
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4341 - Parkway Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Tracie Abner

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Parkway Elementary School

Parkway Elementary School is a PK-5 center located at 1320 N.W. 188 Street, in Miami-Dade County, Florida. Built in 1958, it is part of the Regional Center II Miami Norland Feeder Pattern. The school is utilized at 108% capacity and has an enrollment of 540 students. The membership, 95% Black Non-Hispanic, is reflected in the mostly African American Community. Additionally, the remaining ethnic composition is comprised of 4% Hispanic and 1% other. The immediate neighborhood is made up of privately owned single family homes. A large majority of students also come from an area known as Cloverleaf, a neighborhood of multi-family dwellings that are primarily rentals. The socio-economic levels range from those in need of public assistance to college educated professionals. Parkway's parents rated instructional leadership as the number one ingredient for an effective school.

In keeping with the mission of the school, the 2006-2007 School Improvement Plan will address the following objectives:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 65% scoring Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 59% scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades three through five will increase their mathematics skills as evidenced by 56% scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, all students in grade four will increase their writing skills to a score of 3.5 or above on the 2007 administration of the FCAT Writing + Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 38% scoring Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community participation in activities to 880 or by 20% as evidenced by the 2006-2007 Title 1 Parental Involvement Report compared to 734 as shown on the 2005-2006 Title 1 Parental Involvement Report.

Given the Code of Student Contact and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of indoor and outdoor suspensions from 7 in 2005-2006 to 6 in 2006-2007.

Given an emphasis on the utilization of technology in education, based on the Reading Plus program, the percentage of students reading at or above Grade Level Norm will increase from 8% to 50% on the Reading Plus Progress Report Summary.

Given instruction based on the Sunshine State Standards, the number of students in grades four through five achieving mastery will increase to 67% on the 2007 FITNESSGRAM Test as compared to 62% on the 2006 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in extra-curricular programs, students participating in extra-curricular activities will increase to 45 students in the 2006-2007 school year as compared to 40 students in the 2005-2006 school year.

Parkway Elementary School will improve its ranking on the State of Florida ROI Index publication from the 23rd percentile in 2004-2005 to the 24th percentile on the next publication of the Index.

Based on the results of the Organization Performance Improvement Snapshot (OPIS) survey, the school has identified two areas for improvement. The first area targeted for improvement is Process Management, which obtained a category score of 4.1. Administration will ensure that faculty and staff secure all the resources needed to be effective and feel comfortable with the processes used to achieve the goals. The second area targeted for improvement is Strategic Planning, which also obtained a category score of 4.1. Throughout the coming year the leadership team at Parkway Elementary will make it a priority to further solicit ideas from the faculty and staff, clarify the role each individual plays in meeting those goals, and give the faculty and staff members the tools to gauge their own status in meeting each goal and objective.

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.

Parkway Elementary School

VISION

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Parkway Elementary students will accept and meet the challenges of the 21st Century.

MISSION

Through the use of technology and a comprehensive approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

CORE VALUES

We believe that all students can achieve academic excellence, develop an awareness of our social environment, and cultivate positive attitudes by applying, analyzing, and evaluating what they have learned. We believe that it is our responsibility to instruct the whole child in a technologically advanced academic environment and to develop happy, productive citizens in pursuit of excellence.

School Demographics

Parkway Elementary School is a PK-5 center located at 1320 N.W. 188th Street, in Miami-Dade County, Florida. It is part of the Regional Center II Miami Norland Feeder Pattern. The school is utilized at 108% capacity and has an enrollment of 540 students. The membership, 95% Black Non-Hispanic, is reflected in the mostly African-American Community. Additionally, the remaining ethnic composition is comprised of 4% Hispanic and 1% other. The immediate neighborhood is made up of privately owned single family homes. A large majority of students also come from an area known as Cloverleaf, a neighborhood of multi-family dwellings that are primarily rentals. The socio-economic levels range from those in need of public assistance to college educated professionals. Parkway's parents rated instructional leadership as the number one ingredient for an effective school.

Parkway Elementary School employs a total of 58 full time staff members and 15 part time employees. Of this group, the school has two administrators, 27 classroom teachers, four special education teachers, four special area teachers (music, art, physical education), two bilingual instructional teachers, one media specialist, one guidance counselor, one reading coach, one Technology Facilitator, three paraprofessionals, one hourly writing teacher, one hourly inclusion teacher, one Community Involvement Specialist, four clerical employees, five custodians (four full-time and one hourly), eight cafeteria workers, one Microsystems technician, and two security monitors (one full-time and one hourly). Additionally, scheduled services are provided by four itinerant student services personnel. The instructional staff at Parkway Elementary is comprised of 32% White Non-Hispanic, 46% Black Non-Hispanic, and 22% Hispanic. Of the teaching staff 12% are new to the school, 75% have been teaching at this school for over 5 years, and 15% have been teaching in the system for over 20 years. The average length of teaching experience for the entire teaching staff is 15 years. Contract status indicates that 81% of teachers are on Professional Service or Continuing Contracts and 19% are on Annual Contracts. Advanced degrees have been earned by 42% of the teaching and administrative staff. In particular, 35% of the teachers and administrators earned master's or specialist degrees and 7% earned doctoral degrees.

Parkway Elementary School is located on seven acres in northern Miami-Dade County and was built in 1958 to accommodate approximately 540 students. Originally, the school population consisted of primarily White Non-Hispanic students in the middle-income socio-economic level. Over the years, several construction projects have been completed to address the expanding needs of the school. Six additional classrooms were constructed at the south end of the campus and three portable classrooms were added. In 1995, a major renovation project was completed to expand the media center, remodel the front office and cafeteria, and construct a new wing with three classrooms and a resource room. Five years ago the school was retrofitted to provide Internet and Intranet access to all the classrooms. Parkway Elementary has recently purchased several computers so that all classrooms are equipped with up-to-date computers.

Parkway Elementary School is a Title I funded school with 92% of the students receiving free or reduced price lunch. The school's population consists of 82% general education students, 9% special education students, 3% gifted students and 6% ESOL students. The mobility rate of the school is 33%. A high percentage of students walk up to 1.8 miles to school. Therefore, school attendance is significantly impacted by inclement weather conditions and dismissal times for older siblings. In the 2005-2006 school year, 17% of students were absent 15 days or more. Seven percent of students are attending Parkway Elementary School with approved out-of-area transfers.

The curriculum is designed so that all core subject areas are integrated through literature-based thematic units that support the Florida Sunshine State Standards. This approach includes cooperative learning, the use of technology as it applies to real-life situations and the support of our media center as the heart of all learning. The school has one TEAM class per grade level in grades two through five. One hundred percent of our students with Specific Learning Disabilities are participating in inclusion classes.

Reading Plus is utilized in the classroom and computer lab with all students in grades 3-5. This program is specifically designed to

increase each student's reading level. Accelerated Reader is networked throughout the school and used in conjunction with the media center to enhance achievement in reading. School-to-home connections are fostered through school wide monthly calendars, the PTA and a Parent Resource Center. Students in need of extra help in mastering the basic skills are serviced through pull-out small group instruction, with additional time dedicated to reading instruction, and after-school tutorial programs.

Scores on the 2006 FCAT Reading Assessment indicated that 60% of the students in grades three through five have scored at or above FCAT Achievement Level 3, a decrease of 3 percentage points over scores of the 2005 administration. Scores on the 2006 FCAT Reading Assessment indicate that 53% of the students in grades three through five have demonstrated acceptable levels of learning gains in reading, a decrease of 13 percentage points over scores of the 2005 administration. Scores on the 2006 FCAT Reading Assessment indicate that 71% of the students scoring in the lowest 25% demonstrated acceptable levels of learning gains, an increase of 2 percentage points over scores of the 2005 administration.

Scores on the 2006 FCAT Reading Assessment indicated that 40% of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2006 FCAT Reading Assessment indicate that 47% of the students in grades three through five did not demonstrate acceptable levels of learning gains in reading. Scores on the 2006 FCAT Reading Assessment indicate that 29% of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in reading. An analysis of grade three reading achievement indicates a need for increased instruction in the following content cluster: Words/Phrases. An analysis of grade four reading achievement indicates a need for increased instruction in the following content cluster: Reference/Research. An analysis of fifth grade content clusters indicates scores above the achievement levels; therefore, the level of achievement must be maintained.

Scores on the 2006 FCAT Mathematics Assessment indicated that 54% of the students in grades three through five have scored at or above FCAT Achievement Level 3, an increase of 1 percentage point over scores of the 2005 administration. Scores on the 2006 FCAT Mathematics Assessment indicate that 53% of the students in grades three through five have demonstrated acceptable levels of learning gains in mathematics.

Scores on the 2006 FCAT Mathematics Assessment indicated that 46 percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2006 FCAT Mathematics Assessment indicated that 47% of the students in grades three through five did not demonstrate acceptable levels of learning gains in mathematics. Scores on the 2006 FCAT Mathematics Assessment indicate that all curriculum groups in grade five decreased their mean score to 305, a decrease of 6 scale points from the 2005 administration. Increased and continuous instruction is needed in the areas of Measurement, Geometry, Algebraic Thinking and Data Analysis. The required level of performance was achieved by third and fourth grades; therefore, the level of achievement must be maintained.

Scores on the 2006 FCAT Writing Assessment indicate that 1% of the students in grade four have not scored at the state mastery level. In grade four, 96% of the students achieved standards in writing, with a combined mean score of 4.4. The score reflects a five-percentage point increase when compared to 2005 test results. FCAT Writing Expository Results reflect a mean score of 4.4. FCAT Writing Narrative Results reflect a mean score of 4.3.

Scores on the 2006 FCAT Science Assessment indicate that all curriculum groups increased the median score to 267, a decrease of 3 points from the 2005 administration. Scores on the 2006 FCAT Science test indicate that the median score is 21 points below the district score and 32 points below the state score. Detailed cluster analysis indicates that students scored highest in the Life and and Environmental strand with 46 percent and lowest in both Earth and Space with 36 percent in each strand. This data indicates that increased instruction is needed in all strands to ensure mastery of concepts.

Data from the Title 1 Parent Involvement Report indicates that the number of parents attending school activities decreased from 1185 in 2004-2005 to 734 in 2005-2006. Based on the number of activities presented for parents, a large percentage are still not

attending school activities.

Parkway Elementary endeavors to link with the community by recruiting Dade Partners such as Dippin' Dots Ice Cream, Dunkin Donuts, and ACE Beauty Supply, encouraging a strong Parent Teacher Association and providing parent workshops. Parkway Elementary is aggressively seeking participation in Junior Achievement and is the official partner school of the Florida Marlins.

The Parkway community is extremely proud of being awarded the Reading First Grant, FCAT Enhancement funds from the district and for being rated a "B" school for the 2005-2006 school year by the Florida Department of Education.

School Foundation

Leadership:

The category of "Measurement, Analysis and Knowledge Management and "Leadership" scored equally the highest on the survey and reflects that the faculty and staff is clear on the organization's mission and vision and that the mission is used to guide processes. It further reflects that the supervisor uses the organization's values to guide them and create a work environment to help them do their job.

District Strategic Planning Alignment:

Strategic Planning scored second to the lowest on the survey and reflects a need to solicit more ideas from staff and clarify the roles each individual plays in meeting the goals. The need also arises in giving the faculty and staff the tools to gauge their status in meeting each goal and objective.

Stakeholder Engagement:

The Survey results indicate that Customer and Market Focus is strong. The faculty and staff communicate regularly and have a good rapport with customers. More feedback is needed from the customers, however, to assess their satisfaction with our work.

Faculty & Staff:

The survey results also indicate that Human Resource Focus is strong. Faculty and staff feel safe at their workplace, enjoy working with their team members and feel empowered to make changes that will improve their work. They also feel recognized for their efforts and are encouraged to further develop their job skills and prepare for advancement.

Teacher Mentoring Programs:

All teachers new to the profession and/or to Miami-Dade County Public Schools (M-DCPS) participate in the district's New Teacher Orientation Program. Five days of workshops provide all participants an overview of district policies, procedures, initiatives, best practices and contact information.

Each new teacher on annual contract status is assigned a Professional Growth Team (PGT) as required by the district's Professional Assessment and Comprehensive Evaluation System (PACES). The PGT is comprised of at least two colleague teachers who mentor the beginning teacher during the first three years of teaching. The process offers collaborative planning, classroom observations by each of the PGT members, and post observation sessions focusing on professional growth, feedback, and ongoing assistance.

M-DCPS and the United Teachers of Dade (UTD) jointly sponsor the New Educator Support Team (NEST). The purpose of this team is to provide mentoring and assistance to first year teachers. On-site assistance and support is available to all new teachers. The NEST includes sessions that are designed to assist new teachers in attaining the initial requirements and skills for early professional success.

The district offers all new teachers the opportunity to be matched with a retired veteran teacher. The veteran teacher

mentors and guides the beginning teacher throughout the entire school year. New teachers benefit from the veteran teacher's years of experience and find their mentor a valuable resource for professional support.

At Parkway Elementary all new teachers are assigned a colleague teacher who provides direction and assistance with planning, setting goals, effective classroom management, teaching techniques, the learning process and policies of the school. Professional mentoring relationships are highly beneficial and provide much needed support and guidance.

Parkway Elementary utilizes block scheduling which provides the opportunity for teachers to participate in weekly grade level planning periods. Beginning teachers benefit from the collaborative efforts of grade level chairpersons at each grade level and team members receive ongoing assistance and support. Administrative assistance is provided and coupled with the team approach, the grade level meetings provide an ongoing positive and rewarding mentoring experience for beginning teachers.

Data/Information/Knowledge Management:

This category also ranked highest on the survey and reflects the faculty's strength in analyzing data and making instructional decisions based on data collected.

Education Design:

Survey results indicate the need to give faculty and staff the tools to be proactive in the collection of their own data and in resource acquisition. Additionally, staff feel they do not have control over their work processes.

Extended Learning Opportunities:

Parkway Elementary provides a multitude of extended learning opportunities to all students. Small group tutorial sessions addressing the specific needs of each subgroup occur during the day. Other services that are offered include intensive small group writing sessions, Teaching Enrichment Activities to Minorities (TEAM) classes, inclusion model and self-contained classes for special education (SPED) students, speech and language therapy, occupational and physical therapy, classes for Gifted students, individual and small group counseling and mentoring. Technological resources utilized include the Accelerated Reader program, FCAT Explorer, Riverdeep, Reading Plus and Voyager Learning Systems.

After school learning and enrichment activities include an Academic Excellence Program divided into two tracts. One tract specializes in Hands-On Science strategies and the other in Broadcast and Media Communication. In addition, an onsite YMCA program offers tutoring and assists students with their home learning assignments.

The district provides summer school sessions for students lacking mastery in the basic skills, as well as extended school year services for special education students. Parkway also offers a summer reading camp for interested students.

School-wide Improvement Model:

Parkway Elementary utilizes the 8-Step Continuous Improvement Model. This model is based on best practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups and supports data driven decision-making. The eight steps included in this model are: test score disaggregation, timeline

development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process. The Plan, Do, Study, Act (PDSA) Cycle of this model is a systematic process that ensures that Parkway's mission stays on focus.

Advanced Courses Initiatives & Post Unitary Commitments: Not Applicable

Performance Results:

Survey results indicate room for improvement in the area of Performance Results. Specifically, the administration keeps the staff abreast of the school finances, assisting the community, and removing obstacles that impede progress.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Achievement of high standards in reading will increase annually.

Needs Assessment

Scores on the 2006 FCAT Reading Assessment indicate that 40% of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2006 FCAT Reading Assessment indicate that 47% of the students in grades three through five did not demonstrate acceptable levels of learning gains in reading. Scores on the 2006 FCAT Reading Assessment indicate that 29% of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in reading. An analysis of grade three reading achievement indicates a need for increased instruction in the following content cluster: Reference/Research. An analysis of grade four reading achievement indicates a need for increased instruction in the following content cluster: Main Idea/Purpose and Reference/Research. An analysis of fifth grade content clusters indicates improved scores in Reference/Reading but no gains or a decrease in all other areas which warrant further instruction.

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 three through five will increase their reading skills as evidenced by 65% scoring 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		
Implement weekly grade level instruction using best practices strategies where teachers and students on each grade level (three through five) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Reading Coach	8/29/2006	5/12/2007	Continuous Improvement Model	\$0.00
Analyze pre, progress and post tests and utilize the data to guide instruction in grades two through five.	Principal Assistant Principal Reading Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a schedule of school-wide reading objectives aligned with the Sunshine State Standards on a weekly basis for grades Kindergarten through five.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the Voyager Program with all Tier 2 and 3 students and rising grade 3 students who scored below the 25th percentile on the Stanford Achievement Test.	Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$1800.00
Utilize the Reading Plus Program for Grades three through five.	Assistant Principal Technology Coordinator	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00
Provide "YMCA Reads" tutorial services for students in after care in grades three through five.	Principal Assistant Principal	10/10/2006	5/30/2007	Community Partnerships	\$0.00
Provide tutoring services to students in grades three through five to increase reading achievement.	Principal Assistant Principal Reading Coach	8/14/2006	5/25/2007	District Strategic Plan	\$9000.00

Research-Based Programs

- * Houghton Mifflin Reading Series
- * Reading Plus
- * Comprehensive Core Reading Program (CCRP)
- * Accelerated Reader
- * Voyager Passport
- * Quick Reads

Professional Development

- * Regional support on Best Practices
- * Houghton Mifflin Training
- * Voyager Passport Training
- * DIBELS Training
- * Training in Comprehensive Research Based Reading Plan (CRRP)
- * Reciprocal Teaching Strategies
- * Creating Independence through Student Owned Strategies (CRISS)
- * FCAT Explorer
- * In-services on data driven analysis, and District /Regional Center initiatives
- * Project Draw
- * Test Item Specifications

Evaluation

- * District Interim Reading assessments
- * DIBELS
- * Weekly performance based assessments
- * 2007 FCAT 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Achievement of high standards in mathematics will increase annually.

Needs Assessment

Scores on the 2006 FCAT Mathematics Assessment indicate that 46% of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2006 FCAT Mathematics Assessment indicate that 47% of the students in grades three through five did not demonstrate acceptable levels of learning gains in mathematics. Scores on the 2006 FCAT Mathematics Assessment indicate that all curriculum groups in grade five decreased their mean score to 305, a decrease of six scale points from the 2005 administration.

An analysis of third grade showed improvement in the areas of Number Sense and Algebraic Thinking and a decline in the areas of Measurement and Geometry. The students demonstrated no change in the area of Data Analysis.

An analysis of fourth grade showed improvement in the areas of Geometry, Algebraic Thinking and Data Analysis. The students further demonstrated a decline in the area of Number Sense and no change in the area of Measurement. In grade five, the required level of performance did not improve in any of the areas of Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis. Increased and continuous instruction is needed in all areas, especially in the area of Measurement where no improvement was shown among any targeted grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 59% scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades three through five will increase their mathematics skills as evidenced by 56% scoring 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		
Adapt strategies for all students in the various NCLB subgroups to include materials that match their learning styles and strengths.	Principal Assistant Principal	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement weekly grade level instruction using best practices strategies where teachers and students collaborate on each grade level (three through five) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Principal Assistant Principal Classroom Teachers	9/12/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement monthly grade level/team planning to provide an opportunity for teachers to share ideas, strategies, best practices activities and to articulate students' progress.	Principal Assistant Principal Grade Level Chairs	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze District Interim Assessments through the use of Edusoft and utilize the data to guide instruction in grades three through five.	Principal Assistant Principal Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a mathematics Problem of the Day in grades Kindergarten through five on a daily basis to increase critical thinking skills.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement an uninterrupted daily 60 minute block of mathematics instruction in grades Kindergarten through five, utilizing District Pacing Guides.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- * Harcourt Mathematics Florida Edition

Professional Development

- * Monthly Staff Workshops
- * Grade-level presentations of Best Practices
- * Comprehensive Mathematics Plan
- * In-service trainings based on teachers' needs, data driven analysis, and District/Regional Center II initiatives
- * Math item-specifications and standards

Evaluation

- * District Interim Assessments
- * Formative assessments on a weekly and monthly objectives
- * 2007 FCAT Mathematics Assessment

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 type="checkbox"/>	<input 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:

Achievement of high standards in writing will be maintained.

Needs Assessment

Scores on the 2006 FCAT Writing + Assessment indicate that 4% of the students in grade four have not scored at the state mastery level. In grade four, 96% of the students met standards in writing, achieving a combined mean score of 4.4. FCAT Writing Expository results reflect a mean score of 4.4. FCAT Writing Narrative results reflect a mean score of 4.3.

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, all students in grade four will increase their writing skills to a score of 3.5 or above on the 2007 administration of the FCAT Writing + Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement monthly grade level/team planning to provide an opportunity for teachers to share ideas, strategies, best practices, activities and to articulate students' progress.	Principal Assistant Principal Grade Level Chairs	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Promote effective writing and career awareness in grades one through five by utilizing Multicultural Curriculum and writing about the various careers of famous people.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Utilize district assessments to analyze students' writing skills and use the data to drive instruction.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Houghton Mifflin Language Arts/Reading program writing component with all students in grades K through 5.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide tutoring in writing to targeted students in grades three and four twice a week by an hourly teacher.	Principal Assistant Principal Classroom Teachers	9/19/2006	5/30/2007	District-wide literacy plan	\$9000.00
Provide professional development for teachers in grades 1 through 5 on rubric scoring.	Assistant Principal Reading Coach	10/14/2006	10/14/2006	District-wide literacy plan	\$0.00
Utilize the FCAT Fast Track materials from the Miami Herald to provide additional practice to students in grade 4.	Principal Assistant Principal Classroom Teachers	9/6/2006	5/23/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- * Houghton Mifflin Reading Series
- * Harcourt Brace Literature Series

Professional Development

- * In-service training on the teaching and assessment of Narrative Writing prompts
- * In-service training on the teaching and assessment of Expository Writing prompts

Evaluation

- * Narrative and Expository district Pre and Post Assessments
- * Monthly writing prompts
- * 2007 FCAT Writing + Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the achievement of high standards in science for all students.

Needs Assessment

Scores on the 2006 FCAT Science test indicate that all curriculum groups increased the median score to 267, a decrease of 3 points from the 2005 administration. Scores on the 2006 FCAT Science Assessment indicate that the median score is 21 points below the district score and 32 points below the state score. Detailed cluster analysis indicates that students scored highest in the Life and Environmental strand with 46% and lowest in Earth and Space with a score of 36%. This data indicates that increased instruction is needed in the strands of Physical and Chemical, Earth Space, Life and Environmental and Scientific Thinking to ensure mastery of concepts. Given instruction using the Sunshine State Standards, students in grade five will increase the mean scale score to 272 on the 2007 administration of the FCAT Science Assessment as compared to 267 on the 2006 administration of the FCAT Science Assessment.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 38% scoring Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide science-centered enrichment activities to students participating in the Academic Excellence Program.	Principal Assistant Principal AEP Teachers	9/25/2006	5/11/2007	Academic Teams	\$0.00
Coordinate a Science Fair involving the entire school to enhance problem-solving, cognitive thinking skills and the use of the scientific process.	Assistant Principal Science Chairperson	4/17/2006	5/16/2007	District-wide literacy plan	\$0.00
Facilitate class science project twice a year in grades Kindergarten through five to further the understanding of science process skills.	Assistant Principal Classroom Teachers	11/1/2006	5/18/2007	District-wide literacy plan	\$0.00
Utilize the Harcourt Science FCAT Workbook to enhance science concepts and critical thinking skills in grades two through five, monitored monthly.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Analyze the FCAT Simulation Assessment to monitor student progress and redirect teacher instruction as needed in grade five.	Principal Assistant Principal Grade Level Chairpersons	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Utilize the District pacing guides in grades Kindergarten through five.	Grade Level Chairpersons	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- * Harcourt Science Series
- * Foss Science Kits

Professional Development

- * Item-Specification Training
- * In-service training and facilitation with Regional Coordinator for Science

Evaluation

- * FCAT Simulation Assessment
- * 2007 FCAT Science Assessment

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

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

GOAL 5 STATEMENT:

Involvement of parents in school activities will increase in order to enhance student achievement.

Needs Assessment

Data from the Title 1 Parent Involvement Report indicates that the number of parents attending school activities decreased from 1185 in 2004-2005 to 734 in 2005-2006. Based on the number of activities presented for parents, a large percentage are still not attending school activities.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community participation in activities to 880 or by 20% as evidenced by the 2006-2007 Title 1 Parental Involvement Report compared to 734 as shown on the 2005-2006 Title 1 Parental Involvement Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule pre-kindergarten and kindergarten orientation sessions prior to opening of school to familiarize parents with classroom teachers and the school.	Principal Assistant Principal	8/8/2006	8/10/2006	Universal Pre-K	\$0.00
Conduct family workshops in reading, mathematics, writing and science in conjunction with the PTA and include social activities during the workshops.	PTA President Community Involvement Specialist Grade Level Chairpersons	10/9/2006	5/4/2007	Community Partnerships	\$0.00
Provide parents with a monthly calendar listing workshops and other school-wide events.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/4/2007	Community Partnerships	\$0.00
Conduct a computer-based parent workshop monthly to encourage parents to develop their computer skills and their knowledge of the Internet to support their child's academic progress.	Principal Assistant Principal Community Involvement Specialist Microsystems Technician	9/3/2006	4/27/2007	Community Partnerships	\$0.00
Encourage parents to participate in "Career Day," as monitored by an attendance log.	Principal Assistant Principal Community Involvement Specialist	4/2/2007	4/27/2007	Career Development Programs	\$0.00
Increase communication with parents, update and utilize the Parkway Website as a means of keeping parents informed of events at the school.	Principal Assistant Principal Microsystems Technician Media Specialist	8/14/2006	5/25/2007	Community Partnerships	\$0.00

Research-Based Programs

National PTA Standards

Professional Development

- * Support training for Community Involvement Specialist
- * Strategy sharing by district and school PTA Representatives
- * Parent workshops

Evaluation

- * Title 1 Parental Involvement End-of-Year Report
- * Monthly Title 1 Community Participation Reports

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

The school will provide students with the knowledge, skills, and competencies needed to increase their compliance to school rules on discipline and safety.

Needs Assessment

An analysis of the 2005-2006 Student Case Management System Executive Summary indicates that a total of 7 suspensions were served. This data indicates a need to reduce causative behavior that necessitates the removal of students from class or school. There is a need to implement a variety of alternatives to result in a reduction in the number of suspensions that is used to develop goals, objectives and action steps to impact student achievement.

Measurable Objective

Given the Code of Student Contact and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of indoor and outdoor suspensions from 7 in 2005-2006 to 6 in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct classroom instruction on the Code of Student Conduct.	Principal Assistant Principal	8/14/2006	5/25/2007	Transition and Articulation Programs	\$0.00
Establish and implement a cafeteria behavior management plan.	Assistant Principal Cafeteria Monitors	8/14/2006	5/25/2007	Transition and Articulation Programs	\$0.00
Present and discuss "Safety Tips for Teachers" at the opening of school staff meeting.	Principal Assistant Principal	8/10/2006	8/10/2006	Transition and Articulation Programs	\$0.00
Develop and implement assertive discipline plans in classrooms.	Principal Assistant Principal Guidance Counselor	8/14/2006	5/25/2007	Transition and Articulation Programs	\$0.00
Fund and hire an additional part-time security monitor.	Principal Assistant Principal EESAC	8/14/2006	5/25/2007	Transition and Articulation Programs	\$9000.00
Implement the Proudly Infusing Nonviolence (PIN) program in grades kindergarten, two, and four.	Guidance Counselor Classroom Teachers	10/2/2006	5/4/2007	District Strategic Plan	\$0.00
Inform the parents of various safety concerns that may occur throughout the school year.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

- * Conflict Prevention Seminar
- * Proudly Infusing Nonviolence (PIN) program
- * Assertive Discipline training

Evaluation

- * Quarterly and annual reports related to the Student Case Management System Executive Summary
- * School Climate Survey

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will increase student usage of technology.

Needs Assessment

Initial assessment of students in grades 3 - 5 indicate that only 8% of the students were reading at or above his or her grade level norm based on the Reading Plus pre-screening. Scores on the 2006 FCAT Reading Assessment indicate that 40% of the students in grades three through five did not score at or above FCAT Achievement Level 3. Scores on the 2006 FCAT Reading Assessment indicate that 47% of the students in grades three through five did not demonstrate acceptable levels of learning gains in reading. Scores on the 2006 FCAT Reading Assessment indicate that 29% of the students scoring in the lowest 25% did not demonstrate acceptable levels of learning gains in reading. These findings support the notion that alternative forms of instruction warrant consideration.

Measurable Objective

Given an emphasis on the utilization of technology in education, based on the Reading Plus program, the percentage of students reading at or above Grade Level Norm will increase from 8% to 50% on the Reading Plus Progress Report Summary.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development for teachers, whose students will be participating in Reading Plus.	Assistant Principal Technology Facilitator	8/21/2006	5/18/2007	District-wide literacy plan	\$0.00
Utilize the Reading Plus Program 90 minutes a week, in grades 3 through 5.	Assistant Principal Technology Facilitator	8/14/2006	5/30/2007	District-wide literacy plan	\$16000.00
Implement and monitor the Reading Plus lab schedule.	Assistant Principal Technology Facilitator	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Monitor student progress in Reading Plus and facilitate corrective action.	Principal Assistant Principal Technology Facilitator Reading Coach	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- * Accelerated Reader
- * Reading Plus

Professional Development

- * FCAT Explorer
- * Reading Plus
- * Riverdeep
- * Accelerated Reader

Evaluation

- * Reading Plus reports

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

Scores on the 2006 FITNESSGRAM indicate that 62% of the students in 4th and 5th grade achieved at or above mastery level. One hundred percent of the 148 students were tested, 33% of those students were Gold award recipients, and 59% of those students were Silver award recipients for a total of 92 award recipients (62%). Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the number of students in grades four through five achieving mastery will increase to 67% on the 2007 FITNESSGRAM Test as compared to 62% on the 2006 administration of the FITNESSGRAM Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students in grades four through five achieving mastery will increase to 67% on the 2007 FITNESSGRAM Test as compared to 62% on the 2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Teach all students in health classes to make healthier choices in eating habits.	Assistant Principal Physical Education Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Expose students to a variety of sports related activities in order to discover each student's strength, increase self-esteem, and ultimately encourage lifetime fitness for daily living and overall wellness.	Principal Assistant Principal Physical Education Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Actively involve the parents by sending home the monthly Get F.I.T.! Flier.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/25/2007	Community Partnerships	\$0.00
Provide healthier lunches and snacks for the students to eat in the cafeteria at lunch time.	Principal Assistant Principal Cafeteria Manager	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Schedule a minimum of two hours of instruction per week dedicated to fitness related activities.	Principal Assistant Principal Physical Education Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Enhance specificity in training by implementing physical education activities directly aligned to assessment component items.	Principal Assistant Principal Physical Education Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement the H.O.P.S. Program to provide healthier eating options.	Principal Assistant Principal Counselor Cafeteria Manager Physical Education Teachers	8/21/2006	5/11/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

- * Participation in District meetings on physical education
- * Training on use of FITNESSGRAM
- * In-service training on the implementation of the H.O.P.S. Program

Evaluation

- * Pre and post progress tests on course objectives
- * H.O.P.S. data
- * FITNESSGRAM results

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

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

Needs Assessment

Records from 2005-2006 school year indicate that there was a total of 40 students in extra curricular programs. Focus for the 2006-2007 will be to increase the number of students in extra curricular programs to 45 students.

Measurable Objective

Given emphasis on the benefits of participating in extra-curricular programs, students participating in extra-curricular activities will increase to 45 students in the 2006-2007 school year as compared to 40 students in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Teaching Enrichment Activities to Minority Children (TEAM) with students in grades two through five.	Principal Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in grades two through grade five.	Principal Assistant Principal Media Specialist	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00
Implement the Academic Excellence Program (AEP) with students in grades two through five, as monitored by attendance logs.	Media Specialist	9/25/2006	5/11/2007	Academic Teams	\$0.00
Implement the use of the hands-on science Foss Kits in grades two through five.	Principal Assistant Principal	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- * Foss Kits

Professional Development

- * TEAM and AEP teachers District and Region professional development
- * In-services on the facilitation of critical thinking skills
- * In-house professional development from Regional Science Curriculum Support Specialist

Evaluation

- * Attendance logs (AEP)
- * Student outcome products

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Parkway Elementary School will rank at or above the 24th 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, Parkway Elementary ranked at the 23rd percentile on the State of Florida ROI Index.

Measurable Objective

Parkway Elementary School will improve its ranking on the State of Florida ROI Index publication from the 23rd percentile in 2004-2005 to the 24th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal EESAC Community Involvement Specialist	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Collaborate with local businesses to recruit additional Dade Partners.	Principal Assistant Principal Community Involvement Specialist	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

- * Preparation for Budget Training Meeting for principal
- * Money Matters Training for principal
- * In-service training for stakeholders on efficiency and effectiveness of programs

Evaluation

- * State of Florida ROI Index publication

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 recommended to submit a proposal for an Alternative Supplement Model for staff; purchase additional security utilizing the \$10 allocation per student; to purchase software for reading, mathematics, and science; and to enhance Accelerated Reader by purchasing additional books and incentives for students.

Training:

The EESAC recommended to provide adequate and appropriate training for the Houghton Mifflin Reading Series; support personnel who are new to the school; to provide ongoing training on Best Practices and the Sunshine State Standards.

Instructional Materials:

The EESAC reviews and considers instructional materials to be used in the core subject areas; supports all curriculum programs; recommended the purchase of additional software for reading, mathematics, and science; and recommended the increase of circulation of books for the Accelerated Reader program in the media center.

Technology:

The EESAC recommended to continue to enhance and expand e-communications, to extend the hours for the computer lab and media center, to continue to implement the Reading Plus program in grades 3-5; and to increase the number of computers in classrooms.

Staffing:

The EESAC recommended to fund a Technology Facilitator, to fund a full-time Community Involvement Specialist, and to fund an hourly writing instructor for targeted students who need assistance.

Student Support Services:

The EESAC recommended enhancing and upgrading the media center to provide additional tutoring and small group remediation, to provide on-site therapeutic counseling services for selected students.

Other Matters of Resource Allocation:

The EESAC recommended expanding the Academic Excellence Program and selected clubs as enrichment activities after school.

Benchmarking:

The EESAC recommended implementing monthly EESAC meetings directed at monitoring the School Improvement Plan; to implement meetings for all grade levels/teams on a monthly basis; to continue FCAT benchmarking activities on a weekly basis.

School Safety & Discipline:

The EESAC makes recommendations to enhance school safety and discipline. The EESAC approved the funding for the cost of an additional hourly security monitor.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$10,800.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$9,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$9,000.00
Goal 7: Technology	\$16,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$44,800.00

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