
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0641 - Bunche Park Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: BERYL JAMES

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Bunche Park Elementary School

Bunche Park Elementary School serves approximately 350 students, including standard curriculum students and Special Education students in grades Pre-Kindergarten through fifth grade. The ethnic/racial makeup of the student population is 82 percent Black students, 13 percent Hispanic students, and three percent Caucasian students. A large percentage of Bunche Park Elementary students receive free or reduced lunch.

In order to continue our quest toward higher student achievement, Bunche Park Elementary offers a variety of programs. Bunche Park Elementary is one of the district's School Improvement Zone schools and Reading First schools. Additionally, due to the high percentage of students on free or reduced lunch, Bunche Park Elementary receives additional funding through Title I. These additional funds allow Bunche Park Elementary to offer the following diverse programs: Special Education (SPED and Gifted), Academic Excellence Program, interventions during school hours, English for Speakers of Other Language (ESOL) and intensive interventions during Extended Day. This school's focus is to extend instructional programs, driven by data, that include a strong emphasis on literacy, mathematics, and technology from Pre-kindergarten to fifth grade.

In understanding our school community and the needs of our students, the Bunche Park Elementary School faculty along with the Educational Excellence School Advisory Council (EESAC) has identified the following objectives as school wide priorities:

Given instruction using Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 54% of students achieving at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the African-American subgroup will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 77% scoring 4.0 or higher on the 2007 administration of the FCAT Writing Plus test.

Given instruction using Sunshine State Standards, the percentage of tested students scoring an Achievement Level 3 or higher will increase to 20% or higher on the 2007 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will increase in parental and community interaction from 80 parents/guardians in attendance during the 2005-2006 to 90 parents/guardians in attendance during the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by 65 Student Case Management Forms referring students to school administration and/or counselor for inappropriate behavior as compared to 78 Student Case Management Forms submitted during the 2005-2006 school year.

Given instruction based on the Sunshine State Standards and the emphasis on the use of technology in education, students in grades second through fifth will increase the use of technology through out the curriculum via the use of the Reading Plus program for an average of 60 minutes weekly as evidenced by Reading Plus Usage Reports.

Given instruction based on the MDCPS's mandated FITNESSGRAM standards, third through fifth grade students will improve their fitness skills by 77 percent obtaining gold and silver recognition on the FITNESSGRAM standards as compared to the 2005-2006 school year.

Ten percent of Bunche Park Elementary students that participate in the Academic Excellence Program(AEP)Hands-on science program will score an Achievement Level 3 or higher on the 2007 FCAT Science Test.

Bunche Park Elementary will improve its ranking on the State of Florida ROI index publication from the 25% of the highest ROI value to 26%.

As a member of the School Improvement Zone, we recognize that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will continue to occur through out this school year. School site administrators, as well as the School Improvement Zone's administrative team, will monitor and support all services to Bunche Park Elementary. We feel that this effort will help us improve in one of the two areas that received the lowest score on the Organizational Performance Improvement Snapshot Assessment Survey (OPIS) taken by our staff. The staff gave the school a score of 3.6 in the area of Strategic Planning. We feel that through professional development and collaboration we can help the staff feel more assured that their input, talents, and initiatives are important and useful to the success of our school. We hope to ensure that staff members feel that their suggestions and concerns are important to the continued success of our students. We received a score of 3.7 in the area of Business Results. This tells us that the staff does not feel that their

time is being used wisely, that we, as an organization, are not helping our community, and that we are not involving the staff in the understanding of how the budget is being used. We will be involving the EESAC as well as key personnel in disseminating budgetary information to the staff. We hope that this will assist in making the financial structure of our school more understandable to the staff in general. Our goal is to ensure that all stakeholders feel comfortable with the workings of our school.

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.

Bunche Park Elementary School

VISION

The vision of Bunche Park Elementary is to become a community of learners who eagerly and enthusiastically embrace every opportunity to learn by providing a safe, nurturing environment and utilizing creative, innovative instructional strategies, by well-qualified, caring teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities, and communication skills necessary to face the future challenges of our dynamic society.

MISSION

With the help of a well-planned curriculum, it is the mission of Bunche Park Elementary School to ensure that our students are able to learn the skills necessary to become productive members of society. We strive to provide a positive, healthy, learning environment where our students can develop a love of learning.

CORE VALUES

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners,

Equity: professional staff development enhances a quality school,

Citizenship: parent and community involvement enables student achievement, and

Integrity: a safe and secure environment is essential for teaching learning, self esteem, safety, and well-being.

School Demographics

Bunche Park Elementary School is comprised of a small population of approximately 350 students, grades Pre-K through fifth, 140 of whom are served in Exceptional Student Education programs. Student membership consists of 82 percent Black students, 13 percent Hispanic students, and three percent Caucasian or other students. Our students primarily come from a low-socioeconomic level where over 89 percent of our student membership receives free or reduced lunch. This makes us eligible for school-wide Title 1 status.

Bunche Park Elementary is located on an eight acre site in northwest Miami-Dade County, surrounded by residential homes. The address is 16001 Bunche Park Drive, Miami Gardens, Florida 33054. The school was built in 1952 with additions being added in the 1960's and 1970's. There are three portables, one of which is attached to the main building via covered walkway.

