
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2321 - Gulfstream Elementary School

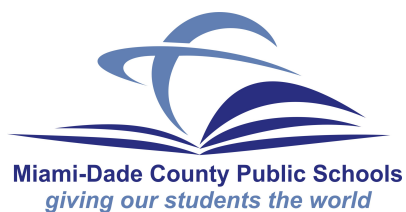
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Susan Lyle

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Gulfstream Elementary School

Gulfstream Elementary is a prekindergarten through fifth grade Title I school with an Special Student Education center. The multiethnic student membership has strived to increase its academic performance and was able to make Adequate Yearly Progress for the 2005-2006 school year. The Continuous Improvement Model in conjunction with the objectives of School Improvement Plan will be utilized to provide a map for continued student growth and development. Teachers will collaborate to provide research-based, data driven instruction. The school will embrace students and parents with knowledge and power that will create a passion for learning.

Given instruction using the Sunshine State Standards, 75 percent of students in grades three through five will achieve Level 3 or above on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 64 percent of students in grades three through five will achieve Level 3 or above 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 83 percent of the students scoring 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will achieve Level 3 or above on the 2007 administration of the FCAT Science test.

Given focus using the National PTA standards, the number of parents/family/community members attending school-related activities will increase by three percent during the 2006-2007 school year when compared to the 2005-06 school year as documented by sign-in logs.

Given instruction in the Learning for Life, character building curriculum, the number of student case management reports will decrease by 20%.

Given continual training in the use of the Electronic Gradebook, teachers will improve their computer skills as evidenced by 100% of teachers reporting no errors in using Electronic Gradebook.

Given instruction using the Sunshine State Standards, students in grades two through five will improve their fitness skills as evidenced by 65 percent receiving gold or silver awards based on the 2007 FITNESS GRAM.

Given the participation of selected fifth grade students in a Science Club, science skills will improve as evidenced by 50% of students scoring at Level 3 and above on the 2007 FCAT Science test.

Gulfstream Elementary School will improve its ranking on the next State of Florida ROI index publication from the percentile rank of four to the percentile rank of five.

Utilizing Organizational Performance Improvement Snapshot Survey (OPIS) results, the leadership team selected the areas of Strategic Planning and Educational Design. Both areas received the lowest scores out of the seven categories and after analyzing results, insight was gained into how to make improvement. Opportunities for team building, recognition, collaboration, as well as reduction of teacher isolation will address Educational Design. Strategic Planning will be improved through training in data analysis and researched-based instruction. Additionally, assessment data will be shared at grade level, department, and staff meetings. Access will be made to all state, district, and school plans.

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.

Gulfstream Elementary School

VISION

Support and encourage children to achieve success to develop their maximum potential.

MISSION

Gulfstream Elementary will provide the educational foundation for students to become productive members of society.

CORE VALUES

Excellence

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

Integrity

We build positive relationship through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff.

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School Demographics

Gulfstream Elementary School is located at 20900 S.W. 97th Avenue on nine acres in an urban area of southwest Miami-Dade County. The school is composed of 56 individual classrooms, a Physical Education pavilion housing three teachers, a music suite, an art suite, a media center, and a cafetorium. The classrooms are located in eleven freestanding buildings, two multi-class portables, and eight portables.

The media center houses a closed circuit television system that is accessible to classrooms and offices. The school has been retrofitted to provide internet and intranet access to all classrooms and offices. The school has 404 computers that are used for instruction and 15 that are used for business operation purposes.

Gulfstream Elementary School has a total of 130 full-time and 29 part-time staff members of which 16 are males and 141 are females. The staff breakdown is as follows: two administrators; one program specialist; one reading leader; 23 full-time and two hourly general education teachers; one pool substitute; two teachers of varying exceptionalities; one teacher of the gifted; four teachers of the trainable mentally handicapped; one teacher of the physically impaired; one media specialist; one social worker; one counselor; one part time school psychologist; two art teachers; two teachers for adaptive physical education; one physical education teacher; three speech/language therapists; two teachers for Spanish; one English as a Second Language teacher; 7 occupational therapists and three physical therapist; two teachers for the hearing impaired; 15 teachers of the Profoundly Mentally Handicapped; and seven prekindergarten teachers. Additionally, there are 27 full-time and 16 part-time paraprofessionals; five clerical employees; seven full-time and one part-time custodial service workers; one cafeteria manager; five cafeteria workers; one full-time and one part-time security monitor; one cafeteria monitor; one community involvement specialist; two sign languages interpreter; one aftercare program manager, and 12 after care activity leaders. The school's teaching staff demographics may be described as 22.9 percent Black, 32.5 percent Hispanic, and 47 percent White (Non-Hispanic), and 1.9 percent Asian/Pacific. Forty staff members have achieved advanced degrees and 11 are nationally board certified.

Gulfstream Elementary School serves 675 students from the surrounding neighborhood, including 322 standard curriculum students (57.7 percent), 270 exceptional education students (40 percent), 26 gifted students (3.9 percent), 122 English as a Second Language (ESOL) students (18 percent), and 543 economically disadvantaged students (80.4 percent). Additionally, Gulfstream Elementary School provides services for 37 Pre-Kindergarten Exceptional Education students and 46 Pre-Kindergarten general education students. The ethnic/racial make-up of the student population is 56.4 percent Hispanic, 26.4 percent Black, 13.5 percent White, 0.9 percent Asian, 0.3 percent Indian, and 2.5 percent multi-racial.

The staff of Gulfstream Elementary School provides educational services for students in Pre-Kindergarten through Fifth Grade. The General Educational program is based on standards set forth in the Sunshine State Standards, Miami-Dade County Public Schools (MDCPS) Competency-Based Curriculum, and the Comprehensive Reading and Mathematics Plans. Programs and services for the Exceptional Student Education program are based upon individual educational plans and the school's Gifted Resource Program is based upon established standards for the Gifted Program and student educational plans.

The Gulfstream Elementary School staff enjoys a collaborative system of leadership that includes representatives from all stakeholders on its primary decision-making group, the Educational Excellence School Advisory Council. Gulfstream's teachers serve on selected committees, which provide opportunities for professional and personal growth. Innovation is encouraged and new ideas are fostered.

Gulfstream Elementary School uses an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school's leadership team and the stakeholders enables staff to provide educational programs that are tailored to students' needs. An after-school Academic Excellence Program provides additional support and enrichment to academically talented students in the areas of mathematics, reading, and critical thinking. The gifted student population's need for a differentiated curriculum is addressed through the school's gifted resource program.

School Foundation

Leadership:

Gulfstream Elementary is comprised of a group of professionals that share a vision and mission for successful student learning. Staff comes together regularly to share responsibility for student achievement, decision-making, and problem solving. Administration strives to facilitate a collegial work environment and to introduce and implement change as needed. Professional learning communities reduce teacher isolation, increase commitment to the mission and goals, and enhance morale.

Results of the Organizational Performance Improvement Snapshot Survey indicate a 4.3 score which demonstrates that the staff believes they share in the responsibilities of creating a positive work environment.

District Strategic Planning Alignment:

All stakeholders design the goals and objectives of Gulfstream Elementary and the staff is involved in critical decision-making. At grade level, department, and staff meetings, data is analyzed and strategies are designed to ensure student achievement. EESAC utilizes this information to formulate the School Improvement Plan.

The average score of the Strategic Planning category of the Organizational Performance Improvement Snapshot Survey was 4.0 out of a 5.0. This indicates the staff acknowledges that their input is important. They are cognizant of the relevant aspects of the school's plans and how they impact its progress.

Stakeholder Engagement:

Gulfstream Elementary endeavors to encompass our culturally rich community and include all stakeholders. Communication is maintained on a monthly basis through flyers, newsletters, phone calls, workshops, and meetings. Translations are available. Results of the Organizational Performance Improvement Snapshot Survey indicate a rating of 4.1, which shows the staff knows its customers are important and strives to meet their needs. Decisions are made to solve customer problems.

Faculty & Staff:

The faculty and staff are given opportunities to develop their full potential and are encouraged to participate in workshops, training, and team building activities. New and annual contract teachers receive support from the PACES Professional Growth Team. 11 board certified teachers mentor new candidates to the program and also assist the staff. A trained critical response team and overall security contribute to the atmosphere of safety of the school. Highly qualified experienced teachers serve as Grade Level Chairpersons, who lead collaborative weekly planning sessions, provide support in curricula and technology, and create a team approach. The Professional Development Plan is utilized to monitor the faculty's yearly professional growth objectives.

The Human Resource Focus average score of 4.1 out of a possible score of 5 (Organizational Performance Improvement Snapshot) demonstrates that the staff agrees that professional development opportunities are encouraged, their efforts and accomplishments are acknowledged and their school environment is safe.

Data/Information/Knowledge Management:

A score of 4.3 from the Organizational Performance Improvement Snapshot Survey indicates Gulfstream Elementary successfully collects, analyzes, and reviews important data and information as it pertains to student performance. Instructional strategies are adjusted to provide for the academic needs of students. Quarterly assessments are conducted to monitor progress. FCAT and SAT results provided by the newly purchased SPSnapShot Data Analysis Program are reviewed to identify students' strengths and deficiencies. Data driven instructional strategies are then developed.

Education Design:

Gulfstream Elementary provides teachers, administrators, and other staff members with opportunities to interact and share expertise about programs and data as it pertains to student achievement through the Continuous Improvement Model. An interviewing committee strives to maintain diversity in the hiring process. The staff is provided with the necessary resources to do their jobs effectively as evidenced by increased student performance on the FCAT in reading, writing, and mathematics. Collaboration is encouraged through weekly grade group meetings. Opportunities for collective learning are provided through a variety of staff development activities. The Organizational Performance Improvement Snapshot Survey score of 4.0 indicated that staff members work as a team to contribute to the overall success of the school.

Extended learning opportunities are offered to students to supplement instruction. They include a gifted resource program, academic excellence classes, math and reading tutoring, students' clubs (chess, art, science, chorus, fitness, Jump Rope, Future Educators of America, Safety Patrol, and Youth Crime Watch), Shake-A-Leg, extended library hours, extended school year, closed circuit television crew and Girl Scouts and Boy Scouts of America.

Performance Results:

Gulfstream Elementary is able to capitalize on the talents of a well-qualified faculty and staff. The high morale motivates the staff's ability to work cohesively and provides a well-rounded education for our diverse student body. The staff indicated that they possess a high degree of alignment with performance goals, standards, and ethics. The average score of 4.1 on the Organizational Performance Improvement Snapshot Survey demonstrates a strong commitment to generating top quality work in a professional manner. Work activities are structured to increase work quality, innovation, and productivity. The faculty and staff are confident that their analysis of assessment data is valued and leads to even greater student performance. This leads to a highly favorable perception of the school in the community, which facilitates needed funds and resources.

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Reading indicates that 72 percent of the students at Gulfstream Elementary are meeting high standards and 56 percent are making learning gains in reading. High standards are being met by 73 percent of the students in third grade, 54 percent of the students in fourth grade, and 54 percent of the students in fifth grade. Students in identified subgroups made adequate yearly progress under the "No Child Left Behind" Act for the 2005-2006 school year. An analysis of data indicated that additional strategies need to be implemented in the areas of main idea, inference skills, comparisons, and reference/research skills in fourth and fifth grades. Sixty percent of the students need to meet high standards in order to meet adequate yearly progress for the 2006-2007 school year.

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, 75 percent of students in grades three through five will achieve Level 3 or above on the 2007 administration of the FCAT Reading test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|----------|----------|---------------------------------|------------|
| | | START | END | | |
| Identify all students and NCLB subgroups scoring at levels 1 and 2 of the FCAT Reading Test, as delineated in the Annual Yearly Progress (AYP) disaggregated data and implement a tutorial program to address the reading deficiencies. Continue to provide remedial assistance to students in ESOL and SWD programs that will address remediation in the Sunshine State Standards. | Reading Teachers, Reading Coach, Assistant Principal | 8/14/06 | 5/30/07 | District Strategic Plan | \$10000.00 |
| Provide computer-assisted instruction that will enhance students' reading comprehension skills. Instruct, remediate, and enrich students at appropriate levels with emphasis on level 3 and above. | Reading Teachers, Reading Coach, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$1000.00 |
| Use Voyager in Kindergarten and third grades, Sing, Spell, Read & Write in first grade and the Elements of Reading. Vocabulary Kit in Kindergarten through third grade to supplement instruction. | Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$1000.00 |
| Analyze results of district interim assessments, DIBELS, DARS and CELLA to improve instruction. | Teachers | 08/14/06 | 05/30/07 | District Strategic Plan | \$1000.00 |
| Implement the Accelerated Reading Program, Houghton Mifflin reading program, reading logs and sustained silent reading, with a focus on improving students' reading performance. | Reading Teachers, Reading Coach, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$1000.00 |
| Implement the 8-Step Continuous Improvement Model to analyze data to improve instruction. | Reading Coach, Assistant Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$2000.00 |
| Target Title I students who are not demonstrating adequate progress and refer them to the Student Services Team for strategies to enhance academic achievement. | Reading Teachers, Reaching Coach, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$20000.00 |
| Provide professional development for | Teachers | 08/14/06 | 05/30/07 | District Strategic | \$1000.00 |

| | | | |
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| teachers as needed in the Houghton Mifflin reading series, CRISS strategies, FCAT Explorer, Riverdeep, Accelerated Reader, Best Reading Practices, Academy of Reading and A+ Learning System. | | Plan | |
|---|--|------|--|

Research-Based Programs

Gulfstream Elementary implements the following research-based programs: Houghton Mifflin Reading Program, Sing, Spell, Read and Write, Voyager and the Elements of Reading-Vocabulary Kit.

Professional Development

Continue to engage staff in professional development activities which are aligned to Reading Achievement. Teachers will receive training in the Houghton Mifflin Reading Program, CRISS strategies, FCAT Explorer, Riverdeep, Accelerated Reader, Best Reading Practices, Academy of Reading, and A+ Learning Systems as needed.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Reading test. Additionally, progress monitoring will include Interim District Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Diagnostic Assessment of Reading (DAR), Comprehensive English Language Learning Assessment(CELLA). Weekly assessments will be completed and analyzed to improve instruction.

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

GOAL 2 STATEMENT:

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

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics indicates that 61 percent of the students at Gulfstream Elementary are meeting high standards and 60 percent are making learning gains. High standards are being met by 75 percent of third graders, 51 percent of fourth graders, and 30 percent of fifth graders. Students in identified subgroups made adequate yearly progress under the "No Child Left Behind Act" for the 2005-2006 school year. An analysis of the data indicated that additional strategies need to be implemented in the areas of number sense, measurement, algebraic thinking, and data analysis and probability in fourth and fifth grades. Fifty-six percent of the students need to meet high standards to make adequate yearly progress for the 2006-2007 school year.

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, 64 percent of students in grades three through five will achieve Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|----------|---------------------------------|------------|
| | | START | END | | |
| Incorporate the use of concrete materials such as manipulatives to allow all students with deficiencies in mathematical concepts, the opportunity for hands on learning practice. | Teachers of Mathematics, Tutors, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$5000.00 |
| Utilize computer assisted programs (i.e A+ Learning System & Riverdeep) to monitor independent math activities. | Teachers of Mathematics, Tutors, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$1000.00 |
| Analyze results of FCAT, interim assessments, tutorial pre and post tests, Harcourt Diagnostic testing and the A+ Learning Math report to improve instruction. | Teachers, Administration | 08/14/06 | 05/30/07 | District Strategic Plan | \$1000.00 |
| Implement the 8-Step Continuous Improvement Model (CIM) to analyze data to improve instruction. | Teachers of Mathematics, Tutors, Assistant Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$1000.00 |
| Provide professional development for teachers in utilizing CRISS strategies, team curriculum planning, Harcourt Brace, FCAT Explorer, Riverdeep, A+ Learning System and the Continuous Improvement Model as needed. | Teachers of Mathematics, Tutors, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$500.00 |
| Identify Title I low performing students (Level 1 and 2) and provide small group tutorial services before, during, and after school using Voyager V-Math. | Teachers of Mathematics, Tutors, Assistant Principal | 8/14/06 | 5/30/07 | District Strategic Plan | \$10000.00 |

Research-Based Programs

Harcourt Brace, Riverdeep, Voyager V-Math.

Professional Development

CRISS Training, Team Curriculum planning, Harcourt Brace Math Training, FCAT Explorer, Riverdeep, A+ Learning System, Continuous Improvement Model.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Mathematics test. Additionally, progress monitoring will include weekly assessment, Interim District Assessment, Tutorial Program Evaluation, Harcourt Brace Diagnostic Testing, and A+ Learning Math Report.

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 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 3 STATEMENT:

All students will be able to incorporate the following elements of writing: focus, organization, support, and conventions.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Writing indicates that as a whole the majority of the students at Gulfstream Elementary are scoring at or above grade level. Specific data indicates that 82 percent of the students have met high standards. Concentrated efforts will be made to improve narrative writing skills of students.

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 83 percent of the students scoring 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|----------|------------------------------|-----------|
| | | START | END | | |
| Provide small group tutoring for students to target deficiencies in writing including, but not limited to: focus, organization, vocabulary development, and improper responses to type of prompt. | Classroom Teachers, Reading Coach, Tutors, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$5000.00 |
| Meet weekly for grade level planning to evaluate strategies and provide meaningful activities in writing. | Classroom Teachers, Tutors, Reading Coach, Assistant Principal, Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$1000.00 |
| Implement the 8-Step Continuous Improvement Model (CIM) to improve teachers' knowledge in analyzing data. | Classroom Teachers, Reading Coach, Tutors, Assistant Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$1000.00 |
| Identify low performing Title I students utilizing district assessments and provide small group instruction during the school day. Quarterly tests will help to monitor student progress. | Classroom Teachers, Reading Coach, Assistant Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$5000.00 |
| Conduct on-going Leadership Team meetings to monitor and evaluate interim assessments, monthly prompts, and the tutorial program. | Classroom Teachers, Tutors, Reading Coach, Assistant Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$1000.00 |
| Train teachers as needed in the CIM, A+ Learning System, Snapshot & share best practices in the Zelda Glazer Writing Institute. | Teachers | 08/14/06 | 05/30/07 | District Strategic Plan | \$1000.00 |
| Utilize the Houghton Mifflin reading program, Sing, Spell, Read & Write, Voyager, and the Elements of Reading-Vocabulary Kit as needed to supplement instruction | Teacher, Tutors, Reading Coach. | 08/14/06 | 05/30/07 | District Strategic Plan | \$1000.00 |

Research-Based Programs

Houghton Mifflin Reading Program, Sing, Spell, Read and Write, and Write, Voyager. Elements of Reading-Vocabulary Kit.

Professional Development

Zelda Glazer Writing Institute and Team Curriculum Planning, in-house writing workshops, A+ Learning Systems, SnapShot.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Writing test. Additionally, progress monitoring will include district interim pre and post-tests, scored monthly prompts and quizzes, and tutorial program evaluation.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
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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"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The results of the Science test administration reflect a mean scale score of 277. The scores reflect an increase of 7 mean scale points when compared to the 2005 test score of 270. The score indicates that we are performing below the district's average of 288. Only 21% of fifth graders scored at Level 3 and above on the 2006 FCAT. To demonstrate adequate improvement in science, mean scale scores will need to be increased by 11 points or more to achieve the district's average. The needs assessment reveals that students require intensive remediation in all benchmarks. The greatest areas of need (in ranking order from most need to least need) are Earth/Space, Physical/Chemical Science, Scientific Thinking, and Life/Environment.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will achieve Level 3 or above on the 2007 administration of the FCAT Science test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|----------|----------|------------------------------|-----------|
| | | START | END | | |
| Schedule on-going career activities and special guests to expose students to science career opportunities that are available to them. | Classroom Teachers, Assistant Principal, Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$1000.00 |
| Utilize activities in FOSS to provide hands-on experiences. | Classroom Teachers, Grade Chairpersons, Media Specialist | 8/14/06 | 5/30/07 | District Strategic Plan | \$1000.00 |
| Implement parental involvement to include in-school instructional workshops to increase understanding of scientific concepts. | Classroom Teachers, Counselor, Grade Level Chairpersons, Assistant Principal, Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$500.00 |
| Provide teacher inservice in analyzing interim assessments and science strategies to facilitate the instructional program. | Assistant Principal, Principal | 8/14/06 | 5/30/07 | District Strategic Plan | \$3000.00 |
| Require total Title I student participation in an in-school science fair which will allow students to apply learned skills and procedures. | Classroom Teachers, Media Specialist, Assistant Principal, Principal | 8/14/06 | 5/30/07 | District-wide literacy plan | \$500.00 |
| Emphasize instruction in the Earth/Space content cluster and provide training for teachers as needed. | Teachers, Administration. | 08/14/06 | 05/30/07 | District Strategic Plan | \$500.00 |

Research-Based Programs

Gulfstream Elementary implements the following research-based program: Harcourt Brace Science Program.

Professional Development

Continue to engage staff in professional development activities which are aligned to science achievement: Full Option Science System (FOSS) Kits and Math and Science workshops.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Science Test. Additionally, progress monitoring will include quarterly tests.

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 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 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of the data from the 2005-2006 Parent Logs indicates that a large number of parents attended school-wide events and activities. Specific data indicates that there was a 10 percent increase of parents from 560 to 616 attending or participating in school-wide events or activities as compared to the 2004-2005 school year. Concentrated efforts will be made to continue to improve parental involvement.

Measurable Objective

Given focus using the National PTA standards, the number of parents/family/community members attending school-related activities will increase by three percent during the 2006-2007 school year when compared to the 2005-06 school year as documented by sign-in logs.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|----------|----------|---------------------------------|-----------|
| | | START | END | | |
| Provide activities for ESE week that encourage participation of parents/guardians of children with disabilities. | ESE Program Specialist, Classroom Teacher, ESE Chairpersons, Assistant Principal, Principal | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$1000.00 |
| Notify parents/caretakers on a regular basis of student progress. | Classroom Teachers, Tutors | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$2000.00 |
| Provide grade level workshops for parents/guardians which address test strategies and grade level curriculum. | Classroom Teachers, Grade Level Chairpersons, Reading Coach, Assistant Principal, Principal | 8/14/06 | 5/31/07 | District-wide literacy plan | \$1500.00 |
| Schedule workshops for Title I parents in developing strategies to improve the performance of students in the core curriculum. | Counselor, Grade Level Chairpersons, Assistant Principal | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$1000.00 |
| Notify Title I parents, in a timely manner, of upcoming events in English & Spanish. | Classroom Teachers, Counselor, Assistant Principal, Principal | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$2000.00 |
| Inform parents of Just Read Families; strategies and PTA National Standards. | Teacher, Community Involvement Specialist, PTA. | 08/14/06 | 05/30/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

Just Read Families, PTA National Standards.

Professional Development

Parental Involvement Workshops (in English and Spanish), ESE Parent/Guardian IEP Meetings (in English and Spanish), Grade Level Meetings (in English and Spanish), PTA Workshops (in English and Spanish).

Evaluation

This objective will be evaluated by the results of 2006-2007 parent sign-in sheets as compared to 2005-2006 parent sign-in sheets.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

Needs Assessment

An analysis of the data from Student Case Management reports (57), suspension rates (1.5%), and incident reports (7) indicates a need to implement a character education program.

Measurable Objective

Given instruction in the Learning for Life, character building curriculum, the number of student case management reports will decrease by 20%.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|----------|----------|---------------------------------|-----------|
| | | START | END | | |
| Schedule monthly counseling sessions with targeted students. | Counselor, Classroom Teachers | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$1000.00 |
| Schedule DARE classes for fifth grade students. | Classroom teachers,DARE coordinator | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$500.00 |
| Implement Monthly Themes on Character Education (i.e.: cooperation, honest, etc.) | Counselor, Classroom Teachers | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$500.00 |
| Provide Student training as peer mediators. | Counselor | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$500.00 |
| Administer a pre and post test in Learning for Life to determine growth in the knowledge of the character building curriculum. | Teachers | 08/14/06 | 05/30/07 | District Strategic Plan | \$0.00 |
| Provide professional development for teachers and the counselor as needed in Learning for Life and conflict resolution | Teachers, Counselor | 08/14/06 | 05/30/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

NA

Professional Development

Learning for Life training for teachers, In-house training in conflict resolution, counselor training in conflict resolution.

Evaluation

This objective will be evaluated by the results of the number of 2006-07 student case management reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

The District requires the use of the Electronic Gradebook by all teachers.

Measurable Objective

Given continual training in the use of the Electronic Gradebook, teachers will improve their computer skills as evidenced by 100% of teachers reporting no errors in using Electronic Gradebook.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|----------|----------|------------------------------|----------|
| | | START | END | | |
| Provide refresher courses in the use of Electronic Gradebook | Gradebook Manager, Grade level mentors | 08/14/06 | 05/30/07 | District Strategic Plan | \$500.00 |
| Provide written "Cheat Sheets" to use as aids to assist teachers in the use of the Electronic Gradebook. | Teachers, Gradebook Manager | 08/14/06 | 05/30/07 | District Strategic Plan | \$0.00 |
| Mentor teachers in the use of electronic gradebook | Principal, Grade level mentors, Computer Lab Specialist | 08/14/06 | 05/30/07 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

NA

Professional Development

Ongoing teacher training in the use of the electronic gradebook. Grade level chairpersons will mentor grade level teachers in the use of the electronic gradebook.

Evaluation

This objective will be evaluated by attaining 100 percent proficiency of the faculty on the electronic gradebook.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

During the 2005-2006 school year 60% of students received the Gold or Silver award in physical fitness. To demonstrate adequate improvement, there is a need to increase the number of students receiving the gold or silver awards to 65%.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades two through five will improve their fitness skills as evidenced by 65 percent receiving gold or silver awards based on the 2007 FITNESS GRAM.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Utilize the FITNESSGRAM to administer a pre-test to determine baseline measures. Compare pre- and post-test data to provide valid measures of student/school improvement. | Physical Education Teachers, Assistant Principal, Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$500.00 |
| Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training. | Assistant Principal and Principal | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$500.00 |
| Develop an action plan to ensure input from the physical education department to meet the goals and objectives as stated. | Assistant Principal and Principal | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$1000.00 |
| Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance. | Physical Education Teachers, Assistant Principal, Principal | 8/30/2006 | 5/30/2007 | District-wide literacy plan | \$1000.00 |
| Implement a before and after school jumprope and fitness club to reduce the percentage of overweight children. | Physical Educational Teachers, School Nurse, Principal | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$2000.00 |
| Train physical education teachers as needed in fitness strategies and use of the FITNESSGRAM | Teachers | 08/14/06 | 05/30/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

FITNESSGRAM.

Professional Development

Departmental and staff meetings to analyze results, fitness workshops.

Evaluation

This objective will be evaluated by the results of the pre- and post-tests on the FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The results of the 2006 FCAT Science test reflect only 21% of fifth grade students scored at level 3 and above. It was determined that Gulfstream would benefit from a Science Club.

Measurable Objective

Given the participation of selected fifth grade students in a Science Club, science skills will improve as evidenced by 50% of students scoring at Level 3 and above on the 2007 FCAT Science test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|----------|----------|---------------------------------|-----------|
| | | START | END | | |
| Provide hands-on science activities after school to Science Club members. | Science Club Sponsor, Assistant Principal | 11/01/06 | 3/29/07 | District-wide literacy plan | \$5000.00 |
| Require students to develop science projects for entry in the county youth fair. | Science Club Sponsor, Principal | 11/01/06 | 4/27/07 | Continuous Improvement Model | \$500.00 |
| Conduct a parent involvement science night. | Science Club Sponsor, Assistant Principal | 1/17/06 | 1/17/07 | District-wide literacy plan | \$500.00 |
| Provide computer-assisted instruction to science club members. | Science Club Sponsor | 11/01/06 | 3/29/07 | Continuous Improvement Model | \$500.00 |
| Provide opportunities for science club students to mentor their peers. | Science Club Sponsor, Assistant Principal | 11/01/06 | 3/29/07 | Continuous Improvement Model | \$500.00 |
| Train science club teacher as needed in science strategies. | Teachers, Administration | 08/14/06 | 05/30/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

NA

Professional Development

Training in FOSS Kits, District sponsored science workshops, and in-house science workshops.

Evaluation

This objective will be evaluated by the results of 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Gulfstream Elementary school will ensure financial effectiveness of its programs.

Needs Assessment

The most recent data supplied from FLDOE indicate that in 2005, Gulfstream Elementary ranked at the fourth percentile on the State of Florida ROI index.

Measurable Objective

Gulfstream Elementary School will improve its ranking on the next State of Florida ROI index publication from the percentile rank of four to the percentile rank of five.

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. | EESAC Committee, Assistant Principal, Principal | 8/14/06 | 5/30/07 | Community Partnerships | \$500.00 |
| Collaborate with district on resource allocation. | EESAC Committee, Assistant Principal, Principal | 8/14/06 | 5/30/07 | Community Partnerships | \$0.00 |
| Consider recognition of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | EESAC Committee, Assistant Principal, Principal | 8/14/06 | 5/30/07 | Community Partnerships | \$500.00 |
| Consider shared use of facilities, partnering with community agencies. | EESAC Committee, Assistant Principal, Principal | 8/14/06 | 5/30/07 | Community Partnerships | \$500.00 |

Research-Based Programs

NA

Professional Development

Staff meeting to discuss ROI and how the index is derived.

Evaluation

This objective will be evaluated by the results of the State of Florida ROI index scale. Gulfstream Elementary will show progress toward reaching the fifth percentile rank.

EESAC Compliance

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

Budget:

Members of the Educational Excellence School Advisory Council (EESAC) will attend budget training and will be instrumental in providing input on the needs of the school's community.

Training:

The Educational Excellence School Advisory Council (EESAC) recommended that the majority of staff development in-service activities focus on reading, mathematics, and science with special attention to available computer software.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) has recommended expenditures for reading, math, and science.

Technology:

The Educational Excellence School Advisory Council (EESAC) reviewed the current technology status of the school and made recommendations to improve it by adding additional computer equipment and upgrading existing systems.

Staffing:

The Educational Excellence School Advisory Council (EESAC) discussed the staffing needs of the school. The administrative staff considered the recommendations that were made.

Student Support Services:

Educational Excellence School Advisory Council (EESAC) assisted with the identification and referral of students to the Student Services Team/Child Study Team.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) provided incentives for student attendance and academic achievement.

Benchmarking:

The Education Excellence School Advisory Council (EESAC) appointed a sub-committee to write the goals and strategies for the School Improvement Plan. The EESAC recommended that the administration and EESAC members monitor the implementation of the plan on a quarterly basis to maximize resources.

School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) reviewed the school's safety and discipline plans and made recommendations on how to improve these plans.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$37,000.00 |
| Goal 2: Mathematics | \$18,500.00 |
| Goal 3: Writing | \$15,000.00 |
| Goal 4: Science | \$6,500.00 |
| Goal 5: Parental Involvement | \$7,500.00 |
| Goal 6: Discipline & Safety | \$2,500.00 |
| Goal 7: Technology | \$500.00 |
| Goal 8: Health & Physical Fitness | \$5,000.00 |
| Goal 9: Electives & Special Areas | \$7,000.00 |
| Goal 10: Return On Investment | \$1,500.00 |
| <hr/> | |
| Total: | \$101,000.00 |

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