
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4281 - Palm Springs North Elementary School

FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Sharon Gonzalez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Palm Springs North Elementary School

Palm Springs North Elementary School (PSN) is located in a middle class community in the northwest section of Miami-Dade County. Our current school population of 1685 students, enrolled in grades pre-kindergarten through fifth, consists of two percent Multicultural students, nine percent Black students, 80 percent Hispanic students, seven percent White students, and two percent Asian students. The percentage of students on free and reduced lunch is 62 percent.

Our school houses a content based Gifted program which services 89 students, an Extended Foreign Language program which services 189 students, an Exceptional Education program which services 113 students, a pre-kindergarten program which services 24 students, and an ESOL program which services 424 students. Additionally, there is a Voluntary Pre-Kindergarten program which services 16 students.

The Educational Excellence School Advisory Council has identified the following objectives as school-wide priorities for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 82 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 78 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 90 percent of students reaching the state required mastery score of 3.5 or above as documented by scores of the 2007 FCAT Writing Plus Assessment.

Given instruction based on the Sunshine State Standards students in grade five will improve their Science skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Given the importance of positive parental involvement in a child's overall educational experience, parental involvement, as evidenced by parents attending two or more school-related activities, will increase by five

percentage points when comparing sign-in sheet data and teacher logs from the 2005 - 2006 school year to the 2006 - 2007 school year.

Given the code of student conduct, an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2006 - 2007 school year as compared to the 2005 - 2006 school year.

Given instruction using the Sunshine State Standards, students in Kindergarten through fifth grade will improve their technology skills as evidenced by an increase of five percentage points on a school-developed pre and post-test.

Given instruction in motor skill development and movement patterns, concepts, principles, strategies and tactics, students in grades four and five will achieve an increase of 2 percentage points in the number of students attaining gold awards as measured by the FITNESSGRAM from the 2005 - 2006 school year as compared to the 2006 - 2007 school year.

Given emphasis on the benefits of participating in an after school chorus program, the number of students enrolled in the PSN Chorus Club will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Palm Springs North Elementary School will increase its ranking on the State of Florida ROI Index publication to the 80th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey tool, two areas have been identified for improvement: Strategic Planning and Process Management. The Strategic Planning category received an overall rating of 4.3 on a scale of one to five (one being highest and five being lowest). There were 167 responses of "Strongly Agree", 154 responses of "Agree" 36 responses of "Neither Agree or Disagree", 10 responses of "Disagree" and two responses for "Strongly Disagree". The Process Management category received an overall rating of 4.2, the lowest rating on the Organizational Performance Improvement Snapshot. There were 206 responses of "Strongly Agree", 210 responses of "Agree", 54 responses of "Neither Agree or Disagree", 20 responses of "Disagree" and two responses of "Strongly Disagree".

These two areas received the lowest ratings on the survey and therefore will be targeted throughout the school year.

In order to improve the areas of Strategic Planning and Process Management, the school administrative and leadership team will promote deeper involvement of faculty and staff for long-range planning and goal setting. Monthly meetings related to school objectives and issues particular to individual grade levels and curriculum areas will be implemented to further improve these areas. This will empower the staff and faculty as stakeholders who have a voice in the direction and future of this organization.

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 North Elementary School

VISION

Palm Springs North Elementary School enriches the community through the provision of outstanding educational experiences and services to our students and the surrounding community. We consistently meet the needs of the community by embracing success and achievement through cultural diversity and community partnerships.

MISSION

We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals.

CORE VALUES

Palm Springs North Elementary School firmly believes in providing quality in service, relationships, and communications. We are dedicated to richly impacting the lives of all students and the surrounding community. We believe that we are the positive and underlying force that prepares, bridges, and binds the learners to a world beyond the classroom walls.

School Demographics

Palm Springs North Elementary School (PSN) is an "A" school, for the third consecutive year, as designated by the State's A+ Plan for Education as well as meeting all of the criteria for Adequate Yearly Progress under federal No Child Left Behind (NCLB) legislation. Additionally, the school has been a recipient of a National Blue Ribbon School of Excellence award. The school is located in a middle class community in the northwest section of Miami-Dade County. The current school population of 1685 students enrolled in grades pre-kindergarten through fifth consists of two percent Asian students, two percent Multiracial students, seven percent White students, nine percent Black students, and 80 percent Hispanic students. Eight hundred forty-nine students are male and 836 students are female. The percentage of students qualifying for free or reduced meals is 62 percent.

The school houses a content based Gifted program, which consists of 89 students, an Extended Foreign Language Program , which services 189 students, an Exceptional Student Education program which currently services 113 students, and a pre-kindergarten program which serves 24 students with varying exceptionalities. The school successfully utilizes the inclusion model for servicing our Exceptional Student Education population. The 424 Limited English Proficient (LEP) students are serviced by three self-contained ESOL teachers, two resource teachers, and ESOL endorsed classroom teachers.

The instructional leadership team of Palm Springs North Elementary School consists of one principal and three assistant principals. The instructional staff consists of 96 females and 13 males. The staff membership is 16 percent Black, 25 percent White, and 60 percent Hispanic. Forty-one percent of the staff hold Masters Degrees and 8 percent of the instructional staff hold Specialist or Doctoral Degrees. The average number of years of teaching experience of the staff is 13 years. Five percent of the teachers are new to the school system.

The school offers many opportunities for students to expand their knowledge base at all levels. The school doors remain open until 9:00 p.m., Monday through Thursday nights. The school houses a very successful Community School program. Through this program, the school is able to open to the entire northwest Miami-Dade County community. Many classes are offered after school through the Community School. Classes such as dance, sports, computers, art, music and ESOL are offered to not only the students of Palm Springs North Elementary, but also to anyone in the community who is interested. The school houses the local Boy Scout/Girl Scout troops for this area, as well as providing a meeting place for the community. The Media Center is open every Tuesday and Thursday night in order to provide services to the community to access books, literature, and the Internet. This year, the school will continue to sponsor very successful monthly Family Nights in which parent/child activities will be presented in a fun way. Additionally, child care will be provided free of charge to those parents wishing to enroll in ESOL classes. An after-school and Saturday tutoring program has proven to be very successful with the majority of participants showing learning gains on the 2005-2006 Florida Comprehensive Assessment Test (FCAT). Additionally, the school offers many opportunities for the students to participate in a variety of school sponsored activities such as Cheerleading, Dance Line, Drama Club, Student Council, Academic Excellence Program, Youth Crime Watch, Art Club, Chorus, Music Ensemble, Jump Rope Team, Runners Club and Television Production. This year, a program of study in Mandarin Chinese will be offered after school, in order to further expand the knowledge and skills of the students at Palm Springs North Elementary.

Palm Springs North Elementary School has a very active, involved and supportive Parent Teacher Association. The leadership of this group is exceptionally dedicated to the continued excellence of the school. They have been instrumental in providing much needed materials and supplies that enhance the academic program of this school. The School Volunteer and Dade Partner Programs are also very actively involved in the day-to-day functions of the school. The school is proud of the attainment for 23 consecutive years of the Golden School Award for volunteerism. The school's business partnerships have additionally provided everything from school supplies and uniforms to needy students to materials for the school and manpower in the form of mentors and tutors.

School Foundation

Leadership:

The Leadership category tied as the highest ranked category in the Organizational Performance Snapshot Survey with an average ranking of 4.6 on five point scale. The results showed that the staff felt that administration shares information about the entire organization and that the values of the organization are used to guide in the attainment of school goals. The staff felt confident in their knowledge of the mission of the school and that there is a work environment conducive to achieving this mission. Additional information from this category yields that the staff is encouraged to take on leadership opportunities and advance in their careers. The organization has clearly communicated to the staff what is critical to maintain successful practices.

District Strategic Planning Alignment:

Although this was one of the lowest ranking categories with an average score of 4.3 on the Organizational Performance Snapshot Survey, this area indicates that the staff feels a need to have more input in the overall success of the organization. Training and implementation of the Continuous Improvement Model should assist in improving this area. This is the second year that this category scored on the lower part of the survey. However, a slight improvement in this area was noted when compared to the 2005 - 2006 survey.

Stakeholder Engagement:

This area was the third highest ranked category with an average score of 4.4 on the Organizational Performance Snapshot Survey. The staff has knowledge of their customers and make a conscientious effort to communicate regularly with them. It is felt, however, that a greater effort needs to be made to find out how to better meet the needs of the customer and to assist the customers in solving problems more effectively.

Faculty & Staff:

This was an area, as indicated on the Organizational Performance Snapshot Survey, that shows a cohesive staff with an average ranking of 4.4 on the survey. The majority felt that the staff works as a team to meet a common goal. Teachers work cooperatively and take on a variety of leadership roles within the school. National Board Certified Teachers additionally assist in leading mentoring activities with both experienced and beginning educators. The school frequently hosts interns from area colleges and universities.

Data/Information/Knowledge Management:

This was tied as the highest ranked category in the Organizational Performance Snapshot with an average score of 4.6 on the survey. The majority of the staff strongly felt comfortable in their ability to measure the quality of their work. Additionally, they are able to analyze the quality of their work and determine whether changes need to be made and use data to drive instruction.

Education Design:

Palm Springs North Elementary School has identified several issues concerning challenges in process involvement. Process Management was the lowest ranking area of the 2006 - 2007 Organizational Performance Snapshot. Palm

Springs North Elementary School's primary goal is to reduce the number of students scoring at Level 1 by five percent in each area of the Sunshine State Standards portion of the Florida Comprehensive Assessment Test (FCAT). In order to do so, the school will continue to retain a high level of teacher morale by involving the faculty and staff in long-range planning and goal setting. This will empower the staff and faculty as stakeholders who have a voice in the direction and future of this organization and facilitate the development of new strategies that can increase student performance in diversified classrooms. Palm Springs North Elementary will continue to provide teacher training and staff development workshops to increase the quality of instruction.

Performance Results:

Palm Springs North Elementary School has identified several areas of impact in its education design and process involvement.

Student referral rates to the school's counselors indicate an increase in conflict in students. In order to address this need, Palm Springs North Elementary School will continue to implement a conflict resolution program to reduce the number of student referrals and suspensions.

Another area of concern is student attendance. An attendance reward system with incentives and special recognition will be given to individual students who attend school on a daily basis and to students who show improvement in attendance.

Another challenge is improving parent involvement and participation in school workshops. To address this, Palm Springs North Elementary will institute Math, Science, and Reading Nights, along with the PREP program for Pre-Kindergarten and Kindergarten students. Teachers will be encouraged to stress the importance of parent attendance and participation throughout the school year.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students in Kindergarten through fifth grade will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

Needs Assessment

The disaggregated data from the results of the 2006 School Performance Accountability Report on FCAT Reading indicate that 81 percent of students in grades three through five met high standards, 72 percent of students made learning gains, and 67 percent of students scoring at the lowest 25 percent made adequate progress. These scores represent an increase over the 2005 FCAT administration of 7, 2, and 0 percentage points, respectively.

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 reading skills as evidenced by 82 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide first through fifth grade teachers with daily vocabulary activities in order to improve vocabulary development as it relates to reading comprehension and critical thinking skills.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Align the Kindergarten through fifth grade curriculum to ensure uniform instruction of the eight tested reading benchmarks of the Sunshine State Standards.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Continuous Improvement Model utilizing the eight-step process.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Disaggregate data from school-developed monthly assessments using the EDUSOFT system to monitor student growth and deficiencies and provide acceleration and targeted intervention.	Administration, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading test, school-developed monthly assessments to identify deficiencies in student performance and guide instructional practice.	Administration, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to implement the Comprehensive Research-based Reading Plan and the District scope and sequence in Kindergarten through fifth grade with an intensive focus on the five essential components of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary.	Administration, Language Arts Teachers, Grades K-5	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton Mifflin
Continuous Improvement Model

Professional Development

Reciprocal Teaching
Phonemic Awareness/Phonics Learning Strategies/Activities
FCAT Item Specifications/ Sunshine State Standards
Vocabulary Wild About Words
Best Practices in Teaching Reading
Small Group Instruction

Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: The results of the 2007 FCAT Reading Assessment, District Interim Assessments, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Diagnostic Assessment of Reading (DAR).

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students in Kindergarten through fifth grade will perform on or above grade level in Mathematics based on their grade level guidelines mandated by the Sunshine State Standards and Competency Based Curriculum.