The school building has undergone renovations to allow for a fifteen seat computer lab, approximately four to five computers per classroom, and a closed circuit television system. Security cameras and an updated fire alarm system have been installed. The school has been painted interiorly and exteriorly. The media center has been refurnished with new shelving, circulation desk and furniture. Bunche Park Elementary will continue to go through renovations which include: updated lighting in all classrooms, door replacements in some classrooms and dry-erase boards for teacher use.

Bunche Park Elementary employs approximately a total of 85 employees, either working full time or part time. Of this group, two are administrators, one ESE program specialist, 36 teachers, 13 paraprofessionals, four office staff members, five custodians, nine cafeteria workers, two security guards, one guidance counselor, one media specialist, one community involvement specialist, and two reading coaches. Bunche Park Elementary houses occupational and physical therapists and speech and language pathologists.

The ethnicity of our staff is made up of 48 percent Black, 33 percent Caucasian, 17 percent Hispanic, and 2 percent Asian. 98 percent of our instructional staff is certified in the field in which they are teaching. One of our teachers has attained National Board Certification, 52 percent have Bachelor's degrees, 29 percent have Master's degrees, and 12 percent have Specialist degrees or Doctorates in Education.

Bunche Park Elementary is one the district's Exceptional Students Education center schools. The school houses Trainable Mentally Handicapped (TMH), Profoundly Mentally Handicapped (PMH), Autism (including a Pre-K Autistic class), and Physically Impaired (PI) programs being delivered in self-contained settings. We also have Educable Mentally Handicapped (EMH) students and students with Specific Learning Disabilities (SLD) being served in two pull-out models. In addition to these programs, we have students from the SLD program included in our general education classes. All of our exceptional students are served in a least restrictive environment. Approximately 97 of our ESE students are served by MDCPS transportation service. Additionally, the school has one federally funded Head start program which has a trailer on property and a Title I funded, full day, Voluntary Pre-Kindergarten Program for four year olds.

Our parents enjoy the services of our Parent Resource Center under the direction of our Community Involvement Specialist (CIS). We provide assistance to parents in a multitude of ways: parenting classes, FCAT workshops, Make and Take meetings, and "How to..." sessions, to mention a few. Our CIS holds 2nd cup of coffee meetings on a bi-weekly basis to provide an informal setting for parents to meet and greet each other. Parents are encouraged to attend monthly meetings where speakers address issues and concerns of interest. We have an active volunteer program where parents are made to feel welcome and useful. Parents are asked to pick up their child's report card twice a year to foster parent-teacher communication. Parent volunteers attend all of our field trips. We strive to make Bunche Park Elementary a welcoming place for our parents and community.

Bunche Park is fortunate to have a number of special programs that enhance our academic environment. The Citibank Family Tech Program provides a free take-home computer, printer, internet access, and free e-mail to students and their families in two of our classrooms. Students in these classrooms complete nightly homework assignments on the computer. Our students also participate in the Reading Plus program, a literacy and fluency building computerized program of study. We use Accelerated Reader for all grade levels. During our extended day, those students in third through fifth grade who are in need of enrichment activities can participate in our Academic Excellence Program. We also have a science lab, headed by a certified teacher, designed to increase our knowledge and experience in a hands on environment. All of these programs are designed to increase the academic skill base of our students. Bunche Park Elementary offers mathematics small group tutorial during school hours. Bunche Park encourages the social leisure growth of its students by encouraging participation in activities such as Bookworms (Literature Circle), Future Teachers of America, Patrols, and Cheerleaders.

The Bunche Park neighborhood is comprised of single family homes built in the late forties and fifties. The families are fairly stable and we have a small transient rate. Many of our students are being raised by their grand and great grand parents. With the help of our Community Involvement Specialist, Attendance Clerk, and Social Worker we are aiming to improve our daily attendance percentage, which currently stands at about 92.5%. We are committed to improving our attendance to 95%.

School Foundation

Leadership:

According to the Organizational Performance Self Assessment Survey (OPIS) results, the Leadership component indicated an overall score of 3.8 out of a possible 5.0. The item with the highest result was 1a which is the knowledge of the organization's mission. The item with the lowest score was 1g with a score of 3.3, which is the organization asking their staff for their opinions, ideas and thoughts on plans and projects. This confirms that employees share an interest in taking a proactive role in the decision making process of the organization.

District Strategic Planning Alignment:

According to the Organizational Performance Self Assessment Survey results, the District Strategic Planning Alignment component indicated an overall score of 3.6 out of a possible 5.0. The items with the highest scoring results were 2b and 2c with a score of 3.7, which are one's knowledge of their role in the organization's plans that will affect their work performance and how one acknowledges progress accomplished. The item with the lowest score result was 2a with a score of 3.3, which deals with the organization seeking staff's opinions and ideas with future plans. The OPIS indicates that employees would like to have more of an active role in the planning for future goals and objectives.

Stakeholder Engagement:

According to the Organizational Performance Self Assessment Survey results, the Stakeholder Engagement component indicated an overall score of 4.0. The item with the high score was 3a, acknowledging one's awareness of who their customers are. The items with the lowest score were 3d and 3e, which involves questioning customers about satisfaction and problem solving for customers. Results under the Stakeholder reveal that employees would like more knowledge of the financial aspects of the organization. Results under the Stakeholder Engagement indicate an overall satisfaction with quality of employees' work performance.

Faculty & Staff:

According to the results of the Organizational Self Assessment Survey, the faculty and Staff component indicated an overall score of 3.08 out of a possible 5.0. The items with the highest scores were 5e, which consist of having a safe workplace, 5a, which expresses an awareness that the employees can make changes to improve their work performance, and 5b, the employees feel that they can work together as a team. The items with the lowest scores were 5f and 5d, which is being recognized for one's work and expressing concerns.

Data/Information/Knowledge Management:

According to the results in the Organizational Self Assessment Survey, the Data Information/Knowledge Management component indicates an overall score of 4.0. The items with the highest scores were 4a and 4b, which consist of knowledge of how to measure and analyze the quality of one's work to further improve their performance. The item with the lowest score was 4f, which expresses the need to be aware of how the work location is doing.

Education Design:

Bunche Park Elementary is driven through strategic planning, data driven instruction and analysis of assessments. In addition, we strive to meet all district, state and federal guidelines. The analysis of assessment produces the data that guides our instruction. Teachers, parents and community are represented on our Educational Excellence School Advisory Council (EESAC). Common grade level planning is provided to all teachers, long range goals and objectives help us focus our curriculum to meet the needs of individual students. Administration provides the educational leadership that guides our progress.

Bunche Park Elementary offers an exceptional extended day program as part of the School Improvement Zone (SIZ). Students also participate in the Academic Excellence Program, exposing them to art appreciation. Bunche Park Elementary also sponsors clubs such as Future Educators of America, Safety Patrol, Morning Announcers on WBPE TV, and Cheerleading/Pep Club.

Bunche Park Elementary utilizes the Continuous Improvement Model (CIM) that consists of an eight step process: 1. Data Disaggregating 2. Timeline Development 3. Instructional Focus 4. Assessment 5. Tutorials 6. Enrichment 7. Monitoring 8. Maintenance.

It encompasses Best Practices and CRISS, provides for frequent monitoring of performance, bases instructional decision on available data and ensures that the educational needs of all "No Child Left Behind" (NCLB) subgroups are addressed.

Performance Results:

Bunche Park Elementary is a member of the School Improvement Zone (SIZ). Being part of the SIZ, has allowed Bunche Park Elementary to offer additional support which has made a difference in our ability to positively impact our students. We now have a full-time social worker. This person has assisted the improvement of the school's attendance rate. We also have a full-time psychologist. Since we are an exceptional center with over 140 students with active IEP's having a full-time psychologist has made the workload much more manageable. By instituting the Zone's Extended Day program, our children are offered an additional hour for academic tutoring and enrichment. According to Florida School Performance Scale, Bunche Park Elementary maintained a letter grade of "C". While our staff and students have worked rigorously, we recognize that our involvement in the School Improvement Zone has made much of our success possible.

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 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:

Bunche Park Elementary students will acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2006 FCAT Reading indicated that 53% of students tested in grades three through five scored at or above Achievement Level 3, an increase from the 2005 FCAT Reading results. Furthermore, the school's rising fourth graders did have an increase of 3% scoring high standards, Achievement Levels of 3 or above. The rising fifth graders did have a decrease of 11% when compared to the 2005 FCAT Reading Test. According to the FCAT data, 38.46% of the school's lowest 25 percent of third graders, 27.27% of the school's lowest 25 percent of fourth graders, and 51% of the school's lowest 25 percent of fifth graders made adequate learning progress. The following are the percentages of learning gains made by our third, fourth and fifth graders, 91%, 95% and 58%, respectively. After reviewing the 2006 FCAT Reading results, 57% of third graders demonstrated proficiency with Words/Phrases, 55% with Main Idea/Purpose, 58% Comparison and 50% Reference and Research. Furthermore, fourth graders performed the following: 50% on Main Idea/Purpose and Reference & Research, 53% on Comparison and 67% on Words/Phrases. Fifth graders scored the following: 53% on Main Idea/Purpose, 57% on Words/Phrases, 60% Comparison and 67% Reference/Research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 54% of students achieving at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize computer-assisted programs such as Accelerated Reader, Compass Learning, Reading Plus, FCAT Explorer, Leap Frog, RiverDeep, and STAR etc. to improve reading skills.	Classroom Teachers, Administrators, Reading Coaches, Media Specialist, Microsystems Technologist, Technology Facilitator	08/07/06	06/01/07	District Strategic Plan	\$0.00
Utilize Reading Coaches and School Improvement Zone Curriculum Support Specialist (CSS) to assist teachers with planning, modeling and coaching effective reading strategies.	Curriculum Support Specialist, Reading Coaches, Administrators, Media Specialist	08/07/06	06/01/07	District Strategic Plan	\$50000.00
Implement and monitor the School Improvement Zone (SIZ) Extended Day and Extended Year Program to ensure compliance with district mandates, using a scope and sequence based on school and district formative assessments.	Administrators, Reading Coaches, Grade Chairpersons, Curriculum Support Specialist, Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide daily differentiated grouping to meet the needs of all students during Language Arts/ Reading Block, especially targeting students in the lowest 25th percentile.	Administrators, Teachers, EESAC Members, Reading Coaches, Grade Chairpersons Leadership Team	08/07/06	06/01/07	District Strategic Plan	\$0.00
Continue implementation of the District's uninterrupted two and one half hour Language Arts/Reading block to ensure growth in the Big 5.	Administrators, Reading Coaches, Curriculum Support Specialist, Classroom Teachers, Media Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in fluency, phonics, comprehension, and vocabulary.	Community Involvement Specialist, Grade Chair Persons, Reading Coaches, Administrators, Social Worker, Program Specialist,	08/07/06	06/01/07	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT and SAT reading subtest in addition to the DIBELS to identify strengths and opportunities for improvement using Edusoft and WSPI.	Administrators, Teachers, Reading Coaches, Curriculum Support Specialist, Grade Chairpersons	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement small group tutoring in reading for	Administrators, Tutors, Reading	08/07/06	06/01/07	District Strategic	\$0.00

Tier II and Tier III students both in class and pull-out models, using district's mandated intervention tool, Voyager.	Coaches, Technology Facilitator, Curriculum Support Specialist		Plan	
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Research-Based Programs

The research-based core reading program at Bunche Park Elementary is Houghton Mifflin Reading Series. Additional research-based programs utilized by Bunche Park Elementary are the following:

Quick Reads

Reading Plus

Compass Learning, RiverDeep,

Soar to Success, Early Success, Voyager A and D

Elements of Vocabulary

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Sunshine State Standards

Differentiated Instruction

CRISS Training

Fluency

Print Rich Environment (Word Walls)

Guided Reading

Elements of Vocabulary

Introduction to Reading First

Evaluation

Formative and Summative assessments will determine our students' learning gains. Formative assessments include School-based assessments, District Interim Assessments, and Houghton Mifflin's Theme Skilled Tests. Data from these assessments will be utilized to drive our instruction. Summative assessments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the 2007 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Bunche Park Elementary students will acquire the knowledge, skills, competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicated that 44% of students tested in grades three through five scored at or above Achievement Level 3, an increase from the 2005 FCAT Mathematics results. However, the school's rising fourth graders did have an increase of 4% scoring high standards, Achievement Levels of 3 or above. The rising fifth graders made no learning gains when compared to the 2005 FCAT Mathematics Test, remaining at 43% both years. The school's lowest 25 percentile in third grade increased by 4% and the lowest 25th percentile in fourth grade increased by 2%. The following are the percentages of learning gains made by our third, fourth and fifth graders, 91%, 92% and 51%, respectively. After reviewing the 2006 FCAT Mathematics results, 43% of the third graders scored higher standards on the Geometry and Data Analysis clusters, 50% scored high standards on Number Sense and Algebraic Thinking content clusters, and 63% scored on Measurements. Fourth graders scored the following: 50% on Number Sense and Measurement and 43% in Geometry, Algebraic Thinking and Data Analysis. Fifth graders scored the following: 39% on Number Sense and Geometry, 45% on Algebraic Thinking, 46% on Measurement, and 50% on Data Analysis.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the African-American subgroup will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT and SAT mathematics subtest to ensure data-driven instruction using Edusoft and WSPI.	Administrators Curriculum Support Specialist (TSA), Grade Chairpersons, Classroom Teachers, Technology Facilitator, (Teacher)	08/07/06	06/01/07	District Strategic Plan	\$0.00
Implement and monitor District approved, uninterrupted one hour mathematics block, using District's pacing Guides	Administrators, Classroom Teachers, Curriculum Support Specialist, Grade Chairpersons,	08/07/06	06/01/07	District Strategic Plan	\$0.00
Utilize computer assisted instructional programs, such as Compass Learning, RiverDeep, Leap Pad, and FCAT Explorer to enhance instruction.	Classroom Teachers Technology Facilitator (Teacher), Microsystem Technologist, Media Specialist, Administrators	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide students with performance-based activities, incorporating the use of manipulatives, problem solving, critical thinking, technology and daily FCAT practice from the core Mathematic series, incorporating progress monitoring assessments that as SAT/FCAT correlated.	Classroom Teachers Administrators, Curriculum Support Specialist, TEC personnel,	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in the area of	Community Involvement Specialist , (CIS) Grade Chairpersons, Administrators,	08/07/06	06/01/07	District Strategic Plan	\$0.00

mathematics.	Curriculum Support Specialist, Social Worker				
Implement and monitor the School Improvement Zone (SIZ) Extended Day and Extended Year Program to ensure compliance with district mandates, using a scope and sequence based on school and district formative assessments.	Administrators, ESSAC Members, Leadership Team, Grade Chairpersons	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide small group mathematics tutorial, during school hours, to Level 1 and 2 students in grade three through five.	Curriculum Support Specialist, Administrators, Grade Chairpersons, Reading Coaches, Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$15000.00

Research-Based Programs

The research-based core mathematics program at Bunche Park Elementary is Harcourt.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

SMILE (as needed)

Comprehensive Mathematics Plan

Mathematics in Context

Data Analysis: Using data to drive instruction

Evaluation

Formative and Summative assessments will determine our students' learning gains. Formative assessments include School-based assessments, District Interim Assessments, and Harcourt's FCAT Skills Practice Test. Data from these assessments will be utilized to drive our instruction. Summative assessments include the 2007 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Bunche Park Elementary students will acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

Our students met state standards in writing at a rate of 78 percent, an 18 percent decrease. 79 percent of our students tested scored at a 3.5 or better in the expository portion of the F-CAT Writing Test and 70 percent of students scored 3.5 or better in the narrative portion. Data analysis confirms that our students must continue to practice narrative writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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 grade four will improve their writing skills as evidenced by 77% scoring 4.0 or higher on the 2007 administration of the FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Interpret and analyze assessment data using monthly in class writing, results will serve as progress monitor tool.	Administrators, Classroom Teachers, reading Coaches, Curriculum Support Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00
Develop student writing portfolios in grades K-5 that contain selected samples to include expository, narrative, poetry, and story writing.	Classroom Teachers, Grade Chairpersons, Administrators, Reading Coaches, Curriculum Specialist, Media Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00
Implement and monitor the district's 30 min. per day writing schedule, incorporating Read-Alouds as an integral part of this period to promote the use of authors as mentors in student's writing.	Administrators, Leadership Team, Reading Coaches, Classroom Teachers, Curriculum Support Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in writing samples.	Reading Coaches Community Involvement Specialist, Social Worker, Administrators, Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Continue to integrate the Continuous Improvement Model (CIM) using the 8-step process as a framework for instructional improvement in writing as well as the SIZ's Extended Day and Extended Year model.	Administrators, Classroom Teachers, Reading Coaches, Leadership Team, EESAC Members	08/07/06	06/01/07	District Strategic Plan	\$0.00
Incorporate monthly writing assessment as instructional classroom tools.	Classroom Teachers, Administrators, Reading Coaches, Technology Facilitator	08/07/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

The research-based core writing program at Bunche Park Elementary is based on strategies for effective writing components from Reading Research-Based Core Program, Houghton Mifflin.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Core Writing Program

Holistic Scoring training

Training in compiling and monitoring portfolios

Evaluation

Formative and Summative assessments will be administered by the teacher along with quarterly assessments and monthly prompts to monitor progress and redirect classroom instruction based upon analysis of current data. Formative assessments include School-based Monthly Writing Prompts and District Writing Prompts Assessments. Data from these assessments will be utilized to drive our instruction. Summative assessments include the 2007 FCAT Writing Plus Administration.

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

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 4 STATEMENT:

Bunche Park Elementary students will acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Bunche Park Elementary has made steady improvement in the mean scale score on the FCAT Science Test. Scores on the 2006 FCAT Science indicated that fifth grade students scored a mean scale score of 275, an increase of 16 points compared to the results of the 2005 FCAT Science. Furthermore, only 10 percent of fifth graders scored Achievement Levels 3-5 on the 2006 FCAT Science Test. After further data analysis, fifth graders need to improve in the areas of Earth & Space and Environmental Science as evidenced by the low number of students who met or exceeded high standards on the 2006 FCAT Science Test. This year concerted instructional efforts in these areas should result in an increase in students achievement in science.

Measurable Objective

Given instruction using Sunshine State Standards, the percentage of tested students scoring an Achievement Level 3 or higher will increase to 20% or higher on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate hands-on activities through the use of FOSS Kits to enhance real-life science concepts as evidence by lesson plans.	Administrators Leadership Team Grade Chair Persons Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide parent workshops to enable parents to give appropriate at-home help and support for Science Fair preparation for their children.	Administrators Science Fair Chairperson (Teacher) Community Involvement Specialist, Grade Chair Persons, Classroom Teachers, Science Resource Teacher	08/07/06	06/01/07	District Strategic Plan	\$0.00
Implement an AEP Program during our Extended Day, focusing on Hands-On Science and the scientific method.	Administrators Classroom Teachers Academic Excellence Teacher	08/07/06	06/01/07	District Strategic Plan	\$0.00
Conduct the 17th Annual School-wide Science Fair by having students implement and apply the scientific method.	Administrators Science Fair Chairperson (Teacher), Classroom Teachers, Science Resource Teacher	08/07/05	06/01/07	District Strategic Plan	\$0.00
Utilize science lab and science resource teacher to provide 1 hour daily of hands-on science activities using CRISS strategies, in grades 4-5.	Administrators Science Resource Teacher Classroom Teachers	08/07/05	06/01/07	District Strategic Plan	\$0.00
Follow the Sunshine State Standards and District's Pacing Guides as well as focus calendars for grades K-5, to enhance the delivery of instruction and ensure that all benchmarks are taught.	Administrators Classroom Teachers Grade Chair Persons Science Resource Teacher	08/07/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

The research-based core program at Bunche Park Elementary is the McGraw-Hill Science Program. Additional research based programs utilized by Bunche Park Elementary school are the following:
FOSS Science Kits for Inquiry-based Learning

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Hands-On Science

AEP Science Training

Training in Experimental Demonstrations, Concept Development and Scientific Thinking to include CRISS strategies

Planning, modeling and coaching of effective science lesson, by science lab teacher.

Evaluation

Formative and Summative assessments will determine our students' learning gains. Formative assessments include School Improvement Zone's Monthly Assessments, School-based Science Assessments and District's Pre & Post Test. Data from these assessments will be utilized to drive our instruction. Summative assessments is the 2007 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 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

District Strategic Plan

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

GOAL 5 STATEMENT:

Bunche Park Elementary will increase the amount of parent involvement in order to assist students' skills, knowledge and competencies needed to master or meet the State standards in the areas of Reading, Writing, Math, Science and Test-taking skills.

Needs Assessment

Analysis of our 2005-2006 Title I Parental Involvement Rosters indicated that 80 parents/guardians attended school activities during the 2005-2006 school year. This number indicated the need to continue to increase parental awareness and attendance to school activities, such as Parent Workshops, PTA Meetings and Teacher/Parent Nights.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will increase in parental and community interaction from 80 parents/guardians in attendance during the 2005-2006 to 90 parents/guardians in attendance during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to become involved with the Parent Academy and other literary initiatives that promote personal growth for parents.	Administrators Reading Coaches School Guidance Counselor CIS, Classroom Teachers Social Worker	08/07/06	06/01/07	District Strategic Plan	\$0.00
Coordinate and monitor two Parent Report Card Pickup Nights.	Administrators All Teachers and staff	8/07/06	06/01/07	District Strategic Plan	\$0.00
Increase community involvement by the addition of at least one Dade Partner and additional parents, business person, and/or community person to be a part of EESAC.	Administrators Social Worker Grade Chair Persons Reading Coaches School Guidance Counselor EESAC Chairperson	08/07/06	06/01/07	District Strategic Plan	\$0.00
Plan and deliver workshops to empower parents with the skills needed to promote awareness and increase student achievement.	Administrators Reading Coaches Social Worker CIS	08/07/06	06/01/07	District Strategic Plan	\$0.00
Implement and coordinate "Donuts with Dads" and "Muffins with Moms" monthly breakfast gatherings to encourage parent participation and visitation.	Cafeteria Manager Administrators Grade Chair Persons CIS Social Worker	08/07/06	06/01/07	District Strategic Plan	\$200.00
Encourage local businesses to donate goods to assistance the school in promoting parental attendance at activities. These goods will be used as raffle items on those special nights	Administrators Program Specialist Reading Coaches Classroom Teachers CIS Local Business Leaders	08/07/06	06/01/07	District Strategic Plan	\$0.00
Increase positive parent-school communication through the use of a parent newsletter, EdConnect, fliers, home visits and calendars to promote parental involvement and notify parents of upcoming events and	Administrators, Media Specialist Technology Facilitator (Teacher), Classroom Teachers Reading Coaches School Guidance Counselor	08/07/06	06/01/07	District Strategic Plan	\$200.00

on-going projects.					
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators, CIS, Reading Coaches, Media Specialist, Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$500.00

Research-Based Programs

National PTA Standards

Passport to Success

Professional Development

The Title 1 Community Involvement Specialist will attend Regional Center/District Workshops relating to parental involvement. Inservices for teachers to review parent conferencing techniques will take place in house.

Additionally, in-services will be provided to the Bunche Park Elementary parents with emphasis on strategies that promote students' achievement.

Evaluation

This objective will be evaluated by the analysis of the number of parents/guardians who sign the Title I Parental Involvement Attendance Rosters for all Bunche Park Elementary 2006-2007 school activities and workshops.

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 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 6 STATEMENT:

Bunche Park Elementary will continue to be a safe and healthy environment where children can learn.

Needs Assessment

Bunche Park Elementary has very few disciplinary situations that result in suspensions, indoor or outdoor. However, during the 2005-2006 school year there were approximately 78 Student Case Management Forms submitted to the school's administration and/or counselor for students exhibiting inappropriate behaviors.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by 65 Student Case Management Forms referring students to school administration and/or counselor for inappropriate behavior as compared to 78 Student Case Management Forms submitted during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to conduct counseling sessions, both group and individual, for students who have been referred to the guidance counselor by a staff member.	Administrators, School Guidance Counselor, Classroom Teachers, School Psychologist, Social Worker	08/07/06	06/01/07	District Strategic Plan	\$0.00
Continue to monitor the Peer Mediation Model for 2-5 grades	Administrators, Guidance Counselor, Safe School Specialists, Social Worker, Classroom Teachers	08/07/06	06/01/07	Mentoring Opportunities	\$0.00
Institute a Crime Watch Program to assist in prevention of student crime.	Administrators, Guidance Counselor, Social Worker, Classroom Teachers, Grade Chair Persons	08/07/06	06/01/07	Mentoring Opportunities	\$0.00
Involve the 5th graders in MDCPS' KAPOW program	Administrators, School Police, Guidance Counselor, Fifth grade teachers	08/07/05	06/01/07	Mentoring Opportunities	\$0.00
Continue using our school wide discipline plan, providing strategies to promote consistent behavioral management techniques to instructional personnel.	All teachers, staff, and parents Administrators	08/07/06	06/01/07	District Strategic Plan	\$0.00
Utilize the Safe Schools Specialists to conduct classroom activities on Bullying	Administrators, Safe School Specialists, Guidance Counselor, Social Worker, Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Incorporate programs to promote safety awareness, such as Red Ribbon Week.	School Counselors Teachers Administrators	08/07/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program incorporated at Bunche Park Elementary include such programs as:

Peer Mediation Model

Kids and the Power of Work (KAPOW)

Character Education Program

TRUST

Substance Education Curriculum

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Training in Peer Mediation

Training by the KAPOW program to new fifth grade teachers

Review of our School Wide Discipline Plan at Faculty meeting

Strategies for consistent behavioral management

Positive attitude behaviors to encourage in the classroom

Evaluation

Bunche Park Elementary will be evaluated by a decrease from 78 to 65 in the number of submitted Student Case Management forms referring students to the school's administration and/or guidance counselor, for inappropriate behaviors, during the 2006-2007 school year as compared to the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 7 STATEMENT:

Bunche Park Elementary students will improve their silent reading fluency skills through the infusion of technology.

Needs Assessment

According to the 2005-2006 Reading Plus Usage Reports, Bunche Park second through fifth graders were using the Reading Plus program on an average of 20 minutes per week. There will be a concerted effort this school year on the consistent usage of Reading Plus, for an average of 60 minutes per week.

Measurable Objective

Given instruction based on the Sunshine State Standards and the emphasis on the use of technology in education, students in grades second through fifth will increase the use of technology through out the curriculum via the use of the Reading Plus program for an average of 60 minutes weekly as evidenced by Reading Plus Usage Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Reading Plus Program during the school hours and SIZ's Extended Day Program.	Administrators, Classroom Teachers, Curriculum Support Specialist, Reading Coaches, Technology Facilitator (Teacher)	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide additional training to teachers on how to pull reports to use for data analysis.	Teachers Administrators Computer Lab Teachers Reading Coaches Micro-Systems Technician	08/07/06	06/01/07	District Strategic Plan	\$535.00
Provide ongoing assistance to teachers via a "buddy system" to improve implementation in all areas of technological use in the classroom.	Administrators, Micro-Systems Technician, Curriculum Support Specialist, Instructional staff Computer Lab Teacher Media Specialist	08/07/06	006/01/07	Small Learning Communities	\$0.00
Implement a training program and monitoring system to actuate the District's mandated use of the Reading Plus Program.	Administrators, Micro-Systems Technician, Instructional staff, Computer Lab Teacher	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Provided teachers with a schedule that include specific days and times to ensure maximum use of the Reading Plus Program on a weekly basis.	Administrators, Classroom Teachers, Curriculum Support Specialist, Technology Facilitator (Teacher), Media Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

National Education of Technology Standards (NETS)

Reading Plus

STAR

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Reading Plus Training for Teachers Data Reporting

Understanding the Reading Plus Program for new teachers

Evaluation

The component will be evaluated by the Reading Plus Usage Reports, which should reflect an average usage time of 60 minutes per week per student.

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"/>

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 8 STATEMENT:

Bunche Park Elementary students will develop positive attitudes toward personal fitness and health as worthy and important life long goals.

Needs Assessment

An analysis of the 2005-2006 FITNESSGRAM test summary for Bunche Park Elementary revealed that 76% of third through fifth grade students met and/or exceeded the District's Fitness Standards. Furthermore, 65% of the third through fifth graders received the Gold Card award, for passing 6 out of the 6 tested items, while 36% received the Silver Card award, for passing 5 out of 6 tested items. Therefore, 34% of the third through fifth graders did not meet the District's Fitness Standards.

Measurable Objective

Given instruction based on the MDCPS's mandated FITNESSGRAM standards, third through fifth grade students will improve their fitness skills by 77 percent obtaining gold and silver recognition on the FITNESSGRAM standards as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Pre and Post tests will be administered to all 4th and 5th graders to establish base line data in fitness.	Administrators, Physical Education Teachers, Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators, Physical Education Teachers, Classroom Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide upper body strength exercises during physical education as evidenced by lesson plans.	Administrators, Physical Education Teachers, Parents, Classroom Teachers	08/07/05	06/01/07	District Strategic Plan	\$0.00
Explore the possibility of purchasing new equipment to enhance the Physical Education Program	Administrators, EESAC members, Physical Education Teachers	08/07/06	06/01/07	District Strategic Plan	\$650.00

Research-Based Programs

The research-based core physical education program at Bunche Park is the following:
FITNESSGRAM Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Physical Education teachers will receive additional training on the use of the FITNESSGRAM software as needed.

Refresher classes should be sought out by the Physical Education Dept. to promote the use of the latest activities, equipment, and skills.

CRISS Training

Evaluation

This objective will be considered to have been successfully met when the number of students meeting award winning status, using the FITNESSGRAM criteria, reaches 77% percent which constitutes an increase of one percent over the 2005-2006 numbers.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Bunche Park Elementary students will develop critical and creative thinking skills through an Academic Excellence Program (AEP) focusing on hands-on science.

Needs Assessment

According to the 2006 FCAT Science results, only 5% of the students from AEP scored Achievement Level 3. There were no students that scored Achievement Levels 4 and/or 5. Furthermore, 53% of the fifth graders scored Achievement Levels 2 on the 2006 FCAT Science and 38% Achievement Level 1. These results indicate the need for a rich hands-on science program.

Measurable Objective

Ten percent of Bunche Park Elementary students that participate in the Academic Excellence Program(AEP)Hands-on science program will score an Achievement Level 3 or higher on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Contact parents and register students that are eligible to participate in the AEP Hands-on Science Program.	Administration Leadership Team EESAC members AEP Teacher	09/12/06	06/01/07	District Strategic Plan	\$0.00
The Science Lab will be used as the AEP classroom for third through fifth grade students who qualify for the Academic Excellence Program, with the emphasis on hands-on science.	Administration AEP Teachers Classroom Teachers Media Specialist Science Resource Teacher	09/12/06	06/01/07	District Strategic Plan	\$4000.00
Instruct students on the many facets of complex science issues as evidenced by lesson plans.	Administrators Classroom teachers AEP Teachers	09/12/06	06/01/07	District Strategic Plan	\$0.00
Encourage students to recognize and appreciate that multiple responses can be derived through the process of scientific inquiry.	Administrators Classroom teachers AEP Teacher	09/12/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

None

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Hands on Science training

AEP training as needed

Evaluation

This objective will be met when 10% of fifth graders attending AEP score an Achievement Level 3 or higher on the 2007 FCAT Science 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Bunche Park Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicated that in 2004, Bunche Park Elementary ranked in the 25% of the highest ROI Value. Additionally, the school is in the lower third of all elementary schools in the state in the ROI measures. Furthermore, Bunche Park is in the lower third of all elementary schools in the state on percent of students making learning gains. Nonetheless, Bunche Park is in the upper third of all elementary schools in the state on money spent per student.

Measurable Objective

Bunche Park Elementary will improve its ranking on the State of Florida ROI index publication from the 25% of the highest ROI value to 26%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators, Leadership Team, EESAC members	08/07/06	06/01/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administrators, Leadership Team, EESAC members	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, Leadership Team, EESAC members	08/07/06	05/26/06	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators, Leadership Team, EESAC members	08/07/06	06/01/07	Community Partnerships	\$0.00

Research-Based Programs

Unknown

Professional Development

All parties will attempt to make themselves more familiar with the concept of Return on Investment, the financial resources to school programs, and the resource allocation that is available to individual schools.

Evaluation

On the next State of Florida ROI index publication, Bunche Park Elementary will show progress toward reaching the 26 percent of the highest ROI Value.

EESAC Compliance

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

Budget:

Our EESAC has reviewed and discussed how to best spend the budget allotted and has voted to disperse funds in the following manner:

50% divided between the following School Projects to benefit our student body:

Annual Science Fair Annual Field Day activities
 Black History month Red Ribbon Week
 Hispanic Heritage month Career/Truck Day activities
 Culminating Academic Activity Other - TBA

20% to be spent on up grading technology for staff and students

10% to be spent on training/inserives for EESAC members

10% to support the purchase of materials/items/field trips to enhance our school wide discipline plan, student awards, and safety issues.

10% to be reserved for the purchase of food for students or parents as a thank-you for attendance, a reward for behavior or academics, in celebration of birthdays or achievements.

Training:

Bunche Park Elementary's EESAC is going to engage in specific training to: improve decision-making skills, understand budget items, enhance data analysis skills, enhance goal and benchmark writing skills, and improve parent participation such as CRISS Training and Reading First Academy.

Instructional Materials:

Reports will be made to the EESAC from Grade Chairpersons, the Program Specialist, and the Assistant Principal as to specific needs for instructional materials taking into account such things as school budget, changes in the exceptional center, and growing student population. Decisions will be based on current needs and budget availability.

Technology:

20% of the EESAC funds were earmarked for upgrading technology. This would include the purchase of software, hardware, and ink for existing computers. We would also like to review the possibility of writing a grant to upgrade some of our older hardware, such as printers. A committee will be established to explore the feasibility of this plan. We will involve our microsystems technologist and our technology facilitator in the planning of this project. We will also be involving representatives from CITIBank from whom we receive take home computers for three of our primary classrooms.

Staffing:

The EESAC will review the use of our instructional and non instructional personnel to assess its effectiveness, appropriateness, and usefulness as it applies to our student performance and make suggestions for change if warranted.

Student Support Services:

One of the main goals of our EESAC is to support our students in all areas. To this end the committee has set aside money to enhance activities that promote student services. We will strive to maintain our commitment to rewarding students for behavior, academic achievement, and enrichment endeavors where it is warranted. We will support our counselors and student service team in ensuring that our students receive the services needed. Two students are a part of our EESAC and their input and ideas will be solicited from the committee when ever appropriate.

Other Matters of Resource Allocation:

At this time, the current EESAC is not anticipating any additional resource allocations.

Benchmarking:

Our EESAC and all of its ad hoc committees will review and analyze data from quarterly assessments, FCAT results, DIBELS, as well as other academic based assessments to ensure that the benchmarks set down by this body reflect the needs of our students. Data will be collected on all appropriate sub-groups, from parents, staff, and teachers in order to provide for the best possible analysis. Our goal is to maintain data driven instruction in all academic areas.

School Safety & Discipline:

Bunche Park Elementary has a working Schoolwide Discipline Plan that was formulated and implemented at the beginning of the 2004-2005 school year. Monies have been allocated for the continued support of this program. We receive quarterly reports from our Safety Committee to ensure that our campus is a safe environment for our staff, parents, and students.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$50,000.00
Goal 2: Mathematics	\$15,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$900.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$535.00
Goal 8: Health & Physical Fitness	\$650.00
Goal 9: Electives & Special Areas	\$4,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$71,085.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent