
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4261 - Palm Springs Elementary School

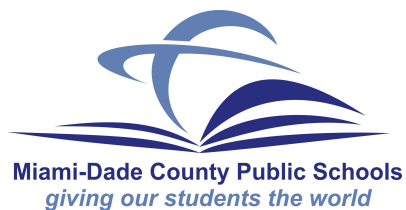
FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Roxana Herrera

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Palm Springs Elementary School

Palm Springs Elementary School, a predominantly Hispanic School in East Hialeah, is composed of approximately 859 students in grades pre-kindergarten through fifth grade. The ethnic composition of these students is as follows: 95 percent Hispanic, three percent White, and two percent Black.

To serve the needs of all students, a variety of academic programs are offered at the school. The English for Speakers of Other Languages (ESOL) Program is comprised of 87 students in ESOL I, 63 students in ESOL II, 73 students in ESOL III, 87 students in ESOL IV; Exceptional Student Education (ESE) is comprised of 5 Educable and Mentally Handicapped (EMH) students, 3 Other Health Impaired (OHI) students, 51 students with Learning Disabilities - 23 of which participate in the Inclusion Program, 51 Gifted students, and 36 students receiving Speech and Language services; Bilingual Program, comprised of 21 students in Spanish as a Second Language and 833 students in Spanish for Spanish Speakers; Extended Foreign Language (EFL), comprised of six classes in Kindergarten through Fifth Grade; Academic Excellence Program (AEP), comprised of 51 students participating in Chess.

The following objectives have been identified to meet the needs of the students:

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 71 percent of students achieving a Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 69 percent of students achieving a Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 69 percent of students achieving high standard scores of 3.5 or above on the 2007 FCAT Writing+ Assessment.

Given school wide hands-on instruction using the Sunshine State Standards, students in grade five will increase their science process skills as evidenced by 65 percent of students achieving high standard levels of three or above on the 2007 FCAT Science Assessment.

Given the schoolwide emphasis on parental and community involvement, the school seeks to double the number of hours parents and community members volunteer as compared to the number of students enrolled at Palm Springs Elementary, evidenced by the school's hourly sign-in logs for the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, Palm Springs Elementary's student attendance will improve by one percent, as evidenced by the school's overall student attendance outcome of 96.6 percent during the 2006-2007 school year, as compared to 95.6 percent in the 2005-2006 school year.

Given an emphasis on the use of technology in education, the frequency with which the mobile labs will be utilized for classroom activities will be increased by at least 50 percent from 10 in 2005-2006 to 15 in 2006-2007, as evidenced by the entries in the media center's checkout log.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade four will improve their flexibility as evidenced by 80% meeting high standards on the Sit-and-Reach test on the 2006-2007 administration of the Fitness Gram Test.

Given emphasis on the arts, the school will demonstrate a 50% increase in the number of students selected to participate in the the Superintendent's Honors Music Festival, improving from eight during the 2005-2006 school year to twelve during the 2006-2007 school year.

Palm Springs Elementary will improve its ranking on the State of Florida Return on Investment (ROI) Index publication from the 63rd percentile in 2005 to the 65th percentile on the next publication of the Index.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the two categories targeted for improvement are process management and strategic planning. These areas were selected because they ranked the lowest among the seven categories included in this survey, process management with an overall ranking of 4.0 and strategic planning with an overall ranking of 4.1 on a 5-point scale. In order to assist teachers with the process of getting necessary resources, the administration has initiated a routine of meeting with teachers weekly to provide specific data regarding classroom performance, based on screening and outcome assessment information. And discussing additional resources needed to perform job duties.

In order to communicate more effectively with the organization. The administration will discuss future strategic planning with the Curriculum Leadership Team and EESAC on a regular basis and continue to open forums for staff to review their concerns.

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.

Palm Springs Elementary School

VISION

It is the vision of Palm Springs Elementary School to spark curiosity, encourage academic excellence, and empower students to reach their full potential as contributing, productive global thinkers.

MISSION

We provide high quality education that addresses the individual needs of students and fosters a lifelong desire for learning.

CORE VALUES

Our school has H.E.A.R.T.:

H--Hear and Respect Who I Am

E--Encourage Me to Do and Be My Best

A--Applaud and Appreciate My Efforts and Successes

R--Respond to All Situations as a Problem Solver

T--Teach Me for Tomorrow.

School Demographics

Palm Springs Elementary School, a predominantly Hispanic School in East Hialeah, is composed of approximately 859 students in grades pre-kindergarten through fifth grade. The ethnic composition of these students is as follows: 95 percent Hispanic, three percent White, and two percent Black. The percentage of students receiving free/reduced meals is approximately 75 percent. The school's mobility index is 25. The community is composed of single-family dwellings and apartment complexes. Our school strives to prepare students for the world of work through our annual Career Day, monthly guest speakers, and a variety of other strategies. The faculty and staff at Palm Springs Elementary are as diverse as the student body. Fourteen percent of the faculty is white, sixteen percent of the faculty is African American, and seventy percent of the faculty is Hispanic. Forty percent of the teachers have Master's degrees and four percent have a Specialist or Doctorate degree. The average length of teaching experience is thirteen years, while four percent of the faculty are beginning teachers. Our students' educational needs in Kindergarten through Fifth grade are met through the use of the following academic programs: English for Speakers of Other Languages (ESOL), comprised of 87 students ESOL I, 63 students in ESOL II, 73 students in ESOL III, 87 students in ESOL IV; Exceptional Student Education (ESE) is comprised of 5 Educable and Mentally Handicapped (EMH) students, 3 Other Health Impaired (OHI) students, 51 students with Learning Disabilities - 23 of which participate in the Inclusion Program, 51 students in Gifted, and 36 students in Speech and Language; Bilingual Program, comprised of 21 students in Spanish as a Second Language and 833 students in Spanish for Spanish Speakers; Extended Foreign Language (EFL), comprised of six classes in kindergarten through fifth grade; Academic Excellence Program (AEP), comprised of 51 students participating in Chess.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.3 under the Leadership category. This indicates a strong leadership that creates an environment that supports collaboration and team efforts among all stakeholders. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operations of the school.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.1 in the Strategic Planning category. This reflects the depth of data analysis, planning, and implementation that is carried through, in order to achieve school and District goals. The strategic planning process used is a comprehensive integrated management system that incorporates the expectations of the stakeholders and reflects the school's goals and objectives. This process utilizes the Continuous Improvement Model (CIM), a four-step cycle of Plan, Do, Study, Act, in which improvements are continually made. Through the active participation of the Curriculum Team, faculty and staff members are involved in all stages of the implementation of the school's mission, vision, and core values. Furthermore, faculty and staff members are empowered to assist in the development of short-term and long-term plans. Faculty, grade level, and EESAC meetings are regularly held to examine, understand, and integrate the school's goals and objectives to ensure alignment with the total school program.

Stakeholder Engagement:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.5 under the Customer and Market Focus category. Based on these results, it is evident that the faculty and staff recognize the importance of establishing and maintaining an alliance with its students and families. In addition, an analysis is conducted of the services provided, and the results are used to develop action plans to meet the needs of the students more effectively. Subsequently, this would ensure customer satisfaction.

Faculty & Staff:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.2 under the Human Resource Focus category. Survey results indicate that the Curriculum Leadership Team plays an instrumental role in promoting cooperation, individual initiative, empowerment, and innovation among the faculty and staff. The Curriculum Team capitalizes on the wealth of ideas of its members and the community with which it interacts. The administration utilizes the expertise and creativity of its members at all levels of the organization. This gives its members the opportunity to share their knowledge, skills, and experience with the entire community and take an active part in the path that leads to the school's performance and ultimately its achievements. Team structure brings together faculty and staff from different parts of the organization to act on issues that affect both their functional and general areas of the organization, subsequently promoting the organization's goals.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.5 under the Measurement, Analysis, and Knowledge Management category. At the start of the school year, third through fifth

grade teachers are provided with data regarding student performance for the prior school year. This data is used to develop our school's Instructional Focus Calendar for every grade level, as well as to provide a means for teacher reflection regarding their prior academic year's results. At this stage teachers are able to create their Professional Development Plans through the use of these reports as well as manipulate the delivery of their curriculum. In addition, teachers will access their current classes results from the Student Performance Indicators network, in order to prioritize strands based on strength and areas of improvement for their current student population. Teachers are provided with initial data from the DIBELS, as well as progress monitoring of Reading and Mathematics benchmark assessments. This data allows teachers to create instructional level groups and prioritize the delivery of their instruction.

Education Design:

Extended Learning Opportunities:

An array of extended learning opportunities is offered to students in various grade levels to meet their learning needs. The disaggregation of recent state test results was used as a primary means for identifying students who were struggling. Fourth and fifth grade students who scored at achievement levels 1 and 2 on the Florida Comprehensive Achievement Test (FCAT) in reading and/or mathematics, and whose Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test scores yielded Intensive instructional levels are strategically targeted for intensive intervention during the school day. In that same target group are third grade students who scored in the lower 37% (Stanines 1-4) of the Stanford Achievement Test (SAT-10) and whose DIBELS test scores yielded Intensive instructional levels as well. Other students whose scores reflected a low achievement level 3 on the FCAT or a Strategic instructional level on the DIBELS assessment are provided extended learning opportunities after school hours in reading and mathematics. Participation in our school's Saturday Academy is extended to students who score at a high FCAT Achievement Level 3, and all levels 4 and 5 in Reading and/or Mathematics, as well as to students who score an average of 3 (on a 6-point scale) on essays in 4th grade language arts classes.

School-wide Improvement Model:

Palm Springs Elementary will incorporate the Continuous Improvement Model (CIM) in all efforts school-wide. This model consists of a systematic four-step process for making improvements in services. The cycle includes: Plan - for changes to bring about improvement, Do - changes on a small scale first to try them, Study - to see if changes are working, and Act - to obtain the greatest benefit from changes. Using this data-driven, results-oriented improvement model, the school will address improving teaching and learning through disaggregating data to guide instruction. Instructional timelines will be utilized to structure learning. Also, classroom teachers will provide enrichment activities to enhance higher-order thinking skills for students who may benefit. This PDSA model integrates with the philosophies of both Total Quality Management (TQM) and Effective Schools Research.

Advanced Courses Initiatives & Post Unitary Commitments:

Palm Springs Elementary seeks to increase the number of Gifted Program referrals for minority students and low-socioeconomic status students. The school ensures that there is equitable representation of students in the formation of the Science, Engineering, Communications, Mathematics Enhancement (SECME) Club. The school's extended day programs, such as Chess and Saturday Academy, also include subgroup participation.

Performance Results:

Palm Springs Elementary has improved its discipline substantially throughout the years. Through the use of our discipline plan and substantial improvement in attendance we have been able to reduce many of our referrals and suspensions. For the 2005-2006 school year we inputted 86 attendance, 108 general disruptive conduct, and 22 defiance of school personnel referrals. In addition, the administration held 133 student conferences and 134 parent conferences. Our suspension rate was 23 outdoor suspensions and 3 indoor suspensions.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Palm Springs Elementary School is committed to providing the best possible education to its students. In order to achieve this goal, high expectations are set for the instructional staff. Teachers are provided opportunities for professional growth through participation in professional learning communities, district, region, and school-site workshops, ongoing support and mentoring from the Reading Coach and other highly qualified colleagues. Further opportunities for professional growth are extended through participation in the school's instructional support team. This Curriculum Leadership Team makes critical decisions regarding the educational instruction of students and professional development needs. New teacher candidates are screened, ranked, and hired based on their credentials and interviewing merit, then provided with mentors, a high level of support and professional development.

• Highly Qualified, Certified Administrators:

Ms. Roxana Herrera, Palm Springs Elementary School's principal, has completed her job targets for the 2005-2006 school year and was rated Distinguished. Ms. Herrera has been an educator for 17 years. During this period of time, she taught Kindergarten, Second grade and Fifth grade. She has had extensive experience in English as A Second Language(ESOL) and the Bilingual School Organization(BISO)Program. Prior to becoming a principal, Ms. Herrera worked as an assistant principal within Miami-Dade County Public School District for seven years. She earned her Bachelor's Degree at Florida International University. She continued her post-graduate studies and completed a Masters of Science Degree in Reading and an Educational Specialist Degree on Educational Leadership at Nova University. For the past three years, Ms. Herrera served as the Miami Springs Feeder Pattern Lead Assistant Principal. She was also selected and served three years on the Assistant Principals' Steering Committee.

Roxana Herrera views herself as the instructional leader of the school. Her biggest goal is to close the achievement gap and make all students global thinkers. She believes and strives for building relationships, ensuring that students understand the relevance of the curriculum and that all students are held to the same rigor. Data plays a very big role in her decisions on improving instruction. The continuous improvement model is implemented at all grade levels.

A Curriculum Leadership Team has been set up to make critical decisions about the educational instruction of the students, selection of materials, professional development needs, and any other issues that would impact students or teachers.

Setting high expectations for all students and teachers will enable Ms. Roxana Herrera and her assistant principal, Mrs. Horta, achieve high standards on all goals developed on the 2006-2007 School Improvement Plan.

Palm Springs Elementary School's assistant principal, Mrs. Patricia Horta, has performed and accomplished all her job targets for the 2005-2006 school year in a distinguished manner. She is an educator with over 12 years of experience in Miami-Dade County Public Schools (M-DCPS). She earned a Bachelor of Science Degree with distinction in Elementary Education at Nova Southeastern University, a Master of Science Degree in Computer Application in Elementary Education at Barry University and an Educational Specialist Degree in Education Leadership at Nova Southeastern University. Mrs. Horta demonstrates outstanding leadership and relentless dedication to the students of Palm Springs Elementary School. She is extensively involved in all aspects of the school site and possesses the knowledge needed to model and promote high levels of performance for all stakeholders. Her commitment to education is observed through her "hands on" approach to all realms of the school operation.

• Teacher Mentoring:

The administration has developed an on-site New Teacher Mentoring Program for Palm Springs Elementary beginning teachers in which the administration and, in some cases, the curriculum leaders meet once a month to provide critical information, training,

and/or general support to ensure their success. Through the Professional Assessment and Comprehensive Evaluation System (PACES) Growth Team, beginning teachers are also assigned a team of teachers to ensure their professional success. These mentor teachers provide instructional support and guidance in all areas of curriculum and professional development. In addition, our school's Reading Coach, who is among the team of mentors, provides extensive support while ensuring that our reading and writing goals are implemented and achieved. Further support is provided as beginning teachers participate in their corresponding weekly grade group instructional planning sessions, which enables them to expand upon their repertoire of instructional skills. Meanwhile, every teacher at Palm Springs Elementary is provided with the opportunity to observe fellow classroom teachers in a variety of classroom settings, in order to extend their repertoire of effective strategies.

• School Advisory Council:

Palm Springs Elementary's Educational Excellence School Advisory Council (EESAC) is comprised of administrators, teachers, parents, students, and a business/community liaison. The EESAC meets on a monthly basis to discuss school goals and objectives, while providing a forum for its various stakeholders to share ideas and assist in decision-making that will achieve school goals. Through this process, the EESAC takes part in developing and monitoring the School Improvement Plan.

• Extended Learning Opportunities

Palm Springs Elementary School offers an array of extended learning opportunities. The following programs strategically target different levels of students. Third through fifth grade students receive reading and/or mathematics tutoring at three levels: Low Achievers (FCAT Level 1 and/or Level 2) during partial special area instruction, Middle Achievers (FCAT Level 2 and/or low Level 3) before or after school, and High Achievers (FCAT High Level 3, Level 4, and Level 5) during Saturday Academy. Research-based program materials are utilized to deliver these services. The Houghton-Mifflin Soar to Success Intervention Program is used with the lower performing (Tier 1) students in Grades 4 and 5 while Voyager Passport is used in the 3rd grade intervention program. Selected fourth grade students will also receive additional writing instruction through our Saturday Academy Writing Clinic. All of these services are deemed possible through the use of our FCAT Enhancement and Title I funds. In addition, supplemental educational services are offered to students with state-approved community providers, through the No Child Left Behind Act. These services are also delivered using research-based materials. Monitoring of student progress in all programs will be conducted through pre-and post-tests and in-class monthly assessments.

• School Wide Improvement Model

Palm Springs Elementary School will continue to incorporate the Continuous Improvement Model (CIM). The CIM is an eight-step data-driven process which provides the school with a cyclical continuous improvement approach. The eight steps include test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. By following these steps, Palm Springs Elementary School has been able to use students' state test scores as outcome measures and District subject area pre-test scores as baseline measures to identify instructional groups, as well as identify weak and strong areas. Teachers utilize this information to develop year-long curricular instructional maps that encompass all of the objectives, but also address the needs of student groups based on data analysis. At intervals of focused instruction, teachers administer standards-based benchmark assessments in Reading, Mathematics, Writing, and Science to identify student levels of mastery. Students are provided with additional time in which unmastered areas are retaught and enrichment opportunities are provided, as appropriate. Meanwhile a variety of research-based materials are utilized by teachers in order to equip students with sufficient resources to meet ongoing instruction of objectives. Professional development is planned and carried out based on instructional needs and performance data from progress monitoring instruments and outcome assessments. The administrators, reading coach, and grade level chairpersons subsequently monitor learners' progress. Furthermore, this instructional cycle allows staff to plan, implement, monitor, and remediate on an ongoing basis.

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

GOAL 1 STATEMENT:

All students will read at or above grade level.

Needs Assessment

The 2006 School Performance Accountability Report indicates that 70 percent of the students tested achieved high standards in reading, reflecting achievement levels 3 or above. In comparison to the results from the previous year, the percentage of students meeting high standards was maintained.

The 2006 School Performance Accountability Report also indicates that 67 percent of the students who scored in the lowest quartile have made learning gains, a four percent increase from the previous 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 Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 71 percent of students achieving a Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Increase the reading of non-fiction materials to include occupations literature, biographies, and news articles, for students in grades three through five, in preparation for the world of work.	Principal, Assistant Principal, Teachers, Media Specialist, Reading Coach	8/14/2006	5/30/2007	School-to-Career	\$0.00
2. Provide ongoing staff development and support for the use of effective reading strategies to improve students' reading skills, as reflected in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach, District Personnel, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Utilize the district-developed Sunshine State Standards-based grade level pacing guides in conjunction with the Houghton-Mifflin Program Curriculum Maps prepared by the Eastern Regional Reading Technical Assistance Center (ERRFTAC), in order to pace instruction so that students can successfully master grade level standards.	Principal, Assistant Principal, Teachers, Reading Coach	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Administer weekly Sunshine State Standards-aligned benchmark assessments, to monitor learning growth and mastery of students' individual reading skills.	Principal, Assistant Principal, Teachers, Reading Coach	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Provide intensive intervention services through tutorial programs that address students' targeted reading deficiencies, as identified by screening, diagnostic, and outcome assessments.	Principal, Assistant Principal, Reading Coach, Teachers, Paraprofessional tutors	8/14/2006	05/30/07	District-wide literacy plan	\$600.00
6. Utilize the Successmaker software program to provide all students computer-assisted reading instruction that meets individual learning needs, in order to increase student achievement.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$850.00
7. Implement incentive reading programs and events that motivate students to read and recognize students' reading achievement.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chairperson, Teachers,	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00

	Media Specialist				
8. Conduct parent workshops in order to equip families with strategies that can be used at home to support Reading achievement.	Principal, Assistant Principal, Reading Coach, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
9. Involve parents in monitoring students' independent reading activities through the use of the school reading log.	Principal, Assistant Principal, Teachers, Reading Coach	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Core Reading Program
 Project CRISS (Creating Independence through Student-owned Strategies)
 Waterford Early Reading Program
 Early Success Intervention Program
 Soar to Success Intervention Program
 Voyager Passport Intervention Program
 Pearson Enterprise SuccessMaker
 Quick Reads
 FCAT Explorer
 Riverdeep

Professional Development

Project CRISS (All core and special area teachers)
 Comprehensive Research-based Reading Program Best Practices
 Pearson Enterprise SuccessMaker (K-5)
 Voyager Passport (K, 3)
 Early Success Intervention Program (1-2)
 Soar to Success Intervention Program (4-5)
 Analysis of assessment data
 Differentiated reading instruction for all students
 Needs-based professional development

Evaluation

Assessments to provide baseline data for the 2006-2007 school year:

2006 Florida Comprehension Assessment Sunshine State Standards Reading Test (FCAT SSS)

2006 Stanford Achievement Test (SAT-10)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (Spring 2006 Assessment 4)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (Fall 2006 Assessment 1)

Progress monitoring instruments:

2006-2007 DIBELS Assessments 2 & 3

Houghton-Mifflin core curriculum program assessments

School-developed Sunshine State Standards-based benchmark assessments

District's interim reading assessments

Diagnostic instrument:

Diagnostic Assessment of Reading (DAR).

Outcome measure:

2007 FCAT Sunshine State Standards Reading assessment.

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:

All students will perform at or above grade level in Mathematics.

Needs Assessment

Results obtained from the 2006 School Performance Accountability Report indicate that 68 percent of the students tested achieved high standards in mathematics, reflecting achievement levels 3 or above. In comparison to the results from the previous year, the percentage of students meeting high standards increased by four percent.

Results obtained from the 2006 School Performance Accountability Report also indicate that 69 percent of students tested made learning gains, meaning that gains were maintained from the previous 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, students in grades three through five will improve their mathematics skills as evidenced by 69 percent of students achieving a Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Incorporate weekly School-to-Career activities that promote critical thinking and cooperative learning, through hands-on and problem solving activities, in order to prepare students for real-life experiences.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	School-to-Career	\$0.00
2. Provide teaching staff with professional development activities that include effective research-based mathematics instructional strategies.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Utilize the district developed Sunshine State Standards pacing guides to ensure that instruction of all grade level skills is introduced and reinforced continuously, in order for students to successfully master grade level standards.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Administer weekly Sunshine State Standards-aligned benchmark assessments, to monitor learning growth and mastery students' individual mathematics skills.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Implement intervention strategies and tutorial programs that build students' Mathematics skills , through extended learning opportunities.	Principal, Assistant Principal, Teachers, Paraprofessional tutors	08/14/2006	05/30/2007	District Strategic Plan	\$600.00
6. Utilize the Successmaker computer-assisted instructional program to enrich and remediate students' application of mathematical skills, while monitoring performance.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$850.00
7. Conduct parent workshops in order to equip families with strategies that can be used at home to support Mathematics achievement.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Core Mathematics Program
Pearson Enterprise Successmaker Software Program
Riverdeep
FCAT Explorer

Professional Development

Comprehensive Mathematics Program best practices
Analysis of assessment data
Differentiated mathematics instruction for all students
Pearson Enterprise SuccessMaker
Needs-based professional development

Evaluation

Assessments to provide baseline data for the 2006-2007 school year:

2006 Florida Comprehension Assessment Sunshine State Standards Reading Test (FCAT SSS)
2006 Stanford Achievement Test (SAT-10)

Progress monitoring:

School-developed Sunshine State Standards-based benchmark assessments
District's interim mathematics assessments
Students' classroom journals

Outcome assessment:

2007 FCAT Sunshine State Standards Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 3 STATEMENT:

All students will write at or above grade level.

Needs Assessment

The 2006 School Performance Accountability Report indicates that 68 percent of the students tested achieved high standards in writing, reflecting scores of 3.5 or above. The percentage of students meeting high standards reflected a seven percent decrease from the 2005 School Performance Accountability Report.

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 69 percent of students achieving high standard scores of 3.5 or above on the 2007 FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide ongoing staff development and support for the use of effective writing strategies to improve students' writing skills, as reflected in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach, District Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$2900.00
2. Implement a school-developed instructional writing calendar, which provides a scope and sequence of writing targets for each grade level from Kindergarten-5th grades.	Principal, Assistant Principal, Reading Coach, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Provide supplementary instruction to targeted 4th grade students in the areas of expository and narrative writing, through extended day programs.	Principal, Assistant Principal, Reading Coach, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Utilize the six-point rubric established by the Florida Department of Education, to assess student writing and provide student feedback.	Principal, Assistant Principal, Reading Coach, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Utilize calibrated writing samples, released from previous statewide writing assessments, as instructional and resource tools.	Principal, Assistant Principal, Reading Coach, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
6. Administer monthly writing assessments to monitor development and mastery of writing skills.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
7. Provide many opportunities for students to engage in different kinds of writing across the curriculum.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
8. Conduct a parent workshop consisting of effective strategies for developing essay writing including tips for performing functional writing tasks, in order to support student practice at home.	Principal, Assistant Principal, Reading Coach, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Comprehensive Research-based Reading Plan (Writing embedded)
Houghton Mifflin Reading/Language Arts Program (Writing embedded)
6 Traits of Writing (Northwest Regional Educational Laboratory)

Professional Development

Zelda Glazer Writing Institute
6 Traits of Writing
Effective writing practices (Routines for the daily instructional block)
Pre-writing plan strategies (Four-square, Storyboard-Melissa Forney, Fictional Narrative Story Map, Outline)
Composition strategies for content, format, genre
Revision Strategies (to enhance creativity)
Editing Strategies
Florida six-point rubric holistic scoring procedures

Evaluation

Baseline assessments/screening tools:
District's Expository and Narrative Writing Pre-tests (K-5)
District's Persuasive Pre-test (Grade 5)

Progress monitoring:
School-developed monthly writing prompts
District Post-tests

Outcome measure:
2007 FCAT Writing+ test (Grade 4)
District's Expository and Narrative Writing Post-tests (K-5)
District's Persuasive Post-test (Grade 5)

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:

Fifth grade students will perform at or above grade level in Science.

Needs Assessment

The 2006 School Performance Accountability Report indicates that 40 percent of the standard curriculum students tested achieved high standards in Science, reflecting achievement levels 3 or above.

Measurable Objective

Given school wide hands-on instruction using the Sunshine State Standards, students in grade five will increase their science process skills as evidenced by 65 percent of students achieving high standard levels of three or above on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Administer science interim assessments fifth grade students, in order to identify strengths and weaknesses corresponding to the Sunshine State Standards.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
2. Provide opportunities for all students to interview professionals from a variety of scientific fields, to enhance the School to Career connection.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	School-to-Career	\$0.00
3. Utilize grade appropriate science content across the language arts curriculum, through the use of non-fiction text during shared or guided reading.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Departmentalize the instruction of Science in fifth grade.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Conduct weekly hands-on, inquiry based investigations with students in grades three through five.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
6. Host a school-wide Science Fair in which every student participates by completing a project which requires use of the scientific method.	Principal, Assistant Principal, Science Department Chairperson, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
7. Incorporate activities throughout the academic year in which students will be exposed to vital worldwide issues related to Science such as: Earth Day, AIDS Awareness, etc.	Principal, Assistant Principal, Teachers, Science Department Chairperson	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
8. Offer second through fifth grade students participation in our school's SECME (Science, Engineering, Communications, Mathematics Enhancement) club, in order to enhance their exposure to science, increase concept knowledge, and application of science skills.	Principal, Assistant Principal Teachers, SECME Club Sponsors	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

McGraw-Hill Core Science Program

FOSS (Full Option Science Systems) Science Kits

Inquiry in Action (from the National Science Education Content Standards for Inquiry and Physical Science)

Professional Development

Teachers will participate in any available science workshops approved by the Miami-Dade County Public School District and by the state of Florida.

Evaluation

2007 FCAT Sunshine State Standards Science Assessment (Grade 5)

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

The administration and staff at Palm Springs Elementary will create a family-friendly school.

Needs Assessment

The data reflected on the 2005-2006 Palm Springs Elementary's Family Reflection Annual Survey indicated a five percent increase, reflecting a total of 94 percent, in the ability of our school to develop programs that address the needs and interests of families and community members. In addition, the survey indicated an 18 percent increase, reflecting a total 93 percent, in which parents stated that they had many opportunities to express their opinions about important school issues. The Parental Involvement Participation logs indicate an average of 12 parent participants in ESOL (English for Speakers of Other Languages) education courses. The logs also indicate that there was 27 percent parent participation in grade level-based parent night workshops. Strategies to increase the level of parental and community-based organization involvement will become a primary focus in order to ensure increased support in academic achievement efforts.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the school seeks to double the number of hours parents and community members volunteer as compared to the number of students enrolled at Palm Springs Elementary, evidenced by the school's hourly sign-in logs for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Offer on-going workshops to enhance parents' ability to help their children with their educational needs as well as social/emotional development at home.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
2. Schedule duplicate bilingual workshops in the morning and evening hours, so that parents may participate in workshops that meet their schedules.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Coordinate parent-and-child workshops with the Bilingual Outreach Program, designed to increase academic achievement.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Plan and facilitate special Family Night activities such as Open House, Title I Parent Orientation, Mathematics/Science Family Olympiad, Test Preparation Workshops and transition meetings from grade to grade.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Maintain on-going communication with school families through our Community Involvement Specialist, Monthly Calendars, Newsletters, Flyers and use of the Telesoft Corporation telephone system.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
6. Monitor the participation of parents and community organizations by maintaining sign-in sheets as logs of attendance and delivery of services.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
7. Survey parents' educational needs, prioritize the areas of greatest concern, and plan activities which meet our community's interests.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parental Involvement.

Professional Development

Parents will be encouraged to actively participate in the following activities:

Annual Title I Parent Orientation meeting

ESOL Adult classes

Grade Level transition workshops

Science Fair Night

Mathematics and Science Olympiad

Bilingual Outreach workshops

Parental Involvement Workshops that enhance parents' ability to help their children education needs

Parental Involvement Workshops that equip or enhance parents' life and parenting skills

Evaluation

Tally data obtained from activity and workshop sign-in sheets and sign-in logs.

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.)

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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

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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:

Palm Springs Elementary will improve overall school attendance.

Needs Assessment

Palm Springs Elementary averaged 95.6 percent in overall attendance during the 2005-2006 school year. The school seeks to improve its attendance.

Measurable Objective

Given an emphasis on a safe and orderly environment, Palm Springs Elementary's student attendance will improve by one percent, as evidenced by the school's overall student attendance outcome of 96.6 percent during the 2006-2007 school year, as compared to 95.6 percent in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement an attendance incentive program to motivate and reward both individual students and classrooms of students for their consistent daily attendance.	Principal, Assistant Principal, Student Services Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
2. Maintain communication and collaboration with parents to ensure attendance program success.	Principal, Assistant Principal, Student Services Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Monitor quarterly reports of school-wide student attendance.	Principal, Assistant Principal, Student Services Personnel	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Participate in the Truancy Intervention Program (TIP).	Principal, Assistant Principal, Student Services Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Utilization of the Community Involvement Specialist to bridge communication between the school and home, with respect to attendance and related issues.	Principal, Assistant Principal, Title I Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
6. Provide individual and small group counseling for at-risk students.	Principal, Assistant Principal, Student Services Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
7. Implement a school-wide Discipline Plan.	Principal, Assistant Principal Student Services Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
8. Conduct team conferences to address ongoing attendance difficulties.	Principal, Assistant Principal, Student Service Personnel Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Parent-Teacher Association (PTA)

Truancy Intervention Program (TIP)

Professional Development

Data analysis of the quarterly District reports on regular attendance.

Data analysis of the quarterly District reports on exceptional attendance.

Data analysis of the quarterly District reports on truant attendance.

Effective utilization of the Excelsior Electronic Gradebook attendance component

Training and support in knowledge of the attendance requirements as delineated by the District and State standards.

Training and support in the implementation of the Attendance Incentive Program.

Continuous monitoring of students' attendance.

Evaluation

Palm Springs Elementary School will maintain or improve its overall attendance as evidenced by the following reports:

2006-2007 quarterly District reports on attendance

2006-2007 year-end District reports on attendance

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"/>

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

GOAL 7 STATEMENT:

Student use of technology will increase through the use of mobile laptop labs.

Needs Assessment

Based on the media center logs during the 2005-2006 school year, the mobile technology labs were utilized in classes a total of 10 times.

Measurable Objective

Given an emphasis on the use of technology in education, the frequency with which the mobile labs will be utilized for classroom activities will be increased by at least 50 percent from 10 in 2005-2006 to 15 in 2006-2007, as evidenced by the entries in the media center's checkout log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide staff development and support for the use of mobile laptop labs.	Principal, Assistant Principal,Media specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
2. Utilize online educational resources that will support curricular objectives.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Utilize online educational resources that will develop students' skills.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Conduct internet research which supports curricular objectives	Principal, Assistant Principal,Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Increase opportunities for students to apply navigating and skills in a supportive classroom environment.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
6. Increase opportunities for students to apply research skills in a supportive classroom environment.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

North Central Regional Educational Laboratory research: A Meta-Analysis of the Effectiveness of Teaching and Learning with Technology on Student Outcomes

Intel: Mobile Computing: A K-12 Notebook and Wireless LAN Deployment Case Study

Professional Development

Miami-Dade County Public School District-sponsored technology application workshops

School site-based workshops given by the media specialist, technology specialist, or technology committee such as:

- Pearson Enterprise Successmaker
- FCAT Explorer
- Riverdeep
- How to use the Internet to conduct research
- How to conduct a WebQuest

to include a collection of online resources for teachers and students in all areas of the curriculum.

Evaluation

The media center's technology checkout log will be utilized to monitor use of the mobile laptop labs.

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

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

GOAL 8 STATEMENT:

Fourth grade students will pass the sit and reach component of the Miami-Dade County Physical Fitness Gram.

Needs Assessment

Thirty percent of the fourth grade students did not pass the Sit and Reach component of the 2005-2006 Fitness Gram. Studies indicate that children's flexibility can be enhanced with daily stretching.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade four will improve their flexibility as evidenced by 80% meeting high standards on the Sit-and-Reach test on the 2006-2007 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement progressive flexibility training.	Principal, Assistant Principal, Physical Education Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
2. Maintain an increased level of physical fitness and awareness.	Principal, Assistant Principal, Physical Education Department	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Monitor students fitness levels quarterly.	Principal, Assistant Principal Physical Education Department	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Host seasonal sports and fitness events in which students participate in physical fitness activities	Principal, Assistant Principal, Physical Education Department	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Expose students to health and fitness articles with information related to flexibility.	Principal, Assistant Principal, Physical Education Department	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Physical Fitness Gram

Professional Development

Miami-Dade County Public School District-sponsored physical education workshops

Evaluation

The results from the Miami-Dade County Physical Fitness Gram will indicate that 80% of students will master the Sit-and-Reach test, after training has been implemented.

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

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

GOAL 9 STATEMENT:

Palm Springs Elementary will increase participation in the District-wide Superintendent's Honors Music Festival.

Needs Assessment

During the 2005-2006 school year, eight students were selected to participate in the Superintendent's Honors Music Festival. Six of the eight students were selected to sing, whereas two students were selected to play the bell or recorder instruments. This data demonstrates the need to increase students' ability to fluently read rhythmic and melodic notation. Therefore, students need to increase their ability to read standard rhythmic and melodic notation on the treble clef in 2/4, 3/4, and 4/4 meters.

Measurable Objective

Given emphasis on the arts, the school will demonstrate a 50% increase in the number of students selected to participate in the the Superintendent's Honors Music Festival, improving from eight during the 2005-2006 school year to twelve during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide ongoing opportunities for students read musical notes through rhythmic notation.	Principal, Assistant Principal, Art Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
2. Increase opportunities for students to read assigned musical scores, identifying line notes, space notes, and their correct place on a staff.	Principal, Assistant Principal, Music teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Showcase students' talents in various performances throughout the year.	Principal, Assistant Principal, Music teachers, newsletter committee	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Implement activities where students can perform body percussion and rhythmic body movement activities.	Principal, Assistant Principal, Music teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
5. Incorporate regular activities for students to play musical instruments including the recorder, bells, pianicas, and violins, by following assigned parts.	Principal, Assistant Principal, Music teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
6. Incorporate dictation of rhythmic and melodic notation.	Principal, Assistant Principal, Music Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
7. Reinforce note reading skills using melodic and rhythmic instruments.	Principal, Assistant Principal, Music Department	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
8. Utilize the sanfranciscosymphony.org website as a resource to improve note reading skills.	Principal, Assistant Principal, Music Department	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

MacMillan/McGraw Hill Share the Music Program

LA Cinerentola Opera Booklets for grades 3-5

Imagine That Music Composers - 5th grade

Silver Burdett Music Connection - K-5

Professional Development

Opera Fun-time Workshops

University of Miami Music Education Day

The Music Teachers National Conference

Evaluation

Twelve or more Palm Springs Elementary students will have been selected to participate in the District Superintendent's Honors Music Festival, as reported by the Festival's decision making committee.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Palm Springs Elementary will rank above the 63rd percentile statewide in the Return On Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in the 2004-2005 school year, Palm Springs Elementary ranked at the 63rd percentile on the State of Florida Return on Investment Index (ROI).

Measurable Objective

Palm Springs Elementary will improve its ranking on the State of Florida Return on Investment (ROI) Index publication from the 63rd percentile in 2005 to the 65th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
2. Collaborate with the District on resource allocation.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
3. Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
4. Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading
 Houghton-Mifflin Mathematics
 McGraw-Hill Science
 Harcourt Social Studies

Professional Development

Houghton-Mifflin Reading Professional Development
 CReating Independence through Student-owned Strategies (CRISS)
 Science and Mathematics Integrated with Literary Experiences (SMILE)

Evaluation

On the next State of Florida ROI Index publication, Palm Springs Elementary will show progress toward reaching the 65th percentile.

EESAC Compliance

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

Budget:

The EESAC committee reviews the school's budget and makes recommendations and decisions relative to the expenditure of funds to implement all aspects of the School Improvement Plan.

Training:

The EESAC developed the School Improvement Plan (SIP) ensuring that every objective listed in the plan includes a strategy related to staff development. Workshop topics include: Houghton-Mifflin Reading, 6 Traits of Writing, Houghton-Mifflin Mathematics, Science, Engineering, Communication, & Mathematics Enhancement (S.E.C.M.E.) and the Professional Assessment and Comprehensive Evaluation System (P.A.C.E.S.). Workshop topics and content span instruction for grades Pre-K through 5th grade, targeting strategies for all students, including Limited English Proficient (LEP) students and Students with Disabilities (SWD). EESAC has already funded professional development in the area of writing for all fourth grade teachers and Successmaker technology software training for all new teachers.

Instructional Materials:

The EESAC surveyed teachers and staff regarding instructional materials needed to implement the SIP. Materials that were purchased to enhance the curriculum include Write Traits kits and subscriptions to educational magazines such as Storyworks, Social Studies Weekly, Time For Kids, and Spider Magazine.

Technology:

The EESAC continues to identify technology as an integral tool for supporting curricular objectives which also enhances media literacy and real-life skills. To ensure capability and accessibility, additional computers were recently purchased to replace and increase the number of computers being utilized by students. These computers, both stationed and mobile, are used for computer-assisted instruction using Pearson Enterprise Successmaker, for motivational reading programs such as Accelerated Reader, and as an online resource for Internet research activities. Training in the use of Successmaker computer-assisted software is also being funded by EESAC this school year.

Staffing:

EESAC has recommended an increase in the number of paraprofessionals utilized as tutors in the areas of Reading, Writing, and Mathematics.

Student Support Services:

The EESAC has identified specific strategies, listed under specific objectives, to address instructional service needs such as the utilization of tutorial programs for intervention, and additional materials to support instruction in the area of writing. Parent conferences, school support teams, staffings, and counseling are also services that provide student support. Additional assistance is also provided by the Title I Community Involvement Specialist and school business partners.

Other Matters of Resource Allocation:

The members of the EESAC make recommendations and decisions relative to the spending of EESAC funds, state matching funds and grant funds.

Benchmarking:

In order to ensure compliance with the objectives of the School Improvement Plan, the EESAC periodically monitors implementation of the strategies and activities identified in the plan. Subcommittees are formed to gather implementation status data periodically. The committee exchanges ideas and feedback corresponding to the progress being made as the year progresses.

School Safety & Discipline:

The EESAC supports the school's strict enforcement of the Code of Student Conduct and schoolwide discipline plan which provides an environment that is safe, secure, and orderly. EESAC also supports students' participation in safety and disciplinary programs such as DARE, Red Ribbon Week, and Safety Patrols. Furthermore, EESAC has taken the initiative to purchase V-soft technology, which is a system that tracks visitors, contractors, and volunteers at the school, in order to provide a safer, more monitored environment for the students.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$3,450.00
Goal 2: Mathematics	\$1,450.00
Goal 3: Writing	\$2,900.00
Goal 4: Science	\$500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$2,000.00
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
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Total:	\$10,300.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent