
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2881 - Leewood Elementary School

FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Bart Christie

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Leewood Elementary School

Leewood Elementary is a prekindergarten through fifth grade school of 607 students who are 36.6 percent White, non-Hispanic, 47.7 percent Hispanic, 10.5 percent Black, and 5.7 percent Asian/Multiracial. Free and reduced lunch students are .16 percent. Special programs include varying exceptionalities, a large gifted program and Academic Excellence Programs. Dropout prevention strategies are implemented by teachers and their teacher assistants at every grade level as necessary. There is an active and supportive community, which includes volunteers and Parent Teacher Association. After analyzing pertinent data such as Florida Comprehensive Achievement Test results, School Climate Survey, Writing Assessment results, the Florida School Report, and the Sunshine State Standards, our Educational Excellence School Advisory Council, with the collaboration of administrators and teachers, have identified the following objectives of school wide priorities for the 2006-2007 School Improvement Plan.

Given instruction using the Sunshine State Standards and the Grade Level Expectations, students will improve their reading scores as evidenced by 91 percent of students scoring at Level three or above in the 2007 FCAT Reading subtest.

Given instruction using the Sunshine State Standards and the Grade Level Expectations, the percent of students in grades three through five meeting or exceeding Level three will increase to 86 percent on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grade four will increase their writing skills as evidenced by 90 percent scoring at 3.5 or above on the 2007 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards and the Grade Level Expectations, students in grade five will improve their science scores as evidenced by 81 percent of students scoring at Level three or above in the 2007 FCAT Science test.

Given attention to the Continuous Improvement Model and the school emphasis on parental involvement and open access to all, ten percent of parents will eat lunch with their children as documented by a "Lunch Buddy" sign-in log.

Given attention to the Continuous Improvement Model, the percent of students needing to contact their parents by phone will decrease on a monthly basis throughout the year as documented by a dismissal phone log.

Given the use of the school's web page, parents and teachers will increase communication, as evidenced by a minimum of 100,000 hits to the school web page, and as documented by a Hit Counter placed on

Leewood's home page.

Given instruction using the Sunshine State Standards, students in grades four and five will maintain or exceed their physical fitness levels as measured by the 2007 FITNESSGRAM as compared to the number of award recipients in 2006.

Given instruction on The Star Spangled Banner, twenty percent of students in grade five in the 2006 - 2007 music classes will increase their scores on the site-generated post-test of the first verse of the National Anthem, as compared to their scores on the site-generated pre-test.

Leewood Elementary will improve its ranking on the State of Florida Return on Investment index publication from 62 percentile in 2004 to the 65 percentile on the next publication of the index.

The two areas for improvement that will be addressed based on the results of the Organizational Performance Improvement Snapshot survey tool are "I know how well my organization is doing financially," and "My work location removes things that get in the way of progress." The rationale for selecting these two items is based on the lowest scores in all categories. In order to address these areas, Leewood Elementary's administration will provide an in-service for staff members on the school budget. Additionally, an analysis will be disseminated to all members who participated in the survey tool asking them to briefly describe items that get in the way of progress and to present ideas as to how to remove the identified barriers to enhance the school's vision and mission.

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.

Leewood Elementary School

VISION

Leewood Elementary School's vision is to strive to develop responsible, productive citizens by providing an optimal educational environment that is conducive to learning today and in the future.

MISSION

Leewood Elementary School's mission is to prepare our students to shape the world. Our philosophy is "If you believe... You can 'A'chieve."

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

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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.

School Demographics

Leewood Elementary is a predominantly middle to upper-middle class community. Our school includes prekindergarten through fifth grade of 607 students who are 36.6 percent White, 47.7 percent Hispanic, 10.5 percent Black, and 5.7 percent Asian/Multiracial. Free and reduced lunch students are .16 percent. Leewood Elementary has 42 teachers, of which two are male and 40 are female. Of these teachers, 54 percent are White, 29 percent are Hispanic, and 17 percent are Black. The average years of teaching experience is 15 years. Nineteen teachers have advanced degrees. Two teachers have earned National Board Certification.

Leewood Elementary has received the All Schools All Students Grant for the past two years. Leewood Elementary has received an A+ rating for the past 6 years. The Golden Apple Award was presented to Leewood Elementary for volunteer hours. Leewood Elementary received the 2006 Parent Involvement Award from the Florida PTA and Florida Department of Education.

Leewood Elementary is fortunate to have parent participation and community involvement which assists in student achievement and provides financial support.

In order to assist with student achievement, teachers will be encouraged to write and implement mini-grants to receive additional funding for their academic programs.

School Foundation

Leadership:

According to the results of the Organizational Performance Improvement Snapshot survey tool, the leadership team at Leewood Elementary sets direction for the school in a positive manner. The administration shares the mission and vision of the school through faculty, PTA, and EESAC meetings, e-mail, newsletters and collaboration with all members of the learning community. A positive working environment is created to involve all stakeholders in the daily operation of the school by our open door policy. Parents, community members, and teachers are encouraged to provide constructive feedback.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot survey tool reveals that the majority of staff at Leewood Elementary feel they are included in the development and analysis of the school's goals and objectives. The staff and EESAC members are consistently involved in the development of our objectives and strategies of the School Improvement Plan.

Stakeholder Engagement:

Parents and students at Leewood Elementary are satisfied with the level of participation in school-related activities, as well as the daily operation of the school. The School Climate Survey indicates that Leewood Elementary was rated as an "A" school by stakeholders in 2005-2006. Customer satisfaction is determined through parent surveys, participation in parent workshops, and by daily interaction with faculty and staff.

Faculty & Staff:

Leewood Elementary takes a team approach to the overall function of the school. The Organizational Performance Improvement Snapshot survey tool reveals that the majority of staff at Leewood Elementary feel that their work location promotes leadership and customer satisfaction. Staff members collaborate to accomplish Leewood's strategic goals and objectives through grade-level meetings, the establishment of curriculum, attendance, and safety committees, as well as open discussion at faculty meetings. Leewood Elementary's average score on the Organizational Performance Improvement Snapshot survey tool was 4.3 on a scale of zero to five.

Data/Information/Knowledge Management:

Leewood Elementary utilizes data to monitor the progress of its employees and school functions. Data-driven decision-making is stressed in trainings provided in grade group meetings and faculty meetings. Test results and comparison data determine the appropriateness of the educational materials and the technology that is utilized.

Education Design:

Leewood Elementary implements many processes that drive the function of the school. These opportunities are provided through the Teaching and Learning Center (TLC), computer lab use, the Academic Excellence Program, and the use of hourly teachers and paraprofessionals. In addition, Leewood Elementary is implementing the Eight Step Continuous Improvement Model, and data from FCAT and SAT are analyzed and instruction is provided to

remediate areas of weakness.

Performance Results:

Leewood Elementary is quite effective in improving student performance by addressing student attendance, i.e., absences and tardies. Leewood Elementary has implemented attendance incentives to motivate students. This year Perfect Attendance pins will be distributed during grading period during our Honor Roll Assembly.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve student achievement in reading by providing student data-driven instruction and targeted remediation supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 90 percent of our students met the state's high standard level (Level 3 and higher), while 67 percent made annual learning gains and 57 percent of the lowest 25 percent of students made annual learning gains. Scores of the 2006 FCAT Reading Test indicate that 13 percent of grade three, 9 percent of grade four and 18 percent of grade five students scored in levels one or two. Further analysis of data indicates that 88 percent of Hispanic students, 59 percent of Black and 74 percent of Economically Disadvantaged students scored at or above grade level on the 2006 FCAT Reading Test. Sixty-nine percent of our ESE students scored at or above grade level in grades three, four, and five. Reading skills in the targeted AYP subgroups need to be addressed, as well as the content cluster, Reference and Research.

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 and the Grade Level Expectations, students will improve their reading scores as evidenced by 91 percent of students scoring at Level three or above in the 2007 FCAT Reading subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite representative from Miami-Dade Public Library System to encourage students to apply for library cards during ALA's Library Card Sign-UP Month.	Media Specialist	9/01/2006	9/30/2006	District Strategic Plan	\$0.00
Provide supplemental content area reading materials such as Time for Kids; Scholastic, and National Geographic, etc.	Administrator; Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$2756.00
Provide in-house tutoring utilizing programs such as SRA/Voyager for students identified by teachers and test scores as not meeting grade level standards through the Continuous Improvement Model.	Administrator; Classroom Teachers; Paraprofessionals/Tutors	08/14/2006	05/30/2007	Continuous Improvement Model	\$14522.00
Analyze data and content clusters of students scoring at Level 3 and above. Infuse the Social Studies curriculum into the Reading/Language Arts block by introducing the students to factual concepts that reflect the passages in the Reading FCAT subtest. Provide inservice on Social Studies and Reading Series.	Language Arts Teachers; Social Studies Teachers; Paraprofessionals/Tutors;	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Accelerated Reader and Riverdeep to increase students' interest in reading. Provide inservices for Accelerated Reader and Riverdeep.	Media Specialist; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate on research projects to reinforce reference and research content clusters. Provide inservice on reciprocal teaching and research skills and strategies.	Media Specialist; Classroom Teachers	10/1/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series

Harcourt Brace Social Studies Series

Professional Development

Inservice - Houghton Mifflin Reading Series

Inservice - Harcourt Brace Social Studies Series

Accelerated Reader Training

Riverdeep Training

In-service – Research skills and strategies; Reciprocal Teaching

Evaluation

Success will be achieved if the number of students scoring at achievement levels three, four, and five is improved by one percentage point on the 2007 FCAT Reading test. The District Interim Assessment will be used to monitor student progress and direct 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 type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Improve student achievement in mathematics by providing student data-driven instruction and targeted remediation supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 85 percent of our students met the state's high standard level (Level 3 or higher), while 81 percent made annual learning gains in mathematics. Scores of the 2006 FCAT Mathematics Test indicate that 10 percent of grade three, 13 percent of grade four and 31 percent of grade five students scored in levels one or two. Further analysis of data indicates that 83 percent of Hispanic students, 43 percent of Black and 64 percent of Economically Disadvantaged students scored at or above grade level on the 2005 FCAT Mathematics Test. Sixty percent of our ESE students scored at or above grade level in grades three, four and five. The area of Geometry and Data Analysis have been identified as weaknesses on the FCAT and will be targeted.

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 and the Grade Level Expectations, the percent of students in grades three through five meeting or exceeding Level three will increase to 86 percent on the 2007 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Practice use of FCAT Math terms provided on school website.	Classroom Teachers; Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Road Map to Fifth Grade Math and Mascot FCAT Math to reinforce FCAT skills.	Administrator; Fifth Grade Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase use of Riverdeep Destination Math and FCAT Explorer across grade levels to reinforce FCAT strategies. Provide inservice on use of Riverdeep.	Classroom Teachers; Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide tutoring through the Teaching and Learning Center (TLC) to Tier 1, Tier 2 students; students in level 1 and 2, and students that fell one level on the 2006 Mathematics subtest. Provide training in Snapshot and SPI for data analysis.	Classroom Teachers; Paraprofessionals/Tutors; Administrator	08/14/2006	05/30/2007	Continuous Improvement Model	\$14522.00
Analyze data and content clusters of students scoring at Level 3 and above. Incorporate statistics and graphing instruction to target weaknesses on Data Analysis FCAT strand.	Classroom teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze data and content clusters of students scoring at Level 3 and above. Incorporate tessellations, geometric shapes, and symmetrical design across grade levels to target weaknesses on Geometry FCAT strand.	Classroom Teachers; Art Teacher	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott Foresman Textbook
Harcourt Brace Textbook
Houghton Mifflin Textbook

Professional Development

Staff development for Riverdeep

Student Performance Indicators (SPI) training

Snapshot training

District initiatives in Mathematics

Evaluation

Success will be achieved if the percent of students in grades three through five scoring at achievement Levels three, four and five increases to 86 on the 2007 FCAT Mathematics test. The District Interim Assessment will be used to monitor student progress and direct instruction.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Improve student achievement in writing by providing students data-driven instruction and targeted remediation, supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Writing Test indicate that 89 percent of our students met state standards by scoring at 3.5 or higher. The mean score for Narrative writing was 3.9. The mean score for Expository writing was 4.5. We will continue to maintain high standards.

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 and Grade Level Expectations, students in grade four will increase their writing skills as evidenced by 90 percent scoring at 3.5 or above on the 2007 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement "Advocating Excellence" Schoolwide Writing Program across all grade levels.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize picture books and good quality books to model examples of good writing.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Display and model use of transitional words.	Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Administer monthly writing prompts across all grade levels. Provide professional development opportunities for infusion of Writing Across the Curriculum.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct mini writing staff development.	Administration	11/01/2006	1/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series
 Project Beginning Emergent Awareness in Reading (BEAR)
 Project Opening Minds with Literacy (OWL)
 Developing Reading and Writing (DRAW)

Professional Development

Writing inservice for all staff members
 Professional development for infusion of Writing Across the Curriculum

Evaluation

Success will be achieved if students in grade four maintain or increase their writing skills as evidenced by 90 percent scoring at 3.5 or above on the 2007 FCAT Writing Plus test. Monthly writing prompts and FCAT data will be utilized to gear direct instruction.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Improve student achievement in science by providing students data-driven instruction and targeted remediation, supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Science Test taken by grade five students indicate that 55 percent scored at Level 3 or higher. Based on the scores of the 2006 FCAT Science test content cluster, more emphasis needs to be placed on the Earth and Space strand.

Measurable Objective

Given instruction using the Sunshine State Standards and the Grade Level Expectations, students in grade five will improve their science scores as evidenced by 81 percent of students scoring at Level three or above in the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer District-wide pre/post tests to all fifth grade students.	Classroom Teachers	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Practice use of FCAT Science terms provided on school website.	Classroom Teachers; Media Specialist	9/30/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement grade level timelines that include identification of skills to be taught based on Sunshine State Standards.	Classroom Teachers	09/01/2006	05/30/2007	Continuous Improvement Model	\$0.00
Increase guest speakers to discuss careers in science, as compared to the 2005-2006 school year.	Administrator; Counselor	09/01/2006	05/30/2007	School-to-Career	\$0.00
Incorporate earth and space science instruction to target weaknesses on FCAT strands through the use of the Harcourt Science Series.	Classroom teachers	09/01/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement monthly hands-on science experiments and apply interactive technology across grade levels using the scientific method. Provide staff development in the scientific method and hands-on science.	Classroom Teachers; Administrator	09/01/2006	05/30/2007	District Strategic Plan	\$200.00

Research-Based Programs

Harcourt Science Series

Professional Development

Staff development in the Scientific Method

Hands-on Science

Evaluation

Success will be achieved if students in grade five maintain and/or improve their science scores as evidenced by 81 percent of students scoring at level three or above. A District-provided pre- and post-test will be used to monitor student progress and direct instruction.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Increase parental involvement by providing parents an avenue to become more involved with Leewood Elementary School.

Needs Assessment

Parent involvement is high at Leewood Elementary School, however few parents are aware that they are welcome to come in during their children's lunch time to eat and share quality time with them. Leewood will promote its status as a community school by encouraging parents to spend quality time with their children during the school day.

Measurable Objective

Given attention to the Continuous Improvement Model and the school emphasis on parental involvement and open access to all, ten percent of parents will eat lunch with their children as documented by a "Lunch Buddy" sign-in log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disseminate information in numerous subject strategies linked to e-mail and ConnectEd. National Standard for Parent/Family Involvement Program, I.	Administrator; Counselor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase parent/teacher communication in all grades through use of student agenda books. National Standard for Parent/Family Involvement Program, I.	Administrator; Classroom Teachers	08/14/2006	05/30/2007	Community Partnerships	\$2100.00
Create e-mail distribution list of parent addresses across grade levels. National Standard for Parent/Family Involvement Program, I.	Office Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Invite community members to introduce various career options to students across all grade levels. National Standard for Parent/Family Involvement Program, VI.	Administrator; Media Specialist; Counselor; Classroom Teachers	08/14/2006	05/30/2007	School-to-Career	\$0.00
Sponsor Spooky Grandparents Story Day to encourage further enrollment in the PTA. National Standard for Parent/Family Involvement Program, III, IV.	Administrator; Media Specialist	10/31/2006	10/31/2006	Community Partnerships	\$300.00
Sponsor Take Your Father to School Day to encourage additional membership in PTA membership. National Standard for Parent/Family Involvement Program, III, IV.	Administrator; Media Specialist	03/01/2007	03/31/2007	Community Partnerships	\$300.00
Provide parenting style classes that promote communication and explores parenting styles. National Standard for Parent/Family Involvement Program, II. Provide in-service on Parent Academy courses.	Administrator; Parent Academy Staff	11/01/2006	5/30/2007	District Strategic Plan	\$0.00
Provide evening FCAT strategies parent meetings per grade level. National Standard for Parent/Family Involvement Program, II. Provide in-service on current PTA Standards and Best Practices.	Administrator; Classroom Teachers	10/01/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parents/Family Involvement Programs

Professional Development

In-service on Parent Academy courses

In-service on current PTA Standards and Best Practices

Evaluation

Success will be achieved if ten percent of parents eat lunch with their children as documented by a "Lunch Buddy" sign-in log.

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

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

GOAL 6 STATEMENT:

Leewood Elementary has implemented a daily Dismissal and Rainy Day procedure to ensure safety of all students at all times.

Needs Assessment

Dismissal, especially during inclement weather, has improved as a result of the Rainy Day Dismissal procedures implemented last year. However, many students continue to call home during rainstorms and are not adhering to the established procedures.

Measurable Objective

Given attention to the Continuous Improvement Model, the percent of students needing to contact their parents by phone will decrease on a monthly basis throughout the year as documented by a dismissal phone log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide dismissal and rainy day procedures via school website.	Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Establish traffic patterns to facilitate drop-off and pick-up of students safely.	Administrator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement plan and identify specific rooms to hold students during severe weather.	Administrator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide parents written notification of rainy day procedures.	Administrator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Position safety patrols throughout entrances, exits and around perimeter of building before and after school.	Physical Education Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Document the number of phone calls to parents when rainy day procedures are not followed.	Office Assistant	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to implement school-wide dismissal procedures. Provide in-service for implementation of dismissal procedures.	Administrator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parents/Family Involvement Programs

State of Florida DOT Traffic Safety Rules

Professional Development

In-service for implementation of Rainy Day and Dismissal Procedures

Evaluation

Success will be achieved if the number of phone calls, as recorded in the daily dismissal phone log, decreases on a monthly basis over the course of the 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"/>

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 7 STATEMENT:

Leewood Elementary School intends to provide improved communication to the community through the use of the school web page.

Needs Assessment

Current communication methods are limited due to the inability to personally contact parents. The school web page has provided parents with the ability to be informed and to communicate with school personnel, as evidenced by the 59,767 hits logged during the 2005-2006 school year. Additional contact with community members would be beneficial to the school.

Measurable Objective

Given the use of the school's web page, parents and teachers will increase communication, as evidenced by a minimum of 100,000 hits to the school web page, and as documented by a Hit Counter placed on Leewood's home page.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop grade level web pages containing long term projects and assignments.	Classroom Teachers; Media Specialist	09/01/2006	05/30/2007	District Strategic Plan	\$0.00
Maintain a log indicating number of visits to the Leewood web page per month.	Media Specialist	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide workshops for parents and teachers to demonstrate use of District-provided online resources. National Standards for Parent/Family Involvement Programs, I.	Administrator; Media Specialist	09/01/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parents/Family Involvement Programs

M-DCPS Provided databases

Professional Development

In-service for staff on creation of web pages

In-service for staff on use of e-mail

Evaluation

Success will be achieved if a minimum of 100,000 visits are logged on the school's web page, as documented by the Hit Counter placed on Leewood's home page for 2006-2007.

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

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

GOAL 8 STATEMENT:

Improve students' awareness of the importance of physical fitness by providing data-driven instruction.

Needs Assessment

Results of the 2005-2006 FITNESSGRAM test indicate that 79 percent of all fourth and fifth grade students tested received a Fitness Award. An analysis of the data indicates the need to improve student performance on the mile run portion of the test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will maintain or exceed their physical fitness levels as measured by the 2007 FITNESSGRAM as compared to the number of award recipients in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pre-test to determine baseline measures.	P.E. Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement recess across grade levels to provide opportunities for students to exercise and interact with each other.	Classroom Teachers	09/01/2006	05/24/2007	District Strategic Plan	\$0.00
Provide appropriate amount of instructional time for activities that emphasize improvement in cardiovascular, flexibility and muscular strength and endurance.	P.E. Coaches; Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop action plan to meet the goals and objectives as stated in the FITNESSGRAM Program.	Administrator; P.E. Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor physical education program to ensure that selected activities relate to assessment component items and enhance specificity of training.	Administrator	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

Presidential Physical Fitness Program

Professional Development

In-service for P.E. coaches – FITNESSGRAM

Evaluation

Success will be achieved if students in grades four and five maintain or exceed their physical fitness levels on the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

The goal of the National Anthem Project, proposed by First Lady, Laura Bush, is to improve American citizens' ability to sing all of the words of The Star Spangled Banner and know their meaning.

Needs Assessment

Research by the National Association for Music Education (MENC) and the Harris Poll estimates that two-thirds of the population does not know the words to our National Anthem.

Measurable Objective

Given instruction on The Star Spangled Banner, twenty percent of students in grade five in the 2006 - 2007 music classes will increase their scores on the site-generated post-test of the first verse of the National Anthem, as compared to their scores on the site-generated pre-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Sing the lyrics each morning, following the words on the Opening Exercises video.	Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Write the lyrics as a poem and illustrate word meaning.	Music Teacher; Art Teacher	10/01/2006	05/30/2007	District Strategic Plan	\$0.00
Read the lyrics as a choral reading.	Music Teacher; Classroom Teachers	10/01/2006	05/30/2007	District Strategic Plan	\$0.00
Read the lyrics with a picture book illustrating the meaning of the words.	Art Teacher; Music Teacher; Media Specialist	10/01/2006	05/30/2007	District Strategic Plan	\$0.00
Define the meaning of key words.	Music Teacher	10/01/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Anthem Project

Professional Development

In-service for teachers on the National Anthem

Evaluation

Success will be achieved if twenty percent of all students increase their knowledge of The Star Spangled Banner as demonstrated by the scores on the site-generated post-test, as compared to the scores on the site-generated pre-test.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 10 STATEMENT:

Leewood Elementary School will rank at or above the 65 percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2004-2005, Leewood Elementary ranked at 62 percentile on the State of Florida Return on Investment index.

Measurable Objective

Leewood Elementary will improve its ranking on the State of Florida Return on Investment index publication from 62 percentile in 2004 to the 65 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the District on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase knowledge of the use of financial resources in relationship to school programs.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. grants, volunteer networks.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

None

Professional Development

None

Evaluation

On the next State of Florida Return on Investment index publication, Leewood Elementary will show progress toward reaching the 65 percentile.

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:

School-specific budget training shall be provided to all members during a scheduled EESAC meeting. Consensus will be reached regarding the use of EESAC funds, based on current school needs. Additional budget issues and status will be shared on an on-going basis.

Training:

All incoming members receive training at the school level each year.

Instructional Materials:

All members shall be regularly informed of materials purchased that support the School Improvement Plan.

Technology:

The school shall continue to integrate the use of technology and multimedia in every aspect of the instructional curriculum, as well as opening the school to all stakeholders.

Staffing:

The school shall hire hourly teachers and paraprofessionals to tutor students at-risk at a 4:1 student/teacher ratio.

Student Support Services:

The Student Council president and recording secretary shall continue to be active members of the committee. Additionally, Leewood should continue to conduct academic improvement plan conferences, child study teams and student mentoring programs in support of student achievement for all students.

Other Matters of Resource Allocation:

Leewood shall continue to allocate resources as recommended by the administration and EESAC committee.

Benchmarking:

All Sunshine State Standard strands and Grade Level Expectations at each grade level shall be taught throughout the year, reinforcing each strand during every grading period.

School Safety & Discipline:

In order to maintain a safe learning environment, school safety and discipline issues are discussed regularly during EESAC meetings and monthly safety committee meetings.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$17,278.00
Goal 2: Mathematics	\$14,522.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$200.00
Goal 5: Parental Involvement	\$2,700.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$34,700.00

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