
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2041 - Benjamin Franklin Elementary School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Mary Alonso

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Benjamin Franklin Elementary School

Benjamin Franklin Elementary School serves 640 students. The school's population consists of 1 percent White, 84 percent Black, 14 percent Hispanic, and 1 percent Multiracial. The school's location is 13100 N.W. 12th Avenue in North Miami. Built in 1950 to serve 500 students, the school has benefited from the renovation of our media center and construction of a new wing. The average daily attendance is 96.1 percent and 93 percent of the students receive free or reduced meals. After careful review and evaluation of pertinent data, such as the School's Demographic and Academic Profiles, Student Report Cards, Florida Comprehensive Assessment Test (FCAT) results, and the 2005-2006 School Improvement Plan, the faculty and staff at Benjamin Franklin Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the following objectives as schoolwide priorities for all stakeholders for the 2006-2007 school year.

Given instruction based on the Sunshine State Standards, 69 percent of the students in grades three through five will achieve at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, limited English proficient students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50 percent in the lowest 25 percent will make learning gains on the administration of the 2007 FCAT Reading test.

Given instruction based on the Sunshine State Standards, 73 percent of the students students in grades three through five will achieve at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at a level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of limited English proficient students will score at or above grade level in Mathematics on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade _____ will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing hourly logs for 2005-2006 and 2006-2007 school years.

Given an emphasis on providing a safe and orderly environment, student behavior will improve as evidenced by a 5 percent decrease in the number of teacher referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will increase their usage of computers through the use of instructional computer programs by at least 5 percent for the 2006-2007 school year.

Given instruction based on the Miami-Dade Public Schools mandated FITNESSGRAM standards, student in grade four and five will improve their overall fitness levels as evidenced by a 10 percent increase in the students meeting acceptable standards as indicated on the 2006- 2007 administration of the FITNESSGRAM Tests.

Given emphasis on the benefits of participating in advanced academic programs the number of students enrolled in the gifted program will increase by 5 percent during the 2006-2007 school year.

Benjamin Franklin Community School will improve its ranking on the State of Florida ROI index publication from the 28 percentile in the 2004 to the 29 percentile on the next publication of the index.

Based on the 2006 Organizational Performance Improvement Snapshot (OPIS), the area where there is the most potential for growth is that the staff felt that they did not understand the finances of the organization. Consequently, E.E.S.A.C. and faculty meetings will be scheduled throughout the school year to keep staff abreast of the school finances as it relates to the allocation and distribution of funds.

The next area where there is the most potential for growth is that the staff did not feel they were given the opportunity to share their ideas for future planning. Therefore, during collaborative grade level planning meetings and faculty meetings, the staff will be given the opportunity to share ideas and make suggestions to develop future goals and planning.

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.

Benjamin Franklin Elementary School

VISION

We believe all children can learn when they are taught by creative and positive adults in a clean and safe environment. Our intent is to ensure that all students will become life-long learners and productive citizens in our community.

MISSION

At Benjamin Franklin Community School, we believe that success in school, as well as success in life, is based on ATTITUDE. How you feel about yourself, in a large measure, determines what will happen to you. It is important that parents and teachers foster an attitude in children which will bring success and personal fulfillment to their lives. When we set high expectations for our students, we are instilling pride and confidence that will enable them to do their best and feel a sense of fulfillment when they accomplish their goals. At Benjamin Franklin, we believe in preparing our students now to be globally competitive in the future when they apply for colleges and enter the job market.

CORE VALUES

Excellence:

We seek the highest standards in academic achievement and organizational performance.

Integrity:

We promote positive relationships through honesty, respect and compassion.

Equity:

We cultivate an environment that serves all students.

Citizenship:

We respect 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 endorse democratic principles.

School Demographics

Our community has gradually changed throughout the years. Benjamin Franklin Community School serves a predominantly low/middle income Haitian community. The student population for 2006-2007 school year is estimated to be 646 students in Pre-Kindergarten through grade 5, with an ethnic breakdown of 84 percent Black, 14 percent Hispanic, and 1 percent White. The number of students qualifying for free or reduced lunch is approximately 93 percent. Our student population consists of 12 percent of students with disabilities and 50 percent of limited English proficient (LEP) students. Student attendance is consistently excellent at Benjamin Franklin and may be attributed to constant reminders by the administrative staff and teachers of the importance of attending schools and succeeding. The majority of our students walk to school; however, the students who attend the Emotionally Handicapped Program are transported by bus. Almost all students leaving Benjamin Franklin after fifth grade attend Westview Middle School. The staff of Benjamin Franklin works closely with Westview Middle School on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school.

Benjamin Franklin Community School has three administrators, a principal, an assistant-principal, and an assistant-principal for the community school. There are 50 teachers on staff and 27 of those teachers have advanced degrees, with an additional three pursuing advanced degrees. The teacher mobility rate is low; however, this year due to the class reduction requirements six new teachers have joined our staff. The school is fortunate to have a teacher leadership team that consists of a Reading First Coach, a Title I Reading/Writing Coach, a Math Leader, a Science Leader and a Media Specialist to assist teachers by modeling lessons, facilitating professional development, supplementing instruction, testing and analyzing data. Teachers meet weekly with the Leadership Team for collaborative planning and to share best practices. The average teacher/pupil ratio is 1:22. Higher ratios or challenging classes receive the services from support personnel.

Benjamin Franklin Community School has a school wide Title I Program utilizing allocated funds to reduce class size. Our Advanced Academic Program includes Team, Gifted and Academic Excellence. Our TEAM classes are for grades two through five where students are challenged beyond the basic curriculum. This year we are implementing departmentalization in Kindergarten through grade five in core subjects and content area. Also, this year we are continuing to implement a school-based Math and Science Gifted Program for students in grades Kindergarten through five. Additionally, our after school Academic Excellence Program serves students in grades two and three. For the past four years our students have participated in the Reading is Fundamental Program. Students are given the opportunity to select a book to add to their home libraries three times during the year in order to promote the love for reading.

School Foundation

Leadership:

The faculty and staff strongly agree with how the school leaders set direction by creating a safe working environment, sharing information about the organization, and using the organizational values to guide the faculty and staff. This is supported by an average score of 4.2 in the leadership section and a 4.0 in the Business Results sections of the Organizational Performance Improvement Snapshot (OPIS).

District Strategic Planning Alignment:

As evident by an average score of 4.0 in Strategic Planning on the results of the Organizational Performance Improvement Snapshot (OPIS), the faculty and staff are actively involved in the development of the school's goals and objectives.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot(OPIS),the faculty and staff strongly agree with the level of satisfaction of the students, parents/caregivers, and surrounding community and business. This is supported by an average score of 4.2 in the Customer and Market Focus section of the Survey.

Faculty & Staff:

The faculty and staff conduct weekly grade level planning meetings that result in consistency in the planning process and common lesson plans that enhance the knowledge and delivery of instruction. Vertical panning opportunities are provided in order to review grade level expectations for the following school year. This is supported by an average score of 4.1 in the Human Resource Focus section of the Organizational Performance Improvement Snapshot(OPIS).

Data/Information/Knowledge Management:

The faculty and staff strongly agree with its knowledge and ability to utilize data in order to make informed decisions about the quality of their work. This is supported by an average a score of 4.3 in the Measurement, Analysis, and Management sections of the Organizational Performance Improvement Snapshot(OPIS).

Education Design:

The faculty and staff agree with the learning opportunities offered through a variety of programs. This is supported by an average score of 4.0 in the progress management section of the Organizational Performance Improvement Snapshot(OPIS).

Performance Results:

An emphasis on high academic standards and the facilitation of multiple resources have greatly attributed to the number of suspensions decreasing in the 2005-2006 school year. This is supported by an average score of 4.1 in the human resource focus section of the Organizational Performance Improvement Snapshot(OPIS).

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 type="checkbox"/>

GOAL 1 STATEMENT:

Students will increase their academic performance in reading in order to meet state standards.

Needs Assessment

Based on the 2006 FCAT Reading results, an in-depth content cluster analysis of each grade showed the following: 43 percent of students are reading below grade level in grade three. In grade four, 53 percent of students are reading below grade level. Furthermore, in grade five, 44 percent of the students are reading below grade level. Areas of strength in grades three through five are Words/Phrases with an average score of 60 percent, Main Idea with an average score of 56 percent and Comparisons with an average score of 57 percent. Conversely, in grades three through five students need additional assistance with Reference and Research with an average score of 55 percent.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 69 percent of the students in grades three through five will achieve at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, limited English proficient students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50 percent in the lowest 25 percent will make learning gains on the administration of the 2007 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide after-school tutoring for students performing in the lowest 35 percent.	Administration, Tutoring Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$40000.00
Utilize Reading Plus for students performing in the lowest 35 percent during the school day.	Administration and Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement K-12 Comprehensive Research-based Reading Plan with intensive focus on Students With Disabilities and Limited English Proficiency using guided reading to increase reading mastery skills.	Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Soar to Success, Voyager Passport, Elements of Reading: Vocabulary, and Reading Plus, to instruct Students With Disabilities and Limited English Proficient in grades three through five who are in need of reading interventions.	Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a Continuous Improvement Model using the Plan Do Study Act Cycle.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00
Involve all teachers in data-driven decision-making by providing them with all available data which will enable them to analyze the on-going progress of their students with a special focus on Students With Disabilities and limited English proficient.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00

Utilize interim assessment results to provide Students with Disabilities and limited English proficient tutoring in grades three through five.	Administration	8/14/2006	5/30/2007	District-wide literacy plan	\$30000.00
Establish grade level vertical planning opportunities for all teachers including Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Series, Early Success, Soar to Success, Elements of Reading: Vocabulary, Reading Plus, and Voyager Passport.

Professional Development

- * Houghton Mifflin Reading Series
- * Early Success
- * Soar to Success, Elements of Reading: Vocabulary
- * Reading Plus
- * Voyager Passport
- * FCAT Reading Item Specifications
- * Classroom Management for Elementary Teachers
- * CRRP: Opening the World of Literature
- * Project Developing Readers and Writers.

Evaluation

- * Weekly assessments
- * Reading diagnostic tests
- * Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- * Accelerated Reader
- * Soar to Success,
- * Diagnostic Assessment of Reading (DAR)
- * Interim Assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Students will increase their academic performance in mathematics in order to meet state standards.

Needs Assessment

Based on the 2006 FCAT Mathematics results, an in-depth content cluster analysis of each grade showed the following: 37 percent of the students are below grade level in grade three, 51 percent of the students are below grade level in grade four, and 46 percent of the students are below grade level in grade five. Areas of strength in grades three and four are Algebraic Thinking with an average score of 62 percent and in grade 5, the strengths are Number Sense with an average score of 46 percent and Geometry with an average score of 46 percent. Students in grades three and five need additional assistance in Data Analysis with an average score of 50 percent while students in grade four need additional assistance in Geometry with an average score of 43 percent.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 73 percent of the students students in grades three through five will achieve at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at a level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of limited English proficient students will score at or above grade level in Mathematics on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement daily activities in grades two through five to review skills not mastered.	Mathematics Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze data including the Acaletics Mathematics Assessments in grades two through five, with special focus on students with disabilities, to identify strengths and weaknesses and to develop an instructional focus timeline for mathematics in order to improve skills.	Administrators, Mathematics Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide after-school tutoring for limited English proficient students in Mathematics.	Administrators, and Math Leader	8/14/2006	5/30/2007	District Strategic Plan	\$40000.00
Implement a Continuinuous Improvement Model using the Plan Do Study Act Cycle.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00
Establish grade level vertical planning opportunities for all teachers including Exceptional Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify Students With Disabilities in grades two through five who have not met state standards and provide intensive math classes to facilitate systematic remediation.	Administrators, Mathematics Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$30000.00
Implement the Acaletics Mathematics Program in grades two through five including students with disabilities to increase skill	Administrators, Mathematics Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$30000.00

Research-Based Programs

Harcourt Mathematics Florida Edition

Professional Development

- * Continuous Improvement Model using the PDSA Cycle
- * Harcourt Mathematics Textbook Series.
- * FCAT Math Item Specifications Grade 3-4
- * FCAT Math Item Specifications Grade 5-6
- * Classroom Management for Elementary Teachers.

Evaluation

- * 2007 administration of the FCAT Mathematics Test
- * Monthly assessments
- * Acaletic Interims
- * Interim assessments

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:

Students will increase their writing performance by demonstrating 90 percent of fourth grade students meeting state standards on the FCAT Writing Administration.

Needs Assessment

Results from the 2006 administration of the FCAT Writes Test reflected that 82 percent of the students tested met high standards in writing. However, eighteen percent of the students did not meet high standards. An in-depth analysis indicated students in grade four scored higher in expository writing at 4.0 than in narrative writing at 3.7. Students in grade 4 had a combined score of 3.9.

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 based on the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students with disabilities in grades two through five that are not meeting state standards and provide intensive writing classes to facilitate systematic remediation.	Writing Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize writing strategies across the curriculum with students in grades kindergarten through five to increase writing proficiency.	Writing Teacher	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze narrative and expository pre-tests/post-tests given to students in grades two through five to identify weaknesses and develop a focus timeline for instruction in writing to strengthen skills.	Writing Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Establish grade level vertical planning opportunities for all teachers including Special Education teachers to share best practices in order to enhance their knowledge in the delivery of instruction.	Writing Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Continuous Improvement Model using the Plan Do Study Act Cycle.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

- * Houghton- Mifflin Reading Series
- * FCAT Writing Skills
- * Writing to Standards Grade 4

Evaluation

- * 2007 administration of the FCAT Writing Test
- * Monthly writing assessments
- * District writing prompt

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 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 4 STATEMENT:

Students will improve their science skills in order to meet district mastery standards.

Needs Assessment

Results from the 2006 administration of the FCAT Science Test reflected that 12 percent of the fifth grade students scored an Achievement Level 3 and above. Data reflected a need for an increase in the number of students scoring at or above Achievement Level 3. An in-depth content cluster analysis in grade five showed Scientific Thinking at 6 percent and Life/Environmental Science at 6 percent as areas of strength. However, students scored below the district average in Physical/Chemical Science at 5 percent Earth Science at 5 percent.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade _____ will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage grade five students in producing science projects utilizing the scientific method.	Science Leader	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the Science Support Team that will coordinate school wide science activities.	Science Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement science laboratories in which all students are providing hands-on participatory type learning experiences in order to learn the scientific process.	Science Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$10000.00
Provide small group benchmark tutorials during the school day for students in grade five who have not mastered science skills.	Science Leader	08/14/2006	5/30/2007	District Strategic Plan	\$30000.00
Administer monthly science benchmark assessments to students in grade five to guide instructional strategies to promote experiences with science concepts.	Administration	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide vertical planning opportunities in science for teachers in grades four and five in order to share best practices and to assist students in learning the scientific method.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Continuous Improvement Model using the Plan Do Study Act Cycle.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00

Research-Based Programs

McGraw-Hill Science Textbook Series

Professional Development

- * Scientific method
- * District Pacing Guide
- * Item Specifications
- * FCAT Standards for the Elementary Science Program.

Evaluation

- * 2007 administration of the FCAT Science Test
- * Monthly assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Parental Involvement will increase to ensure continued student achievement.

Needs Assessment

Benjamin Franklin Community School has identified the need for greater parental involvement in order to increase student achievement. Results of 2005-2006 Title 1 Parent Outreach Monthly School Report indicated that parent attendance at workshops and meetings has increased by 50 percent when compared to 2004-2005.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing hourly logs for 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a compact with parents in their home language, to keep them informed in order to meet the State's standards and establish that important link between school and home.	Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Create and disseminate a school wide monthly parental involvement activity calendar.	Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to promote and furnish the Parent Center with educational and technological resources to assist the parents and raise student achievement.	Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00
Schedule schoolwide grade level expectation meetings for parents at the end of the school year to help them prepare their children for continued academic success.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Distribute and analyze the parent survey which will be used to plan workshops and activities throughout the year.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide workshops to parents of students with disabilities and limited English proficient students which will provide them with resources and strategies to help their children with home learning assignments.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

- * Quarterly analysis of sign-in logs
- * Monitoring the percentage of parents participating in school activities
- * Title I Monthly School Report

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 6 STATEMENT:

Student behavior will improve in order to maintain a safe and orderly environment.

Needs Assessment

The results of the 2005-2006 Student Case Management System reports indicated that 10 percent of the student population was referred to Student Services for violation of the Code of Student Conduct.

Measurable Objective

Given an emphasis on providing a safe and orderly environment, student behavior will improve as evidenced by a 5 percent decrease in the number of teacher referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue implementing the Code of Student Conduct Policy.	Guidance Counselor	8/14/2006	5/30/2007	School-to-Career	\$0.00
Promote on-going activities for Character Education.	Guidance Counselor	8/14/2006	5/30/2007	School-to-Career	\$0.00
Continue the peer mediation program.	Guidance Counselor	8/14/2006	5/30/2007	School-to-Career	\$0.00
Implement a bullying program.	Guidance Counselor	08/14/2006	5/30/2007	School-to-Career	\$0.00
Conduct parent workshops to provide them with resources to promote positive behavior.	Guidance Counselor	8/14/2006	5/30/2007	School-to-Career	\$0.00
Use positive reinforcement to promote good behavior.	Guidance Counselor	8/14/2006	5/30/2007	School-to-Career	\$1000.00
Implement a school-wide discipline plan.	Administration	8/14/2006	5/30/2007	School-to-Career	\$0.00
Establish a detention schedule and hold weekly detentions.	Administration	8/14/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

Not Applicable

Professional Development

- * Code of student conduct policy
- * Character education
- * Guidance Counselor Meetings.

Evaluation

This objective will be quarterly monitored and evaluated by the amount of teacher referrals submitted during the 2006-2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

GOAL 7 STATEMENT:

Increase the usage of technology to enrich high performing students and intervene with low performing students.

Needs Assessment

Results from the 2005-2006 Accelerated Reader Program summary form reflected that 80 percent of the students in grades two through five participated in the program. Data reflected a need for a 10 percent increase in the percentage of students participating in the Accelerated Reader Program and introducing the Reading Plus Program.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of computers through the use of instructional computer programs by at least 5 percent for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote and monitor the process of students using the Accelerated Reader Program.	Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Establish an incentive program to reward student achievement.	Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize high achieving students through closed-circuit television on morning announcements each month.	Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train students on how to access quizzes in the Accelerated Reader Program.	Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Award "Certificate of Recognition" to high achieving students during the end-of-the year Promotional Assemblies.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Devise a schedule for students to use the Reading Plus Program.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct student training sessions that model effective usage of each component of the Reading Plus Program.	Administration, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop an incentive program to promote, encourage, and facilitate an increase in usage of the Reading Plus Program	Administration, Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Conduct professional development for the instructional staff that incorporates strategies on how to integrate Reading Plus in the curriculum.	Administration, Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Parent Workshops that provide them with the technology resources readily available to them and their children.	Administration, Community Involvement Specialist.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Benjamin Franklin Elementary School will use Reading Plus, Riverdeep, and Accelerated Reader.

Professional Development

Teachers will attend workshops to analyze data reports to see the impact on student performance and to modify instruction.

Evaluation

- * Accelerated Reader program reports
- * Reading Plus Usage reports

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Students will improve their physical fitness.

Needs Assessment

Results from the 2005-2006 FITNESSGRAM Tests indicated that 40 percent of students in grades four and five met the minimum health-related standards. One hundred forty-five students were tested; 39 received Gold Awards and 45 received Silver Awards. After analyzing last year's FITNESSGRAM Tests, data indicated that 39 percent of students in grades four and five are in need of meeting the minimum health-related standards.

Measurable Objective

Given instruction based on the Miami-Dade Public Schools mandated FITNESSGRAM standards, student in grade four and five will improve their overall fitness levels as evidenced by a 10 percent increase in the students meeting acceptable standards as indicated on the 2006- 2007 administration of the FITNESSGRAM Tests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Involve students in appropriate activities specific to improving cardiovascular, flexibility, muscular, strength and endurance.	Physical Education teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve students in appropriate activities specific to improving cardiovascular, flexibility, muscular, strength and endurance.	Physical Education teacher	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Implement competition in an effort to motivate students to develop a healthy lifestyle.	Physical Education teacher	8/14/2006	5/30/2007	District Strategic Plan	\$1300.00
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the Physical Education Program to ensure that selected activities relate to the assessment component items.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote good physical fitness throughout the curriculum.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers will attend physical education monthly seminars sponsored by the District on the implementation of the FITNESSGRAM test standards. Teachers will attend the workshop entitled Teaching Literacy in Art, Music, and Physical Education.

Evaluation

The FITNESSGRAM Tests and other health related fitness tests will be quarterly administered to determine students improvement.

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"/>

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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 9 STATEMENT:

Student participation will increase in the gifted program.

Needs Assessment

The results of the 2005-2006 Student Assessment Referral Reports indicated that 40 students were evaluated by the school psychologist to determine eligibility for placement in the gifted program. Eighteen students met the requirements and are presently participating in the gifted program. After a thorough analysis, data indicated that all students referred were in the intermediate grades. There is a need to identify high achieving students in the primary grades for evaluations.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs the number of students enrolled in the gifted program will increase by 5 percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze assessment data to identify high achieving students that might meet criteria for evaluation.	Support Services Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct an in-service to inform teachers of the requirements needed to determine eligibility for placement in the gifted program.	Gifted Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Offer workshops to parents of the gifted students to provide them with strategies that will enhance home learning.	Gifted Teacher	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Expand upon the school based gifted program.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Academic Excellence classes and Teaching Enrichment Activities for Minorties (TEAM) classes in an effort to increase critical thinking skills.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Teachers will be attending training on completing referrals.

Evaluation

The number of student referrals for evaluation will be used to monitor this objective on a quarterly basis. The number of students eligible for the gifted program will be used as the summative evaluation for this objective.

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.)

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

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

GOAL 10 STATEMENT:

Benjamin Franklin Community School will rank at or above the 29th percentile statewide in the Return On Investment(ROI) index of value and cost effectiveness of its programs.

Needs Assessment

Compared to similiar schools, Benjamin Franklin Community School's percentile ranking is 28 and the percent of the highest ROI value is 50%. Benjamin Franklin Community School's ROI percentile ranking will increase by at least 1 percentile point.

Measurable Objective

Benjamin Franklin Community School will improve its ranking on the State of Florida ROI index publication from the 28 percentile in the 2004 to the 29 percentile on the next publication of the index.

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.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundation, volunteer networks.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida on Investment (ROI) index publication, Benjamin Franklin Elementary School will show progress toward reaching the 29th percentile.

EESAC Compliance

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

Budget:

The school budget was reviewed with the EESAC so that well-informed recommendations will be made for the implementation of the School Improvement Plan.

Training:

The EESAC supported professional development activities to enhance teachers' knowledge as it applies to student achievement in reading, writing, mathematics and science.

Instructional Materials:

The EESAC reviewed and supported the goals and objectives of the Comprehensive Research-Based Reading Plan and tutorial program material requirements to enhance the instructional needs and interests of students and staff.

Technology:

The EESAC supported the acquisition of technological upgrades in the computer lab and the classrooms.

Staffing:

The ESSAC was apprised of the school's growth as it pertained to classroom space, additional instructional support personnel and non-instructional personnel.

Student Support Services:

The EESAC supported tutoring programs which provide additional instructional support for students.

Other Matters of Resource Allocation:

The EESAC will continue to participate in using allocation to maintain supplemental materials for the tutorial programs.

Benchmarking:

The EESAC was apprised of the benchmarking activities throughout the school year.

School Safety & Discipline:

The EESAC has addressed issues that impact the safety and discipline of students and will continue to provide recommendations as needed to enhance school initiatives that address safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$76,000.00
Goal 2: Mathematics	\$104,000.00
Goal 3: Writing	\$4,000.00
Goal 4: Science	\$44,000.00
Goal 5: Parental Involvement	\$3,000.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$1,000.00
Goal 8: Health & Physical Fitness	\$2,300.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$235,300.00

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