Needs Assessment

Results of the 2006 FCAT-Mathematics indicate that 77 percent of the students grades 3 through 5 met high standards and 69 percent of the students made learning gains. The scores reflect a 5 percent increase in students that met high standards and a 5 percent increase in students making learning gains.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 78 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer pre, progress and post tests in grades K through five to evaluate student strengths and opportunities for improvement.	Administration, Math Chairperson	8/14/06	4/27/07	District Strategic Plan	\$0.00
Implement a collaborative grade level planning time involving all Kindergarten to fifth grade teachers where they will receive ongoing training in the utilization of effective techniques and share best practices aimed at improving teachers' effectiveness and student achievement.	Administration, Math Chairperson	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Utilize Internet web sites such as Riverdeep and FCAT Explorer to improve mathematical skills as defined in the Sunshine State Standards.	Administration, Teachers	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Institute two parent Mathematics nights in which hands-on activities will be demonstrated for use at home in order to prepare students for the world of work.	Administration, Math Chairperson	11/1/06	2/1/07	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model utilizing the eight step process.	Administration	8/14/06	5/30/2007	Continuous Improvement Model	\$0.00
Provide Mathematics remedial instruction through during and after school programs for students in the lowest quartile. Pre and post-test results will be utilized to determine learning gains.	Administration, Math Chairperson	10/2/06	2/16/07	District Strategic Plan	\$12000.00
Develop and implement grade level specific pacing guides and the District scope and sequence to ensure all Sunshine State Standard benchmarks are being taught prior to the administration of the FCAT test.	Administration, Math Chairperson	8/14/06	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman Mathematics Program
Continuous Improvement Model

Professional Development

Scott Foresman Series Training
SPI Data analysis training
FCAT Explorer
Riverdeep
CRISS strategies
District/ Region Center initiatives

Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: Scott
The results of the FCAT Mathematics Assessment as evidenced by 78 percent scoring at a Level 3 or
higher, Scotts Foresman Benchmark Assessments, schoolwide pre and post tests and the District Interim
Assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in Kindergarten through fifth grade will master the elements of the writing process for expository and narrative writing based on their grade level expectations as mandated by the Sunshine State Standards.

Needs Assessment

The results of the 2006 FCAT Writing test indicate that 89 percent of fourth grade students met high standards in writing by scoring 3.5 or higher, and increase of two percentage points over the 2005 administration.

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 increase their writing skills as evidenced by 90 percent of students reaching the state required mastery score of 3.5 or above as documented by scores of the 2007 FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain a writing portfolio, a monthly sample of student work with all stages of the writing process.	Administration, Language Arts Teachers, Grades 1-5	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Analyze data from the essay-draft Fall Writing Pretest using the EDUSOFT system to identify areas of weaknesses in student performance and provide strategies to enhance and support effective writing.	Administration, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement an instructional model based on the writing process with emphasis on mini-lessons, teacher modeling, peer and teacher conferences.	Administration, Language Arts Teachers, Grades 1-5	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer the FCAT Writing+ pretest in grades 3 and 4 and analyze data using the EDUSOFT system to provide strategies to increase performance on this multiple choice assessment.	Administration, Language Arts Teachers, Grades 1-5, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin

Continuous Improvement Model

Professional Development

Writing Process

Primary Writing Workshops

FCAT Writing+ Strategies

Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: The results of the 2007 FCAT Writing Plus Assessment, school developed monthly assessments and holistic assessment will be implemented through the use of student portfolios.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All fifth grade students will perform on or above grade level in Science, based on grade level guidelines mandated by the Sunshine State Standards and Competency Based Curriculum.

Needs Assessment

Scores on the 2006 FCAT-Science indicate that 25 percent of the fifth grade students met high standards.

Measurable Objective

Given instruction based on the Sunshine State Standards students in grade five will improve their Science skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a yearly Science Fair in grades 3-5.	Administration, Science Chairperson	10/9/2006	11/17/2006	District Strategic Plan	\$0.00
Incorporate hands-on Science experiments including using FOSS kits into Science instruction aligned with the Sunshine State Standards.	Administration, Science Chairperson, Teachers	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Utilize technology as an instructional tool in order to strengthen student achievement in Science.	Administration, Teachers	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Implement collaborative planning time in fifth grade where teachers will receive ongoing training aimed at increasing their content knowledge and the utilization of effective techniques in Science education.	Administration	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Teachers	8/14/06	5/30/2007	Continuous Improvement Model	\$0.00
Develop teacher professional development plans that focus on the teaching strategies that will reinforce areas of weaknesses identified by analysis of the 2006 FCAT-Science.	Administration, Fifth Grade Teachers	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Utilize the District scope and sequence pacing guide in order to cover all science objectives that are pertinent to the FCAT Science Assessment.	Administration, Science Chairperson	8/14/06	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt-Brace Science Program

FOSS Science Program

Continuous Improvement Model

Professional Development

Inquiry-Based Teaching Method

Harcourt Brace series

SPI Data Analysis Training

Riverdeep

FCAT Explorer

FOSS Science Kit

CRISS Strategies

District/Regional Center Initiatives

Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: The results of the 2007 FCAT Science Assessment as evidenced by 50 percent scoring at a Level 3 or higher, Science Sample Pre and Post Tests and Monthly Experiment Logs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase parental involvement.

Needs Assessment

The data reflected in sign-in sheets and teacher logs from the 2005 - 2006 school year indicate that fewer than 55 percent of parents actively participated in two or more school-related activities. Well planned and highly focused activities will need to be implemented in order to meet our goal.

Measurable Objective

Given the importance of positive parental involvement in a child's overall educational experience, parental involvement, as evidenced by parents attending two or more school-related activities, will increase by five percentage points when comparing sign-in sheet data and teacher logs from the 2005 - 2006 school year to the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain ongoing communication in the students' native language, between the school and home via school web-site, phone calls, flyers, monthly calendars, marquee, e-mail, progress reports and parent/teacher conferences.	Administration, grade level and department chairpersons, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan and implement Open House/Orientation activities for parents and families.	Administration, Parent Involvement Committee	9/12/2006	9/12/2006	District Strategic Plan	\$0.00
Survey parents' needs and prioritize concerns in order to provide meaningful activities.	Administration, Parent Involvement Committee, PTA Board members	9/12/2006	4/20/2007	District Strategic Plan	\$0.00
Encourage active participation in parent groups such as PTA, EESAC and school volunteers.	Administration, Parent Involvement Committee and PTA Board members	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor sign-in sheets and teacher logs at all parent involvement activities, meetings, workshops, and volunteer opportunities.	Administration, Parent Involvement Committee, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan and implement volunteer orientation sessions to train parents and familiarize them with opportunities to help the school and students.	Administration, Parent Involvement Committee	8/14/2006	9/13/2006	District Strategic Plan	\$0.00
Plan and implement parent workshops designed to provide parents and caregivers with strategies to assist their children at home in the areas of reading, writing, mathematics and science.	Administration, Grade level and department chairpersons	10/17/2006	4/26/2007	District Strategic Plan	\$0.00
Provide and maintain a Parent Resource Center in the school's media center that would include up-to-date information and flyers on parenting activities.	Administration, Parent Involvement Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement, in conjunction with the Palm Springs North Elementary Community	Administration, Parent Involvement Committee,	9/7/2006	5/10/2007	District Strategic Plan	\$0.00

School, monthly Family Night activities in order to promote fun activities that families can participate in together.	Community School Assistant Principal				
Plan and implement parent workshops designed to equip parents and caregivers with skills to access technology.	Administration, Technology Department chairperson and committee	1/16/2007	4/19/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Parent Involvement Committee	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

PTA

Continuous Improvement Model

Professional Development

School staff will participate in a workshop presented by administration and counselors on proper procedures for utilizing volunteers. They will also work via committees on the expansion of current volunteer and parent participation activities utilizing the National PTA Standards.

Evaluation

Parental involvement will show a five percentage point increase in the number of parents participating in two or more school-related activities when comparing the 2005 - 2006 school year rates as reflected by sign-in sheets and teacher 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.)

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 6 STATEMENT:

Palm Springs North Elementary School will provide a safe and conducive environment for students to reach their full academic and social potential.

Needs Assessment

Based on data reflected in the Executive Summary of Student Case Management Systems report, there were 25 outdoor suspensions for the 2005 - 2006 school year. Through the implementation of the "Bully-Free" school and conflict resolution programs, conflicts will decrease and thereby the number of outdoor suspensions should decrease for the 2006 - 2007 school year.

Measurable Objective

Given the code of student conduct, an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2006 - 2007 school year as compared to the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit and train parent volunteers through the "Listeners" and/or "Oyentes" program to assist students with social and/or emotional needs.	Student Services staff	9/13/2006	11/16/2006	District Strategic Plan	\$0.00
Implement the "Bully Free" school program in grades two through five.	Administration, Student Services staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide character education lessons in grades Kindergarten through Five in order to promote an understanding of appropriate and responsible behavior.	Administration and staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement instructional strategies in grades Kindergarten through Five that incorporate the school district's "Code of Student Conduct" and ensure compliance with said document.	Administration and staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate mediation between students in conflict through peer and counselor mediation.	Student Services staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model utilizing the eight step process.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train selected staff members in the district's Critical Incident Response Team (CIRT) procedures.	Administration	9/13/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

It Did Not Have To Happen

Conflict Resolution

Peer Mediation

Critical Incident Response Team Training

Evaluation

The number of outdoor suspensions will decrease by ten percentage points when measuring data from the 2005 - 2006 Executive Summary of Student Case Management Systems report to the 2006 - 2007 report.

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 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 7 STATEMENT:

The focus of the Technology Plan is the integration of technology into the existing instructional program. Students will be provided with the knowledge to use technology as a communication and information tool which supports critical thinking and problem solving.

Needs Assessment

A needs assessment survey of staff, administration, students, and parents will be conducted. The survey will assess perceived needs of all stakeholders. The survey will assess levels of technology knowledge, software needs, hardware needs, and training needs. The results will be used to develop a time line for resolution of the needs within the spectrum of this technology plan. Additionally, results from the 2005 - 2006 STAR Survey will be utilized to gauge the needs of the school in the area of technology.

Measurable Objective

Given instruction using the Sunshine State Standards, students in Kindergarten through fifth grade will improve their technology skills as evidenced by an increase of five percentage points on a school-developed pre and post-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize web based software such as Easy Tech to improve technology skills as defined in the Sunshine State Standards.	Administration, Technology Coordinator, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize FCAT Explorer, Riverdeep, and other school based software such as Accelerated Reader, Reading Academy, Kidspiration, and Accelerated Math to improve reading and mathematics skills as defined in the Sunshine State Standards.	Administration, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00
Establish parent nights throughout the school year to provide hands-on activities for use of technology skills at home.	Administration, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model, utilizing the eight step process.	Administration, Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide ongoing training for teachers in the areas of FCAT Explorer, Riverdeep, Accelerated Reader, Brainchild, STAR Reading, STAR Early Literacy, SPI, Edusoft, FCRR to increase their content knowledge.	Administration, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students scoring in the lowest quartile in order to provide instructional technology intervention during scheduled periods during the school day. Pre and post-test results will be utilized to measure learning gains.	Administration, Technology Coordinator, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Dell TechKnow Program to teach students in grade five the mechanics of a computer.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

EasyTech

Continuous Improvement Model

Professional Development

Riverdeep

FCAT Explorer

Brainchild

Accelerated Reader

SPI

Edusoft

Power Point

Kidspiration

Evaluation

This objective will be evaluated by the results of School-developed assessments which will provide summative and formative data which will be used to monitor progress toward the objective. Assessment will be ongoing throughout the school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Through participation, Palm Springs North Elementary School will assist students in developing interests and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

To properly assess both student fitness performance and program success, a pre and post-post test will be administered through the implementation of the FITNESSGRAM test program. During the 2005 - 2006 school year, 46 percent of fourth and fifth grade students attained awards measuring attainment of physical fitness standards.

Measurable Objective

Given instruction in motor skill development and movement patterns, concepts, principles, strategies and tactics, students in grades four and five will achieve an increase of 2 percentage points in the number of students attaining gold awards as measured by the FITNESSGRAM from the 2005 - 2006 school year as compared to the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor assessment components regularly.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance activities on a daily basis.	Administration, Kindergarten, first grade and Physical Education teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Insure that stated goals are being met.	Administration, Physical Education teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FITNESSGRAM, a health-related fitness test. A pre-test will be administered to all fourth and fifth grade students to determine base-line measures. A post-test will be administered to determine whether goals and objectives have been met.	Administration, Physical Education Teachers	9/11/2006	5/4/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

National Standards for Physical Education

FITNESSGRAM

Continuous Improvement Model

Professional Development

Kindergarten, first grade and physical education teachers will be trained on an as-needed basis in order to implement the Competency Based Curriculum and Sunshine State Standards in the area of Physical Education.

Evaluation

The 2006 - 2007 FITNESSGRAM will be administered to all fourth and fifth grade students in order to determine mastery of objectives. An increase of 2 percentage points in the number of students attaining awards as measured by the FITNESSGRAM from the 2005 - 2006 school year as compared to the 2006 - 2007 school year should be noted.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 9 STATEMENT:

Palm Springs North Elementary will increase membership in the PSN Chorus Club for the 2006-2007 school year.

Needs Assessment

The 2005-2006 summative attendance data reflect that 25 students joined the PSN Chorus Club. An increase in recruitment for the PSN Chorus Club must be emphasized.

Measurable Objective

Given emphasis on the benefits of participating in an after school chorus program, the number of students enrolled in the PSN Chorus Club will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite Kindergarten through fifth grade students to chorus performances during or after school.	Administration, Music Teachers	9/5/2006	5/30/2007	Expanding arts opportunities	\$0.00
Organize two try-outs annually (September and January).	Administration, Music Teachers	9/5/2006	1/26/2007	Expanding arts opportunities	\$0.00
Advertise chorus try-outs in multiple media including closed circuit television, flyers, and monthly calendars.	Administration, Music Teachers	8/21/2006	1/25/2007	Expanding arts opportunities	\$0.00
Broadcast previous chorus performances on closed circuit television during music class.	Administration, Music Teachers	9/5/2006	5/30/2007	Expanding arts opportunities	\$0.00
Encourage fourth and fifth grade homeroom teachers to nominate students that would be an asset to the Chorus Club.	Administration, Music Teachers	9/5/2006	1/25/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

National Standards for Music Education
Continuous Improvement Model

Professional Development

Music Department will participate in district and region wide initiatives.

Evaluation

Summative attendance data will be used to evaluate this objective as evidenced by a 10 percent increase in the Chorus Club membership as compared to the 2005-2006 school year.

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

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

GOAL 10 STATEMENT:

Palm Springs North Elementary School will rank above the 79th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004 - 2005, Palm Springs North Elementary School ranked at the 79th percentile on the State of Florida ROI index.

Measurable Objective

Palm Springs North Elementary School will increase its ranking on the State of Florida ROI Index publication to the 80th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Take advantage of volunteer networks, grants, and community resources.	Administration	9/20/2006	5/30/2007	District Strategic Plan	\$0.00
Review and recognize existing resources.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administration	9/20/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model utilizing the eight-step process.	Administration and EESAC	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FCRR.org

Houghton-Mifflin Reading Program

Scott Foresman Mathematics

FOSS Kits

Harcourt Science

Continuous Improvement Model

Professional Development

Staff will be presented with information on how the ROI is formulated and its impact on student achievement, school progress and tax dollars spent. Additional Professional Development will take place in the areas of Reading, Writing, Mathematics, Technology, and Science instruction. District budget trainings will be attended by key personnel.

Evaluation

On the next State of Florida ROI index publication, Palm Springs North Elementary School will increase its ranking to the 80th percentile of effectiveness.

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 has met and has recommended that the Student Achievement Enhancement Program money be used to employ hourly certified teachers and temporary teachers to work with small groups of identified students in the areas of Reading, Writing and Mathematics.

Training:

The EESAC has met and recommended that training continue to take place on a regular basis in the areas of Reading, Writing, Mathematics, Science and Technology to further student achievement in these areas.

Instructional Materials:

The EESAC has met and recommended that instructional materials be purchased and utilized in the area of primary reading instruction and has allocated funds to purchase supplemental reading materials for use in Kindergarten and first grade

Technology:

The EESAC has met and recommended that resources be purchased and implemented to further student achievement in the areas of Reading, Writing, Mathematics and Science integrating the use of instructional technology.

Staffing:

The EESAC has met and has recommended that the Student Achievement Enhancement Program money be used to employ hourly certified teachers and temporary teachers to work with small groups of identified students in the areas of Reading, Writing and Mathematics.

Student Support Services:

The EESAC has met and recommended that student support services work with staff to implement the Student Support Team (SST) model of providing intervention strategies to students not meeting grade level standards.

Other Matters of Resource Allocation:

The EESAC has no additional recommendations at this time.

Benchmarking:

Benchmarking activities will be conducted in accordance with school and district schedules.

School Safety & Discipline:

The EESAC has met and recommended that staff continue to implement the school-wide zero-tolerance on bullies program. Additionally, staff will continue to implement a conflict resolution and mediation program in grades two - five. Staff will be trained in the "It Did Not Have to Happen" program. Selected staff members will work with district personnel in implementing Critical Incident Response Training (CIRT) programs.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$12,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$8,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$20,000.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent