stakeholders.

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

The results of this category with an average score of 4.6 indicate that there is general satisfaction with how information and data is presented and utilized. The administration works with the Instructional Leadership Team to determine on-going needs for professional development and colleague mentorship. Teachers, whether new or veteran, are paired with peers to coach and assist them as needed. Faculty meetings are designed with a staff development component which will directly impact teaching strategies and student learning. Communication among all stakeholders whether at meetings, conferences, e-mail etc. remains an overall issue. the review of data by all stakeholders remains an area in need of facilitation. A weekly bulletin keeps staff current on school issues and events.

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

Results of this category with an average score of 4.5 indicate that the work location promotes collaboration among

employees in order to accomplish the school's strategic objectives. This is evident in the weekly grade level and Instructional Leadership Team meetings which address instructional and curriculum concerns. In addition, open dialogue and constructive feedback occurs allowing staff to continually monitor employee needs. In turn, professional growth opportunities are disseminated to all staff. In addition to formal visitations and formal observations verbal and written feedback is regularly provided to all staff

***Education Design:***

Results of this category with an average score of 4.6 indicate the work location provides opportunities for the sharing of positive and negative experiences among all stakeholders in order to achieve better performance. The leadership team sets an example by maintaining an open door policy. The Instructional Leadership Team works diligently at focusing on the academic and instructional processes and suggesting adjustments as needed. In addition, this team along with the EESAC review the school's budget to determine how the services are being delivered in order to support every day operations. The school is committed to maintaining a diverse and highly qualified staff.

***Performance Results:***

Results of this category with an average score of 4.5 indicate a general satisfaction with the school's efforts to improve performance. The school has maintained its "A" state accountability grade for four consecutive years. In addition, the student attendance ranks the school as number two in the district. Student referrals are handled promptly and expeditiously addressing the cause and issuing appropriate consequences. The suspension rate is less than .1 percent as strict adherence to the Code of Student Conduct is paramount.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

All students will be literate members of society.

### **Needs Assessment**

Scores of the 2005 FCAT Reading Test indicate that 83 percent of students in grades three through five achieved high standards in reading and 73 percent made learning gains. These scores reflect an increase of two percentage points in the number of students achieving high standards, and no increase in the number of students making learning gains. Scores also indicate a decrease of five percentage points in the number of students in the lowest twenty-five percent who made learning gains in reading. Students in grade three had the lowest percent achieving high standards, 76 percent, while students in grade four performed the best at 81 percent.

An analysis of the mean percent correct scores by content cluster area indicates that students in grade three performed best in the Comparisons content cluster, students in grade four performed best in the content areas of Words and Phrases and Main Idea, and students in grade five maintained or increased scores in all four content areas. It also indicates that students in grade three had a 20 percentage point decrease in the mean percent correct score in the content cluster of Words and Phrases and a 15 percentage point decrease in the mean percent correct score in the content cluster of Reference and Research. In general, students in grades three through five scored the lowest in the content clusters of Reference and Research and Words and Phrases with an average mean percent correct score of 61 and 62 respectively.



NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 86 percent of the students reaching the state required mastery level as documented by the scores of the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Competency-Based Curriculum, Sunshine State Standards and the Comprehensive Research Reading Plan.	Principal Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Implement the grade level Scope and Sequence of the Houghton Mifflin Reading Program.	Principal Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Reading Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading benchmarks.	Principal Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	8/4/2005	5/26/2006
Monitor reading practices through the use of reading logs in grades kindergarten through five.	Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Train faculty in the use of Reciprocal reading strategies and implement through the content area curriculum a minimum of once a week.	Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	11/2/2005	5/24/2006
Utilize the Automated Academic Improvement Plan accessed through Student Performance Indicators to address the needs of those students not meeting grade level standards in reading.	Assistant Principal Instructional Team Leaders Classroom Teachers	10/3/2005	5/24/2006
Create a rotating schedule to provide small group reading instruction a minimum of two times a week for students performing below grade level (FCAT Levels 1 and 2) in grades three through five utilizing Computer Curriculum Corporation (SuccessMaker) Reading Component, Riverdeep, BookAdventure.com, Academy of Reading and FCAT Explorer applications in the classroom centers/computer labs.	Assistant Principal Classroom Teachers Paraprofessionals	9/5/2005	5/24/2006

Provide three hours per week of small group instruction via the After School Care FCAT Tutorial Program to enhance reading gains among students performing below grade level in grades three through five and monitor progress through Intermim Assessment scores.	Principal Reading Coach Selected Teachers	9/12/2005	5/24/2006
Implement the Strategic Steps to Reading Success Program (Spanish edition) through the Spanish curriculum in grades three through five to reinforce reading instruction and target students in the Limited English Proficient (LEP) subgroup.	Assistant Principal Spanish S Teachers	8/8/2005	5/24/2006
Schedule teacher-conducted workshops to familiarize parents with reading applications available online, such as FCAT Explorer, to support acquisition of reading skills at home.	Principal Technology Coach Reading Coach Selected Teachers	10/17/2005	5/8/2006
Sponsor a Curriculum Fair to increase parental awareness of effective reading skills.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	4/17/2006	5/15/2006
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselor Classroom Teachers	8/8/2005	5/24/2006
Utilize the Student Performance Indicators database to identify students performing in the lowest quartile to ensure they receive additional instructional support through small group instruction and computer based reading skills applications.	Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	10/3/2005	5/26/2006
Utilize the E-Reader software program to provide oral reading support for Students with Disabilities (SWD) as needed.	Assistant Principal Selected Teachers	8/8/2005	5/24/2006

### Research-Based Programs

The core reading program is the Houghton Mifflin Reading Program. Voyager Passport is used as an additional intervention with Tier 2 students. The computer-based Computer Curriculum Corporation (SuccessMaker) program are used as remedial/supplemental resources. The Spanish edition of the Curriculum Associates Strategic Steps to Reading Success Program is used to reinforce the reading instruction and to target students in the Limited English Proficient (LEP) subgroup.

## **Professional Development**

Professional development for teachers will include training on the Houghton Mifflin Reading Program and the new reading assessment instruments, i.e. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Early Success, Soar to Success; CRISS training for selected teachers, and training in the use of the Student Performance Indicators database and the Automated Academic Improvement Plan.

## **Evaluation**

Daily, weekly, monthly and interim assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. Monthly and interim assessments will be directed by reading teachers and the reading coach. Data will be compiled and shared by grade level teachers. The 2006 FCAT Reading Test will serve as the summative evaluation. Additional assessment instruments that will be used are Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Diagnostic Assessment of Reading (DAR), Early Success, Soar to Success, and the MDCPS Reading Standards Interim assessments.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

All students will be able to function on or above grade level in mathematics.

**Needs Assessment**

Scores of the 2005 FCAT Mathematics Test indicate that 78 percent of students in grades three through five achieved high standards in math and 64 percent made learning gains. A comparison with the scores from the 2004 FCAT Math Test indicates no increase in the percentage of students achieving high standards and a decline of eight percentage points in learning gains. Scores in the 2005 FCAT Mathematics Test indicate that students in grade three maintained the mean percent correct scores in all content clusters except measurement, in which there was a twelve percent increase; that students in grade four maintained the mean percent correct scores in Number Sense and Algebraic Thinking and had declines of 13 and 14 points respectively in the clusters of Data Analysis and Measurement; and students in grade five increased eight percentage points in the content cluster area of Data Analysis and maintained the same mean percent correct scores in Number Sense, Measurement and Algebraic Thinking. They had a decline of eight percentage point in the Geometry cluster.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematical skills as evidenced by 81 percent reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the grade level Mathematics Competency Based Curriculum, Sunshine State Standards, and the Comprehensive Math and Science Plan.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Implement the District Mathematics Long-Range Plan on all grade levels.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for mathematics.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	8/4/2005	5/26/2006
Utilize the Student Performance Indicators database to identify students performing in the lowest quartile to ensure they receive additional instructional support through small group instruction and computer based mathematical skills applications.	Assistant Principal Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Utilize the Automated Academic Improvement Plan accessed through the Student Performance Indicators to address the needs of those students not meeting grade level standards in math.	Assistant Principal Instructional Team Leaders Classroom Teachers	10/3/2005	5/26/2006
Provide a math tutorial three hours per week through the After School Care program for students in grades four and five who scored below a Level 2 in the 2005 FCAT and monitor progress through the Interim Assessments.	Principal Reading Coach Selected Teachers	9/12/2005	5/24/2006
Create a rotating schedule to provide small group instruction in mathematics for students performing below grade level (FCAT Levels 1 and 2) in grades three through five utilizing Computer Curriculum Corporation (SuccessMaker), Riverdeep and FCAT Explorer applications in the classroom centers/computer labs and monitor progress	Assistant Principal Classroom Teachers	9/5/2005	5/24/2006

through program reports.			
Implement the Calendar Math Program in grades kindergarten through five to increase effective metacognitive teaching strategies.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Implement the Spanish Edition of the Strategic Steps to Math Success in grades two through five CCHL mathematics instruction.	Assistant Principal Selected teachers	8/8/2005	5/24/2006
Conduct workshops to increase parental awareness of available internet resources, i.e. FCAT Explorer, Riverdeep, mhlm.com (MacMillan McGraw Hill Math Textbook site), that support acquisition of SSS skills at home.	Principal Assistant Principal Technology Mentor Instructional Team Leaders Selected Teachers	10/17/2005	5/15/2006
Sponsor a Curriculum Fair to increase parental awareness of effective mathematical skills.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	4/17/2006	5/15/2006
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselor Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006

### **Research-Based Programs**

The core mathematics program is the McMillan/McGraw Hill Mathematics Program. The web based Riverdeep program is used as remedial / supplemental resource. The Spanish Edition of the Curriculum Associates Strategic Steps to Math Success Program is used to target students in the LEP subgroup.

### **Professional Development**

Professional development training for teachers will include model lessons for all mathematics teachers in using innovative mathematics instruction to increase use of manipulatives and to enhance the mathematics curriculum, the use of the Student Performance Indicators data base and the Automated Academic Improvement Plan.

## **Evaluation**

Daily, weekly, and interim assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. The District Interim Math Assessments will be directed and monitored by the mathematics teachers, the administration, and the District Division of Mathematics and Science. Compiled data will be shared with all mathematics teachers. The 2006 FCAT Mathematics Test will serve as the summative evaluation.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

### **Needs Assessment**

Scores of the 2005 FCAT Writing Test indicate that 85 percent of students in grade four achieved or exceeded the high standard score of 3.5, a five percentage points increase over scores of the 2004 administration. A comparison of scores indicates a higher percentage of students achieving high standards in the FCAT Expository Writing Test, versus the Narrative Writing Test. Results also indicate that 81 percent scored 3.5 or above in the FCAT Narrative Writing Test and 89 percent scored 3.5 and above in the FCAT Expository Writing Test. The combined mean score of students in grade four in the 2005 FCAT Writing Test rose to 4.0, 3.9 in the narrative and 4.1 in the expository as compared to a combined mean score of 3.9 the previous year, 4.0 in the narrative and 3.8 in the expository. This reflects the students' greater mastery of the expository style.

### 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 skills as evidenced by 86 percent of the students reaching or exceeding the state required mastery level of 3.5 as documented by scores on the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Competency Based Curriculum, Sunshine State Standards, and the Writing Across the Curriculum Program to demonstrate and apply writing skills.	Principal Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Writing Test to identify strengths and weaknesses in student performance to direct instruction.	Principal Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	8/4/2005	5/24/2006
Develop and utilize monthly prompts (alternating narrative and expository) at each grade level to be scored using a writing rubric and recorded on teacher's logs.	Instructional Team Leaders Reading Coach Classroom Teachers	9/5/2005	5/24/2006
Utilize student rubrics for self and peer evaluation in grades two through five.	Instructional Team Leaders Reading Coach Classroom Teachers	9/5/2005	5/24/2006
Provide small group instruction a minimum of three times a week via classroom settings and the After School Care FCAT Tutorial Program to enhance writing gains among students scoring three and below in the District Writing Plus pre-test.	Principal Reading Coach Selected Teachers	9/12/2005	5/24/2006
Implement instruction on word processing and writing skills through the use of THE WRITER hardware and Inspiration software in grades three through five co-teaching classrooms.	Selected Teachers	8/8/2005	5/24/2006
Utilize EReader software program to provide aural feedback to SWD students during writing activities.	Selected Teachers	8/8/2005	5/24/2006
Implement "Exploding Sentence" activity into the daily language arts routine of all grade levels.	Instructional Team Leaders Reading Coach Classroom Teachers	9/5/2005	5/24/2006

Sponsor a Curriculum Fair to increase parental awareness of effective writing skills.	Principal Assistant Principal Instructional Team Leaders Reading Coach Classroom Teachers	4/17/2006	5/15/2006
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselor Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Implement instruction of advanced vocabulary in grades two through five through the use of "College Words."	Instructional Team Leaders Reading Coach Classroom Teachers	9/5/2005	5/24/2006

### **Research-Based Programs**

The writing component of the Houghton Mifflin Reading Program will be implemented.

### **Professional Development**

Professional development training for teachers will include: CRISS, workshops for scoring of student writing samples using the rubric, and the use of the Student Performance Indicators data base and the Automated Academic Improvement Plan.

### **Evaluation**

Writing pre and post-tests, weekly, and monthly writing assessments will be used to monitor the writing objective. The 2006 FCAT Writing Test will serve as the summative evaluation.

## 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 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 type="checkbox"/>

### **GOAL 4 STATEMENT:**

Increase the scientific knowledge of all students.

### ***Needs Assessment***

An analysis of the 2005 FCAT Science Test scores indicates a mean scale score of 309, an increase of eight points over the previous administration of the FCAT Science Test. The score also indicates that students in grade five are performing above both the district and the state average. A more detailed analysis of the content cluster percent correct scores indicates an increase in the mean percent correct scores for the content clusters of Physical and Chemical, Earth and Space, and Scientific Thinking. However, scores indicate a decrease in the Life and Environment cluster points earned. Even though Scientific Thinking had an eight percent increase, it still remains the area of greatest need with only 58 percent of students in grade five achieving correct responses for this cluster.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a two point increase in the mean scale score of 309 as documented by the the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the district-designed Science Scope and Sequence, aligned to the Sunshine State Standards.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Implement school site developed assessments for grade five and utilize acquired data to analyze progress and guide instruction.	Principal Assistant Principal Classroom Teachers	10/3/2005	5/24/2006
Emphasize the ongoing cross-curricular utilization of the scientific method, providing practice in the use of computers and other technology as research tools, applying critical thinking skills to create and carry out investigations culminating with the school wide Science Fair.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Foster interest and enthusiasm for careers in which science and mathematics form the basis for participation in the SECME Program.	Principal SECME Sponsor	9/12/2005	5/24/2006
Enable parents to become actively involved in their children's science education, as well as increasing their awareness of the Sunshine State Standards, by conducting a Science Family Night Workshop and distributing Science Activities for Families to Share.	Principal Assistant Principal Science Teachers	3/6/2006	3/27/2006
Sponsor a Curriculum Fair to increase parental awareness of effective scientific process skills.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	4/17/2006	5/15/2006
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselor Instructional Team Leaders Classroom Teachers	8/8/2005	5/24/2006
Implement the grade level Mathematics Competency Based Curriculum, Sunshine State Standards, and the Comprehensive Math and	Principal Assistant Principal Instructional Team Leaders	8/8/2005	5/24/2006

Science Plan.	Classroom Teachers		
Provide a dedicated space for "Science Resource" materials in support of inquiry based investigations, emphasizing use of the science process skills school wide.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

## **Research-Based Programs**

The Harcourt-Brace Science Series textbook and lab program will be implemented.

## **Professional Development**

Professional development will include: Increasing content knowledge of the Sunshine State Standards Science Strands, emphasizing the Nature of Science, the modeling of Best Practices to facilitate effective instructional strategies, the Automated Academic Improvement Plan, and assessing and analyzing data with particular emphasis on the use of the Student Performance Indicators data base.

## **Evaluation**

School site developed assessments will be used to analyze progress and redirect instruction for reinforcement and/or enrichment. The 2006 FCAT Science Test will serve as the summative evaluation.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### **GOAL 5 STATEMENT:**

The school will provide increased opportunities for parents to be involved in their children's education.

### **Needs Assessment**

An analysis of the parental sign-in sheets for the 2004-2005 school year indicate that over 90 percent of parents attended the school's Open House. Five workshops were held to provide parents with the information necessary to become partners in their children's education. An average of 20 percent of the targeted parents attended these workshops. Overall, 15 percent of our total parent population attended one of these workshops. There is a need to involve parents and generate greater parental participation at these events.

## Measurable Objective

Given the need to increase parental involvement, 17 percent of the parents of students in grades K through five will attend workshops that provide information on ways to assist their children with their schoolwork as documented by parental sign-in sheets.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a resource fair before open house to inform parents about community involvement (i.e. Dade partners, volunteer procedures, extra curricular activities offered by the school) and upcoming workshops at the school site.	Principal Assistant Principal Selected Teachers	9/12/2005	9/16/2005
Sponsor Open House meetings to inform parents about: attendance policy, uniforms, materials etc.	Principal Assistant Principal Teachers	8/4/2005	9/16/2005
Plan and deliver workshops addressing each of the major school improvement goals.	Principal Assistant Principal Instructional Leadership Team Selected Teachers	10/17/2005	5/24/2006
Assign each grade level a designated parent workshop presentation.	Principal Assistant Principal	10/17/2005	5/24/2006
Schedule workshops to precede or follow PTA meetings to encourage and facilitate attendance.	Principal Assistant Principal	10/17/2005	5/24/2006
Provide on-going translations at all formal meetings and with all home-school communiqué.	Principal Assistant Principal	8/8/2005	5/26/2006
Advertise and disseminate school events via the school marquee, the school website, flyers, MDCPS Parent Academy, and the Neighbor's section in the Miami Herald.	Principal Assistant Principal	8/8/2005	5/26/2006
Update the school's website and increase the number of individual classroom websites.	Principal Assistant Principal Selected Teachers	8/8/2005	5/26/2006
Sponsor multiple activities that involve parents in sharing student success such as Honor Roll, Student of the Month, Winter and Spring Musical, Art Show and Curriculum Fair.	Principal Assistant Principal	8/8/2005	5/24/2006
Communicate with the home regarding parental workshops through monthly bilingual calendar/newsletter, school web-site and marquee.	Principal Assistant Principal	8/4/2005	5/24/2006



## **Research-Based Programs**

Developing and Improving Positive School Cultures Through Family Engagement, Comprehensive Evaluation for Family Engagement, and Family Friendly Schools Five Step Process.

## **Professional Development**

Parents will be encouraged to participate in the many workshops/ trainings offered by MDCPS and local community agencies such as: Instructional Technology Conference, P.T.A/P.T.S.A training meetings, Town Hall Meetings, Educational Excellence School Advisory Council workshops, and all school level sponsored workshops.

## **Evaluation**

Parental sign-in logs documenting at least seven workshops presented by the school to parents on ways to assist their children with their schoolwork will serve as evaluation will be monitored on a monthly basis.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 6 STATEMENT:**

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

### ***Needs Assessment***

Data from the Student Case Management Executive Summary indicates no significant occurrences of critical incidents, group IV violations, and suspensions. The data also indicates that student conflict is a major source of discipline referrals. Data from the fall administration of the School Safety Survey indicate that 56 percent of the students in grades two through five are familiar with the school's peer mediation program.

## Measurable Objective

Given classroom guidance interventions at least 80 percent of students in grades two through five will indicate knowledge of the peer mediation program as measured by the spring administration of the School Safety Survey.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Present the purpose structure and procedures of the peer mediation program to students in grades two through five during classroom guidance lessons.	Assistant Principal Counselor	9/5/2005	5/24/2006
Introduce the peer mediators to all students through the morning announcements.	Counselor	9/5/2005	10/24/2005
Provide all peer mediators with t-shirts to facilitate identification.	Principal Counselor	9/5/2005	10/24/2005
Create a schedule for classroom visitations by assigned mediators to reinforce availability of mediation to all students.	Counselor	9/5/2005	11/28/2005
Present the peer mediation program during annual Peace Rally through student created skit.	Counselor	11/1/2005	11/30/2005

## Research-Based Programs

n/a

## Professional Development

n/a

## Evaluation

Data from the spring administration of the School Safety Survey will document that at least 80 percent of the students in grades two through five are familiar with the school's peer mediation program. A midyear survey will serve to monitor progress.

## 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 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 type="checkbox"/>

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

The school will promote equitable and universal access to technology.

### ***Needs Assessment***

Riverdeep usage reports indicate minimal student utilization of technology. The data indicates the need to implement interventions targeting increase usage.

## Measurable Objective

Given instruction on the use of available technological resources students in grades three through five will increase their use of technology by 50 percent as documented by the difference between the September and April Riverdeep usage report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide the opportunity for implementation of specified technological resources through a cohort technology team.	Principal Technology Mentor Technology Cohorts	10/17/2005	5/24/2006
Create a rotating schedule for computer lab usage to maximize student access to technological resources.	Assistant Principal Media Specialist Paraprofessionals	9/5/2005	5/24/2006
Provide access to technology through the implementation of the Academic Excellence Program technology component.	Principal A.E.P. Sponsors	9/12/2005	5/24/2006
Provide a quarterly newsletter to teachers, parents, and students.	Principal Technology Mentor	10/3/2005	5/26/2006
Provide professional development for the staff in the use of technological resources.	Principal Assistant Principal Technology Mentor	8/4/2005	5/26/2006
Provide workshops in the use of technology programs i.e. FCAT Explorer, Riverdeep, and web based applications.	Principal Technology Mentor	8/4/2005	5/15/2006

## Research-Based Programs

n/a

## Professional Development

Professional Development will be provided in the use/management of the following: Riverdeep Program, FCAT Explorer Program, Student Performance Indicator Database, Atomic Learning, Project Based Learning, and Technology Toolkit (e-mail).

## **Evaluation**

A comparison of the September to April Riverdeep Usage Report to measure increase in usage will be used as an evaluation. Progress will be monitored by monthly usage reports.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

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

The school will promote interests and skills that encourage lifetime fitness for students.

### ***Needs Assessment***

Data from the 2004-2005 FITNESGRAM test program indicate that 27 percent of students in grades two through five were award recipients. This indicates that 87 percent of the students did not meet the minimum health-related standards.

## Measurable Objective

Given instruction in the Sunshine State Standards, 30 percent of students in grades two through five will become award recipients following the administration of the spring 2006 FITNESSGRAM TEST.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a scope and sequence that gradually incorporates the required minimum health related standards established by the Presidential Fitness Program.	Assistant Principal P.E. Teachers	9/5/2005	10/24/2005
Ensure that the daily calisthenics opening routine addresses cardiovascular, flexibility and muscular strength and endurance.	Assistant Principal P.E. Teachers	9/5/2005	5/24/2006
Administer a pre and post FITNESS-GRAM test to establish individual goals and determine end of the year progress.	Assistant Principal P.E. Teachers	10/24/2005	5/24/2006
Require students to keep a personal record of their fitness progress.	Assistant Principal P.E. Teachers	10/24/2005	5/24/2006
Host the Miami Dolphins/Gatorade Junior Training Camp for students in grades four and five to promote physical fitness.	Principal P.E. Teachers	1/2/2006	1/30/2006
Organize a field day for each grade level to encourage competition and reward physical fitness.	Principal P.E. Teachers	3/1/2006	5/15/2006
Participate in the Jump Rope for Heart day for students in grades two through five.	Assistant Principal P.E. Teachers	3/1/2006	3/27/2006

### Research-Based Programs

n/a

### Professional Development

Professional development will be provided on the use of the FITNESSGRAM test software for the physical education teachers.



## **Evaluation**

The FITNESSGRAM TEST Program will be used to measure student physical fitness progress. Progress will be monitored by a monthly review of individual student reports.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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

**GOAL 9 STATEMENT:**

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

**Needs Assessment**

The school's activities calendar data indicates that three different clubs offer students the opportunity to pursue interests in the musical field. There is a need to provide extra curricular activities in the art field.

## Measurable Objective

Given the need to increase opportunities for students to develop an appreciation of the fine arts at least ten percent of students in grade five will join the art club and be actively engaged in activities that enrich the content area curriculum through art as evidenced by club membership rolls.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule meetings for Wednesday afternoons to facilitate attendance.	Assistant Principal Art Club Sponsor	9/19/2005	5/24/2006
Recognize art club members for their services during a ceremony at the end the year.	Principal Assistant Principal Art Club Sponsor	5/8/2006	5/24/2006
Recognize club members involved in the construction of the monument to Hurricane Katrina victims at the dedication ceremony covered by local press and the school's Channel 8 news team.	Principal Art Club Sponsor	9/19/2005	9/30/2005
Feature the club members involved in the different school projects (painting the map of the United States in the school's covered patio, restoring the butterfly garden, constructing a fish pond, drawing a mural on the glass windows of the cafeteria) in the school's morning announcements.	Principal Art Club Sponsor	9/19/2005	5/24/2006
Create an art display for the school's Curriculum Fair to recognize the work of students in grades two through five with a section dedicated to the work of the art club members.	Assistant Principal Art Club Sponsor	4/17/2006	5/15/2006

### Research-Based Programs

n/a

### Professional Development

n/a

## **Evaluation**

Club membership rolls will document a membership of at least 10 percent of grade five student population. Progress will be monitored by a monthly review of attendance sheets.

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

*Miami-Dade County Public Schools*

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

**GOAL 10 STATEMENT:**

Winston Park Elementary will rank at or above the 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicates that Winston Park Elementary School ranked at the 73rd percentile on the State of Florida ROI index for the 2003-2004 school year, an increase of eight percentage points from the ROI index for the 2002-2003 school year.

## Measurable Objective

Winston Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 73rd percentile in the 2003-2004 school year to the 80th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/26/2006
Collaborate with the district on resource allocations.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants, private foundations, volunteer networks.	Principal Assistant Principal Teachers	8/8/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/26/2006

## Research-Based Programs

n/a

## Professional Development

n/a

## Evaluation

Progress documented on the next State of Florida ROI index publication will be used as evaluation. Progress will be monitored by a monthly review of the school's financial status report.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

### ***Budget:***

The EESAC has full knowledge of the funds available in the school's budget and in the EESAC budget structure. The members have listened to current budgetary restraints and have recommended that EESAC monies be designated to whatever the needs of the school are following the final school level budget meetings.

### ***Training:***

The EESAC recommended continuing the school's on-going efforts to encourage all staff to participate in professional development which enhances their knowledge base and skill level.

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

The EESAC is apprised of the instructional materials being used by students and recommended that the school continue to purchase all necessary materials to support the educational programs.

### ***Technology:***

The EESAC recommended that the school continue to increase the number of computer stations in every classroom as funds become available either through the school budget and/or fund raising. Members are also aware that their school has been selected to participate in Phase II of the District Initiative to implement an electronic gradebook system.

### ***Staffing:***

The EESAC has been thoroughly briefed on the staff allocations and the commitment of the administration to retain all personnel and avoid any reduction in staff and thus maintain the lower pupil/teacher ratios in all classrooms.

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

The EESAC recommended training for prospective parent volunteers to work with students in reading. They also recommend and support whatever additional support services, the school can afford to assist students. One such program is the After School Care Tutorial Program with certified teachers as in the tutors.

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

The EESAC actively supports school initiatives which increase additional funds to support school programs, such as Attendance rewards and other recognition like enhancements for students.

***Benchmarking:***

The EESAC has been informed of the District's progress monitoring system and the expected benchmarks for all students. Teachers work towards these benchmark through ongoing assessments.

***School Safety & Discipline:***

The EESAC is well informed of the efforts to maintain a safe and secure environment for staff and students and that the 2004-05 School Climate Survey clearly indicates that 92 percent of the parents agree that their child's school is safe and secure.



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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*