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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 5991 - Charles David Wyche, Jr. Elementary School

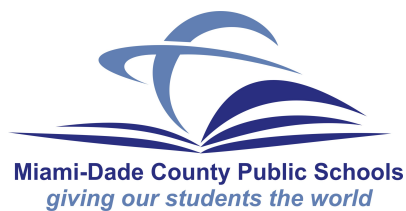
*FeederPattern:* American Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Patricia Urban

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Charles David Wyche, Jr. Elementary School*

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Charles D. Wyche Jr. Elementary opened during the 1996-1997 school year. The state of the art facility located at 5241 N.W. 195 Drive, Miami, FL 33055 was occupied in April of 1997. The school is located in Regional Center One and is a part of the American Senior High Feeder Pattern. It presently houses one thousand one hundred fifty-eight students in kindergarten to fifth grade. Additionally, the school has a home-based Gifted program, the Academic Excellence Program, and Italian and Spanish Extended Foreign Language programs in grades kindergarten to five. The school continuously explores opportunities for improvement. The findings at the inception of the 2005-2006 school year revealed the need for further revision and implementation of the School Improvement Plan. The administration and faculty, in collaboration with the ESSAC, have assembled the following measurable goals for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by seventy-seven percent of the total school population scoring 3 or higher on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by sixty-eight percent of the total school population scoring at 3 or higher on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by eighty-nine percent meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of five percent in the number of students meeting or exceeding the state scale score, on the 2006 FCAT-science.

Given emphasis on the importance of parental involvement, the percent of parent participation in school activities will increase by five percent, when the 2004-2005 and 2005-2006 parental participation attendance logs are compared.

Given Critical Incident Response requirements from the district, procedures/action steps for promoting and maintaining a safe learning environment and emergency management procedures for Miami-Dade County Public Schools, one hundred percent school-wide compliance will be evidenced by the Fire Alarm Safety Inquiry Program.

Given emphasis on the faculty's technology knowledge, the percent of technology utilization will increase by five percent for the 2005-2006 school-year, as evidenced in a comparison of the beginning/end of year technology needs survey.

Given instruction using the Sunshine State Standards and the National Standards for Physical Education, the percentage of fourth and fifth grade students passing the FITNESSGRAM test will increase by three percent on the post-test as compared to the pre-test.

Given instruction using the Competency-Based Curriculum, students in grades 2-5 will improve their language proficiency in Spanish by a five percent increase on the school developed post-test as compared to the pre-test.

Charles D Wyche Jr. Elementary School will improve its ranking on the State of Florida ROI index publication from the 80th percentile in 2003 to the 85th percentile on the next publication of the index.

After reviewing and analyzing the data results from the Organizational Performance Improvement Online Survey, the two areas identified for improvement were Human Resource Focus and Business Results. Within the Human Resource Focus and the Business Results, there was a decrease in the average score. A staff incentive plan will be developed and implemented. In-house staff development will be implemented to provide staff with information related to the business aspect as it relates to the operation of the school and its expenditures.

## 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.

## Charles David Wyche, Jr. Elementary School

### VISION

Through creativity and discovery, students will attain wisdom.

### MISSION

The Charles D. Wyche Jr. Elementary School staff, in a coordinated effort with parents and the business community will pursue, through an enriched environment, high academic standards of achievement and develop the principles of sound character in children.

### CORE VALUES

#### Excellence

We pursue the highest level of achievement through creativity and discovery.

#### Integrity

We foster the attainment and development of sound character.

#### Citizenship

We relish the array of cultures that compose our community. By working together as a united entity, we ensure the educational success for all our students.

## *School Demographics*

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Charles D. Wyche Jr. Elementary opened during the 1996-1997 school year. The state of the art facility located at 5241 N.W. 195 Drive; Miami, FL 33055 was occupied in April of 1997. The school is located in Regional Center I and is a part of the American Senior High Feeder Pattern. It presently houses one thousand one hundred fifty-eight students in kindergarten to fifth grade. The student ethnic composition is seventy-two percent Hispanic, twenty-three percent Black Non-Hispanic, three percent White Non-Hispanic, and less than one percent Other. The teacher ethnic composition is nineteen percent White Non-Hispanic, thirty-two percent Black and forty-two percent Hispanic. The percentage of students on free/reduced meals is sixty-eight percent.

Approximately fifty percent of the students presently attending Charles D. Wyche Jr. Elementary are bussed. The community is comprised of single family homes and apartments. The surrounding neighborhood has a variety of small businesses.

The school provides educational services based on the Sunshine State Standards and the Competency Based Curriculum. The Houghton Mifflin Reading program is in place and is supplemented by tutorials at several grade levels.

Wyche Elementary also enjoys a collaborative relationship with Florida Memorial College and Florida International University with our teachers providing supervision to interns from those institutions. Additionally, the school has a home-based Gifted program, and Italian and Spanish Extended Foreign Language programs in grades kindergarten to five. Instruction is provided in traditional classroom settings and is enhanced through cross-curricular and computer-based learning activities.

Charles D. Wyche Jr. Elementary School has been the recipient of many distinguished awards including, the United Way Student Campaign Goal Award, Golden School Volunteer Award, District Gold Award for Academic Performance, and the Diamond Award presented as a result of seven years of distinguished service with the Cordis Corporation, our School-To-Career partner. Among the grants the school has been fortunate to receive are the Reading First Grant, the Arts For Learning Grant, the Education Fund Grant and the Visual Arts Technology Program Grant. Although the overall atmosphere and the educational thrust of the school are headed in a very positive direction, there are still challenges that the school faces, for instance, the ability to upgrade technology and to provide staff development in science and mathematics. Also, due to attendance boundaries, more than half of the student population is bussed. As a result of these transportation issues, participation in after-school activities is compromised.

## *School Foundation*

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### ***Leadership:***

The average score of those persons responding in this category was 4.2 indicating a positive attitude toward the leadership of this school.

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

The average score of those persons responding in this category was 4.0 indicating a positive attitude toward the District Strategic Planning Alignment of this school.

### ***Stakeholder Engagement:***

The average score of those persons responding in this category was 4.2 indicating a positive attitude toward the stakeholder engagement of this school.

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

The average score of those persons responding in this category was 4.1 indicating a positive attitude toward the faculty and staff of this school.

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

The average score of those persons responding in this category was 4.3 indicating a positive attitude toward the data/information/knowledge management of this school.

### ***Education Design:***

The average score of those persons responding in this category was 4.1 indicating a positive attitude toward the education design of this school.

### ***Performance Results:***

The average score of those persons responding in this category was 4.1 indicating a positive attitude toward the performance results of this school.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Charles D. Wyche Jr. Elementary School will improve performance in Reading.

**Needs Assessment**

An analysis of the data revealed that on the 2005 Reading FCAT seventy-two percent of students met high standards, seventy percent made learning gains and sixty-two percent of students scoring in the lowest twenty-five made learning gains. In addition sixty-seven percent of all students tested achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report, while fifty-four percent of the Limited English Proficient (LEP) students attained level 3 or above. After reviewing student performance on the FCAT, third grade students showed a deficiency in Words/Phrases and Comparison, fourth grade students showed a deficiency in Words/Phrases and Comparison, and fifth grade students showed a deficiency in Main Idea/Purpose and Comparison.

**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 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 3-5 will improve their reading skills as evidenced by seventy-seven percent of the total school population scoring 3 or higher on the 2006 Florida Comprehensive Assessment Test (FCAT).

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote sustained silent reading through Accelerated Reader.	Media Specialist/ Administration	8/8/2005	5/24/06
Provide training for new reading instruments such as DIBELS, Houghton Mifflin reading series.	Reading Coaches/ Administration	8/8/05	5/24/06
Provide training to guide assessments and instruction.	Reading Coaches/ Administration	8/8/05	05/24/06
Provide staff development and model Language Arts lessons supporting the District's Comprehensive Research-Based Reading Plan and the Reading First Grant.	Reading Coaches/ Administration	8/8/05	05/24/06
Administer and monitor assessments aligned with Sunshine State Standards so that the data collected is used to assess progress.	Reading Coaches/ Administration	8/8/2005	05/24/06
Continue daily in-house tutorials for targeted second, third, fourth grade students who showed deficiencies in reading skills on standardized tests. The thirty minute daily tutorial will be scheduled around the language arts block in addition to the Saturday tutorial program. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	Administration	8/8/05	5/24/06

### Research-Based Programs

The research based program used at Charles D. Wyche Elementary is Houghton Mifflin Reading Series Miami-Dade County 2005 edition as part of the Reading First Grant in addition to the Continuous Improvement Model is used.



## **Professional Development**

- \* CRISS strategies
- \* Project B.E.A.R
- \* Project O.W.L.
- \* Project D.R.A.W.
- \* D.I.B.E.L.S.
- \* Voyager Literature Reading Series
- \* Houghton Mifflin

## **Evaluation**

This goal will be evaluated as evidenced by a five percent increase of students meeting high standards on the 2006 FCAT-reading when compared to the 2005 FCAT-reading administration.

Intensive strategic instruction will be provided to specifically targeted reading strands in which progress was not shown. In addition, DIBELS and the District assessment will be used to monitor progress in the specifically targeted reading strands in which the need for improvement was indicated.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2 STATEMENT:**

Charles D. Wyche Jr. Elementary School will improve performance in Mathmatics.

**Needs Assessment**

An analysis of the data revealed that on the 2005 Mathematics FCAT, sixty-three percent of students met high standards; sixty-five percent made learning gains. In addition, sixty percent of all students tested achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report, while fifty-six percent of the Limited English Proficient (LEP) students attained level 3 or above. Third grade students showed a deficiency in Data Analysis and Algebraic Thinking, fourth grade students showed a deficiency in Geometry, Algebraic Thinking and Data Analysis and fifth grade students showed a deficiency in Number Sense, Geometry and 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 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 3-5 will improve their mathematics skills as evidenced by sixty-eight percent of the total school population scoring at 3 or higher on the 2006 Florida Comprehensive Assessment Test (FCAT).

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT to identify strengths and opportunities for improvement.	Administration	8/8/05	5/24/06
Identify students in grades 3-5 in all sub groups scoring at level 1 and 2 and implement small group instruction.	Administration/ Teachers	8/8/05	5/24/06
Administer and monitor assessments aligned with Sunshine State Standards. The data collected will be used to assess progress.	Administration/ Teachers	8/8/05	5/24/06
Implement the Continuous Improvement Model (CIM) using the eight step process.	Administration/ Teachers	8/8/05	5/24/06
Develop and realign the instructional calendar on an on-going basis (long range plans).	Administration/ Teachers	8/8/05	5/24/06
Continue daily in-house tutorials for targeted fifth grade students who showed deficiencies in mathematics skills on standardized tests. The thirty minute daily tutorial will be scheduled around the mathematics block in addition to the Saturday tutorial program. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	Administration	8/8/05	5/24/06

### Research-Based Programs

Houghton Mifflin Math, 2005 edition in addition to the Continuous Improvement Model is used.

## **Professional Development**

- \* District/Region center staff development mathematics workshops
- \* In-service training on the resources required for the implementation of the School Improvement Plan
- \* Provide staff development based on teacher surveys
- \* Provide staff development regarding utilization of data driven analysis
- \* Provide staff development regarding utilization of SPI

## **Evaluation**

This goal will be evaluated as evidenced by a five percent increase of students meeting high standards on the 2006 FCAT-mathematics test when compared to the 2005 FCAT-mathematics administration. FCAT scores from 2005-2006 will be analyzed and evaluated. This goal will be evaluated by intensive strategic instruction which will be provided to specifically targeted mathematics strands in which progress was not shown. In addition District assessments as well as weekly timed tests, and chapter tests will be used to monitor progress in the specifically targeted mathematics strands in which adequate progress was not shown.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Charles D. Wyche Jr. Elementary School will improve performance in writing.

**Needs Assessment**

An analysis of the data revealed that on the 2005 FCAT writing test, eighty-four percent (84%) of the fourth grade students met high standards. Students who were tested on the expository prompt attained a mean score of 3.7 and those writing in the narrative prompt score 3.8. Their combined score was 3.8., which is equal to the state and district average.

**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 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, fourth grade students will improve their writing skills as evidenced by eighty-nine percent meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT).

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use district writing pre/post tests as an instructional tool.	Classroom Teacher/Reading Coach/ Administration	8/8/05	5/24/06
Utilize writing prompts for grades 2-5 to ensure that students learn effective narrative and expository writing techniques.	Classroom Teacher/Reading Coach/ Administration	8/8/05	5/24/06
Continue small group brainstorming, listing, mapping and outlining to produce a group story, will be used.	Classroom Teacher/ Administration	8/8/05	5/24/06
Provide beginning in January, grade four students with bi-weekly mock writing tests.	Classroom Teacher/ Administration	1/3/06	3/01/06
Continue implementing CRISS strategies as they relate to writing.	Classroom Teacher/Reading Coach/ Administration	8/8/05	5/24/06
Incorporate classroom journal writing to provide additional daily writing opportunities.	Classroom Teacher/ Administration	8/8/05	5/24/06
Continue Saturday tutorial program for targeted fourth grade students who showed deficiencies in writing skills on school's mock tests. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	Teachers/Administration	8/8/2005	5/24/2006

### Research-Based Programs

The Comprehensive Research-Based Reading Plan, the Houghton Mifflin Reading Series Miami-Dade County 2005 edition, in addition to the Continuous Improvement Model is used.

## **Professional Development**

- \* Writing Across the Curriculum
- \* conferencing techniques
- \* scoring of student samples
- \* using holistic scoring
- \* pre-writing skills, vocabulary development and editing

## **Evaluation**

This goal will be evaluated as evidence by a five percent increase of students meeting high standards on the 2006 FCAT-writing when compared to the 2005 FCAT-writing administration. FCAT scores from 2005-2006 will be analyzed and evaluated. Intensive strategic instruction will be provided regarding specifically targeted writing deficiencies where progress was not shown. In addition, District assessments as well as bi-weekly mock tests will be used to monitor progress.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Charles D. Wyche Jr. Elementary School will improve performance in Science.

### ***Needs Assessment***

After reviewing student performance on the 2005 Science FCAT, results indicated that the fifth grade students achieved a mean scale score of 275 in comparison to the District mean scale score of 266. This comparison indicates that the fifth grade students achieved a nine point advantage over the District mean scale score. Analysis of the testing data for the science content areas indicates that the areas of greatest need are: Earth and Space/ Physical and Chemical/ Life and Environment.



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of five percent in the number of students meeting or exceeding the state scale score, on the 2006 FCAT-science.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage teachers to enhance science lesson by incorporating additional hands-on science activities.	Classroom Teacher/ Administration	8/8/05	5/24/06
Infuse science themes into daily journal writing.	Classroom Teacher/ Administration	8/8/05	5/24/06
Emphasize science content within Language Arts curriculum using non-fiction texts.	Classroom Teacher/ Administration	8/8/05	5/24/06
Promote on-going cross curricular utilization of the scientific method.	Classroom Teacher/ Administration Assistant Principal	8/8/05	5/24/06
Continue annual Invention Convention to promote scientific investigation.	Classroom Teacher/ Administration	8/8/05	5/24/06
Participation of grade five students in a school to career partnership with Cordis Corp. of Miami Lakes (Manufacturer of instruments used in heart surgery) through the KAPOW (Kids And The Power Of Work) program.	Classroom Teacher/ Administration	8/8/05	5/24/06

### Research-Based Programs

The Harcourt Science Series 2000 edition, in addition to the Continuous Improvement Model is used.

### Professional Development

- \* Staff development provided in Earth/Space science
- \* Staff development provided in Life/Environment science
- \* Staff development provided in Physical/Chemical science

## **Evaluation**

This goal will be evaluated as evidenced by a five percent increase in the number of students meeting or exceeding the state scale score on the 2006 FCAT-science as compared to the 2005 FCAT-science administration.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Charles D. Wyche Jr. Elementary School will improve parental involvement.

### ***Needs Assessment***

A variety of opportunities were planned for all parents to become involved in at least one activity, twice during the school year, in collaboration with the Educational Excellence Advisory Council (EESAC) and the school PTA. According to the attendance logs, there was an average of sixty-seven percent parent participation for such events. After reviewing the data, we plan to continue to provide parents with opportunities to become involved in school activities.

## Measurable Objective

Given emphasis on the importance of parental involvement, the percent of parent participation in school activities will increase by five percent, when the 2004-2005 and 2005-2006 parental participation attendance logs are compared.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to invite parents to attend workshops in reading, writing, mathematics, and science with the incentive of equipping them with strategies to ensure their child's success in school.	Administration	8/8/05	5/24/06
Continue grade level Parent Nights to explain grade level expectations, Sunshine State Standards and allowing time for a question/answer period.	Administration/ Teachers	8/8/05	5/24/06
Continue Corefest, which focuses on core curriculum during one school day in October; parents are invited to attend.	Administration/ Teachers/ Lead Teacher	8/8/05	5/24/06
Distribute monthly parent school newsletter, featuring on-going and upcoming school events and district newsletters.	Administration	8/8/05	5/24/06
Utilize a Community Involvement Specialist to promote parent involvement.	Community Involvement Specialist/ Administration	8/8/05	5/24/06
Continue to implement Open House.	Administration/ Teachers	8/8/05	5/24/06
Continue the Kindergarten Orientation Night.	Administration/ Teachers	8/8/05	5/24/06
Promote the District's Parent Academies.	Administration	8/8/2005	5/24/2006

### Research-Based Programs

- \* Supporting Parent, Family and Community Involvement in Your School by Deborah Davis
- \* Strategies for Overcoming Barriers to Parent Involvement
- \* The Illinois Parent and School Initiative
- \* Parent/Teacher Association

## **Professional Development**

Professional development will be provided to staff on:

- \* Encouraging positive parenting skills
- \* Enhancing communication with families
- \* Enhancing learning at home
- \* Families Building Better Readers

## **Evaluation**

This goal will be evaluated as evidenced by a five percent increase in parental participation in school activities, when attendance logs are compared from the 2005 and the 2006 school years.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Charles D. Wyche Jr. Elementary School will maintain school-wide safety.

### ***Needs Assessment***

The school will continue to have the required fire drills, and tornado drills as mandated by the state and lockdown drills as mandated by the district in order to reduce the time needed for quick and safe implementation of specific safety measures.

## Measurable Objective

Given Critical Incident Response requirements from the district, procedures/action steps for promoting and maintaining a safe learning environment and emergency management procedures for Miami-Dade County Public Schools, one hundred percent school-wide compliance will be evidenced by the Fire Alarm Safety Inquiry Program.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct one (1) tornado drill.	Administration	8/8/05	5/24/06
Conduct ten (10) fire drills.	Administration	8/8/05	5/24/06
Utilize the Critical Response Team as necessary.	Administration	8/8/05	5/24/06
Monitor E-Mail for School Police updates as it relates to Emergency Preparedness/Heightened Homeland Security.	Administration	8/8/05	5/24/06
Monitor weather alert radio.	Administration	8/8/05	5/24/06
Conduct two (2) lockdown drills.	Administration	10/05	02/06
Develop and implement emergency plans in case of disruption.	Administration	8/8/05	5/24/06

### Research-Based Programs

Keys To Safer Schools

### Professional Development

- \* Review procedures for lockdown drills with staff
- \* Review procedures for fire drills with staff
- \* Conduct Critical Response Team training
- \* Review the emergency plans in case of disruption with staff

### Evaluation

This goal will be evaluated by one hundred percent compliance as evidenced by the Fire Alarm Safety Inquiry Program.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

Charles D. Wyche Jr. Elementary School will improve the utilization and the effectiveness of technology use.

### ***Needs Assessment***

After analyzing a faculty technology needs survey, the data showed that fifty percent of faculty was in need of further technology training in order to effectively retrieve student achievement data.



## Measurable Objective

Given emphasis on the faculty's technology knowledge, the percent of technology utilization will increase by five percent for the 2005-2006 school-year, as evidenced in a comparison of the beginning/end of year technology needs survey.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train faculty on the use of the electronic grade book.	District/ Administration	8/8/05	5/24/06
Provide on-going assistance to new teachers by mentoring teachers for District E-mail.	Mentoring Teacher/ Administration	8/8/05	5/24/06
Provide on-going assistance to new teachers for utilization of the Educational Portal.	Mentoring Teacher/ Administration	8/8/05	5/24/06
Provide on-going assistance to new teachers for Riverdeep.	Mentoring Teacher/ Administration	8/8/05	5/24/06
Provide on-going assistance to new teachers by mentoring teacher for Student Performance Indicators (SPI).	Mentoring Teacher/ Administration	8/8/05	5/24/06
Provide on-going assistance to new teachers by mentoring teachers for Academic Improvement Plan (AIP).	Mentoring Teacher/ Administration	8/8/05	5/24/06

## Research-Based Programs

Riverdeep and the Continuous Improvement Model is used.

## Professional Development

- \* Provide training on the district-wide electronic grade book
- \* Provide training on Riverdeep upgrades
- \* Provide training on Student Performance Indicators
- \* Provide training on District E-Mail
- \* Provide training on Educational Portal
- \* Provide training on Academic Improvement Plans

## **Evaluation**

This goal will be evaluated as evidenced by a five percent increase in technology utilization in a comparison of the beginning/end of year technology needs survey.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

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

The Physical Education faculty at Charles D. Wyche Jr. Elementary School will improve student's health-related fitness, physical competence, and cognitive understanding about physical activity.

### ***Needs Assessment***

An analysis of the data provided by the Physical Education Department for 2005 resulted in fifty-six percent of fourth and fifth graders passing the FITNESSGRAM test. After reviewing the data, we plan to continue to improve the physical fitness of the students in grades four and five by implementing the strategies set forth in the FITNESSGRAM program.

## Measurable Objective

Given instruction using the Sunshine State Standards and the National Standards for Physical Education, the percentage of fourth and fifth grade students passing the FITNESSGRAM test will increase by three percent on the post-test as compared to the pre-test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a FITNESSGRAM pre-test and post-test.	Physical Education Teachers/ Administration	8/8/05	5/24/06
Promote Jump Rope for Heart.	Physical Education Teachers/ Administration	8/8/05	5/24/06
Continue lap run activities.	Physical Education Teachers/ Administration	8/8/05	5/24/06
Continue timed crunch practice.	Physical Education Teacher/ Administration	8/8/05	5/24/06
Continue instruction in dehydration prevention.	Physical Education Teacher/ Administration	8/8/05	5/24/06

## Research-Based Programs

The research-based program currently being used by the Physical Education Department is FITNESSGRAM.

## Professional Development

Professional development will be provided by the district as needed.

## Evaluation

This goal will be evaluated as evidenced by a five percent increase in the percentage of fourth and fifth grade students passing the FITNESSGRAM post-test as compared to the pre-test.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Charles D. Wyche Jr. Elementary School will improve the bi-literacy competence of spanish speaking students.

**Needs Assessment**

Through constant communication and collaboration, the Spanish Department recognizes the need for intervention to assure that Spanish speaking students acquire oral and written language proficiency (Spanish).

## Measurable Objective

Given instruction using the Competency-Based Curriculum, students in grades 2-5 will improve their language proficiency in Spanish by a five percent increase on the school developed post-test as compared to the pre-test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to expose the students multiple cultures of Latin America.	Spanish Teachers/ Administration	8/8/05	5/24/06
Administer the publishers pre-test and post-test.	Spanish Teachers/ Administration	8/8/05	5/24/06
Continue to develop grammar and composition skills.	Spanish Teachers/ Administration	8/8/05	5/24/06
Administer and monitor assessments aligned with the Competency-Based Curriculum (CBC).	Spanish Teachers/ Administration	8/8/05	5/24/06
Continue oral language development.	Spanish Teachers/ Administration	8/8/05	5/24/06

## Research-Based Programs

The Spanish department uses the researched based program Scott-Foresman Lectura, in addition to the Continuous Improvement Model.

## Professional Development

\* District provided staff development to increase the effectiveness of instruction of bi-literacy for Spanish speaking students

## Evaluation

After reviewing and analyzing data resulting from the school developed pre/post-test, students in grades 2-5 will improve language proficiency in Spanish by a five percent increase on the school developed post-test as compared to the pre-test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

Charles D. Wyche Jr. Elementary School will rank at or above the 85th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicated that in 2003, Charles D. Wyche Jr. Elementary School ranked at the 80th percentile on the State of Florida ROI index.

## Measurable Objective

Charles D Wyche Jr. Elementary School will improve its ranking on the State of Florida ROI index publication from the 80th percentile in 2003 to the 85th 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.	Administration	8/8/05	5/24/06
Collaborate with district on resources allocation.	Administration	8/8/05	5/24/06
Review shared use of facilities, partnering with community agencies.	Administration	8/8/05	5/24/06
Review reconfiguration of existing resources or taking advantage of a broader resource base, such as grants.	Administration/ Classroom Teachers	8/8/05	5/24/06

## Research-Based Programs

- \* Houghton Mifflin Reading Series, Miami Dade County 2005 edition
- \* Houghton Mifflin Mathematics Series, 2005 edition
- \* Harcourt Brace Social Studies, 2005 edition
- \* Harcourt Brace Science, 2000 edition
- \* Continuous Improvement Model



## **Professional Development**

- \* District/Region center staff development mathematics workshops
- \* Provide staff development based on teacher surveys
- \* Provide staff development in utilization of data driven analysis
- \* Provide staff development in utilization of SPI
- \* CRISS strategies
- \* Project B.E.A.R
- \* Project O.W.L.
- \* Project D.R.A.W.
- \* D.I.B.E.L.S.
- \* Voyager Literature Reading Series
- \* Houghton Mifflin Reading Series
- \* District/Regional I Center technology staff development
- \* Staff development on the resources required for the implementation of the School Improvement Plan
- \* Writing Across the Curriculum
- \* Conferencing techniques
- \* Scoring of student samples
- \* Using holistic scoring
- \* Pre-writing skills, vocabulary development and editing
- \* Professional development provided to increase the bi-literacy of Spanish speaking students.
- \* Staff development provided in Earth/Space science
- \* Staff development provided in Life/Environment science
- \* Staff development provided in Physical/Chemical science

## **Evaluation**

On the next State of Florida ROI index publication, Charles D Wyche Jr. Elementary School will show progress toward reaching the 85th percentile.

## *EESAC Compliance*

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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:***

Money allocated per student from the EESAC will be utilized to implement programs (i.e.: tutorials) to improve student performance in reading, mathematics and writing.

### ***Training:***

The EESAC recommends to increase professional development through in –services, workshops and conferences.

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

Through the EESAC recommendations, efforts to purchase reading, mathematics, science and technology materials will be made to improve instruction.

### ***Technology:***

The EESAC continues to target strategies that will enhance student technological skills.

### ***Staffing:***

The EESAC recommends a lower teacher-student ratio.

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

The EESAC recommends continued efforts in improving attendance, punctuality, and Character Education curriculum for student support services.

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

The EESAC recommends that teachers pursue alternative funding methods such as grants to enhance the instructional program.

***Benchmarking:***

Comprehensive Reasearched-Based Reading Plan and the Reading First Grant requires periodic benchmark evaluation. The EESAC continues to target strategies that will supplement the reading program.

***School Safety & Discipline:***

The EESAC has recommended that we continue to implement the DARE program, Safety Patrols and other safety programs as they become available and follow guidelines as delineated in procedures for promoting and maintaining a safe learning environment and in management procedures.

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*