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# SCHOOL IMPROVEMENT PLAN

## 2006-2007

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*School Name:* 4391 - Irving and Beatrice Peskoe Elementary School

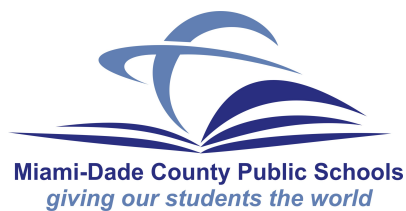
*FeederPattern:* Homestead Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Barbara Soto

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Irving and Beatrice Peskoe Elementary School*

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In an effort to maintain its strong educational program, Irving and Beatrice Peskoe Elementary will continue to build an effective school climate which emphasizes student achievement. A curriculum instructional focus calendar in reading, science, writing, and mathematics will be implemented and utilized in all grades. All teachers will have common grade level planning time to collaborate on the development and implementation of best practices in teaching and learning. Low performing students in third through fifth grade will be provided with additional resources to ensure learning gains and academic success. Data from weekly assessments will be disaggregated and analyzed to ensure all students requiring additional intervention are identified and provided with remediation. All students are receiving an hour of daily small group differentiated instruction utilizing research-based reading materials.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 63 percent of the students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 67 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 60 percent of students in the lowest quartile will demonstrate learning gains, as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 89 percent of the students scoring Level 3.5 or higher, as documented by scores on the 2007

FCAT Writing+ Test.

Given instruction using the Sunshine State Standards (SSS), students in grade five will improve their science skills as evidenced by 50 percent of students scoring a Level 3 or higher, as documented by the scores on the 2007 FCAT Science Test.

Given attention to parental involvement, 82 percent of parents will attend the Title I workshops, as documented by the 2006-2007 Title I Parent sign-in logs.

Given attention to student referrals during the 2005-2006 school year, Irving and Beatrice Peskoe Elementary will decrease the number of referrals to 131 for the 2006-2007 school year, as documented by the 2006-2007 Student Case Management Executive Summary.

Given increased attention to the use of education technology, Irving and Beatrice Peskoe Elementary will improve the average of Teacher Technology Standards from the Entry Level Stage 1 to the Intermediate Level Stage 2, as reported on the most current School Technology and Readiness (STaR) School Profile.

Given instruction during physical education classes, students will improve their fitness as evidenced by a three percent increase in the number of students receiving a FITNESSGRAM Silver or Gold card from 59 percent in 2005-2006 to 62 percent, as documented by the 2006-2007 FITNESSGRAM Report.

Given attention to student participation in the chorus/recorder program, Irving & Beatrice Peskoe Elementary will increase participation in community events from two in 2005-2006 to three in 2006-2007, as documented by fieldtrip request forms to neighborhood events.

Irving and Beatrice Peskoe Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 50th percentile in 2005 to the 51st percentile on the next publication of the index.

The Organizational Performance Improvement Snapshot indicates that Irving and Beatrice Peskoe Elementary needs to address the areas of Strategic Planning and Process Management. In order to more effectively address the needs of our internal customers and stakeholders as it relates to these two areas, Irving and Beatrice Peskoe Elementary will increase collaboration among all stakeholders through monthly grade level meetings with administration, weekly grade level meetings among teachers, and monthly staff meetings. The Literacy Leadership Team will meet quarterly to create capacity of reading knowledge within the school building and to address issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level.

## 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.

## Irving and Beatrice Peskoe Elementary School

### VISION

Learning For All...Whatever It Takes

### MISSION

The mission of Irving and Beatrice Peskoe Elementary School includes the development of a student-oriented, emotionally healthy learning environment that fosters responsibility and mutual respect. Students, teachers, staff and community will feel proud, committed and connected.

### CORE VALUES

The core values for Irving and Beatrice Peskoe Elementary School hold the following beliefs as the motivation for all endeavors undertaken by the school. The school is dedicated to quality: quality of education, quality of relationships, and quality of communication. Irving and Beatrice Peskoe Elementary believes in promoting a healthy learning environment, a place of realized potential, and that respect and responsibility are the keys to success.

## *School Demographics*

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Irving and Beatrice Peskoe Elementary School is located near Homestead Air Force Reserve Base in southwest Miami-Dade County. Several private schools are within or close to the boundaries of the school. These include Berkshire School, Colonial Christian School, Everglades Youth Development Center, Lincoln Marti School, Pathway Christian School, Princeton Christian School, Redland Christian, Water Stone and Sacred Heart Catholic School. All these institutions have been approved to receive vouchers from the Florida Department of Education, should the students at Irving and Beatrice Peskoe Elementary School become eligible. Additionally, there are three nearby charter schools: Rosa Parks Community School, ASPIRA Academy, and Keys Gate Charter School which draw students from the same locations as Irving and Beatrice Peskoe Elementary School. The Florida Department of Education grades Irving and Beatrice Peskoe Elementary School as a "B" school.

Irving and Beatrice Peskoe Elementary School has a tri-ethnic student population with a mobility index of over 30 percent and a grade configuration of Pre-K through fifth grade, with an ethnic breakdown of 5.1 percent White, 26.9 percent African American, 65.6 percent Hispanic, and 2.3 percent Other. The student population eligible to receive free or reduced priced lunch is 93 percent. There is a school wide Title I program and the current student enrollment is 1319 students. The special education student population comprises 15 percent of the enrollment. Limited English Proficiency students constitute 23 percent of the student population. The average rate daily attendance for the school is 95.8 percent.

Irving and Beatrice Peskoe Elementary School has 152 faculty and staff members. The ethnic breakdown of the staff is as follows: 34 percent White, 21 percent African American, 29 percent Hispanic, and 2 percent Asian. The staff includes 3 administrators, 58 classroom teachers, 4 Special Education teachers, 1 Special Education program specialist, 2 guidance counselors, 1 media specialist, 1 media clerk, 1 Title I Reading Coach, 2 speech therapists, 14 special area teachers, and 11 paraprofessionals. Currently, the instructional faculty at Irving and Beatrice Peskoe Elementary School holds approximately 39 advanced degrees: 33 masters, six specialists, and two National Board Certified.

Irving and Beatrice Peskoe Elementary School has identified several challenges. Among these are Black students and Students with Disabilities (SWD) scoring below the state mastery level in reading, mathematics, and writing. In order to address these needs, Irving and Beatrice Peskoe Elementary School has incorporated researched-based intervention strategies in reading, mathematics, and writing. Every classroom is equipped with computer stations with Internet access to incorporate technology. Also, the school will incorporate the Continuous Improvement Model (CIM) throughout the curriculum.

Specialty programs which are provided include: Special Education program with an consultative/collaborative model; Bertha Abyss Children Center (BACC) a day treatment program for severally emotionally disturbed students; Limited English Proficiency Program; and a Gifted Resource Program focusing on mathematics and science. The Special Area teachers have received training in cross-curricular pedagogy that supports reading and mathematics instruction in all subject areas. Data is collected on students involved in these efforts, to determine the effectiveness of the various programs, and to guide instruction. Teachers also share teaching strategies to address the individual needs of the students. Irving and Beatrice Peskoe Elementary School will continue to allocate personnel resources to reduce class size, and provide opportunities for collaboration through cross-curricular grade group planning teams, curriculum planning time blocks, e-mail information system, vertical team planning, and various school newsletters designed to keep all informed. Effective strategies will be implemented across the entire school community.

# *School Foundation*

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## ***Leadership:***

The status of our school in the area of Leadership according to the Organizational Performance Self Assessment Survey, states that our school ranked a 3.5 out of 5. The data indicates a positive working environment with set direction, vision, and mission is present.

## ***District Strategic Planning Alignment:***

The status of our school in the area of Strategic Planning according to the Organizational Performance Self Assessment Survey, states that our school ranked a 3.4 out of 5. The data indicates that staff members need encouragement to actively participate in the goals and objectives of our school.

## ***Stakeholder Engagement:***

The status of our school in the area of Customer and Market Focus according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.1 out of 5. Data indicates that the level of customer satisfaction is adequately high.

## ***Faculty & Staff:***

The status of our school in the area of Human Resources Focus according to the Organizational Performance Self Assessment Survey, states that our school ranked a 3.6 out of a 5. Data indicates staff members utilize a team approach to the overall function of the school.

## ***Data/Information/Knowledge Management:***

The status of our school in the area of Measurement, Analysis, and Knowledge Management according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4 out of a 5. Data indicates the staff's ability to utilize data to monitor the progress of its employees and school functions is adequately high.

## ***Education Design:***

The status of our school in the area of Process Management according to the Organizational Performance Self Assessment Survey, states that our school ranked a 3.5 out of 5. Students in need of intervention are afforded the opportunity to participate in mathematics remediation and reading tutoring programs, twice a week. We provide our students with the highest quality education to empower them to be lifelong learners and responsible citizens.

## ***Performance Results:***

The status of our school in the area of Business Results according to the Organizational Performance Self Assessment Survey, states that our school ranked a 3.5 out of 5. Utilizing the Continuous Improvement Model (CIM), Irving and Beatrice Peskoe Elementary will foster systemic growth. Our goal is to create an efficient and effective organization and an institution built on promoting high academic achievement. These efforts will yield determined, responsible, life learners who nurture their creativity and individuality.

## 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 type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

Students at Irving and Beatrice Peskoe Elementary School will continue improving reading skills as measured by the Florida Comprehensive Achievement Test (FCAT).

### ***Needs Assessment***

Results attained from the School Performance Accountability Report (SPAR) indicate that 60 percent of the students tested in reading scored a Level 3 or higher, 43 percent of the students did not make learning gains, and 40 percent of the students did not meet high standards. The 2007 school performance in reading will need to demonstrate an increase in students achieving high standards by eight percentage points. Students in grade three received the least amount of percentage points in the Reference/Research Cluster. Students in grade four received the least amount of percentage points in the Main Idea/Purpose and Reference/Research Clusters. Fifth grade students received the least amount of percentage points in the Words/Phrases Cluster. Therefore, these specific clusters will be the focus. In accordance with the No Child Left Behind Act, all tested subgroups for Irving & Beatrice Peskoe Elementary achieved Annual Yearly Progress (AYP) with the exception of 34 percent of Black students and 27 percent of Students With Disabilities meeting AYP. A year's worth of growth was obtained by 57 percent of struggling students, as documented by the 2006 FCAT results.

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 checked="" 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 63 percent of the students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 51 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the implementation of the Comprehensive Research-based Reading Plan (CRRP) with focus on Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension to ensure teachers follow the framework.	Teachers, Reading Coach, Reading Facilitator, and Administration	08/14/06	05/30/07	Continuous Improvement Model	\$20000.00
Provide Guided Reading to all students during an uninterrupted 45 minutes block.	Administration, Teachers, and Reading Facilitator	08/14/06	05/30/07	District Strategic Plan	\$5000.00
Facilitate District's Interim Assessments to evaluate students' progress with the Sunshine State Standards (SSS).	Teachers and Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$2000.00
Provide differentiated instruction within the reading program, focusing on students' specific needs with particular emphasis on Black students and Students with Disabilities.	Teachers, Paraprofessionals, Reading Coach, and Reading Facilitator	08/14/06	05/30/07	District-wide literacy plan	\$2500.00
Develop and implement instructional focus calendar for kindergarten through fifth grade with particular emphasis Reference/Research, Main Idea/Purpose, Words/Phrases Clusters.	Reading Coach and Reading Facilitator	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading test and Weekly Benchmark Assessments to identify strengths and weaknesses.	Teachers, Reading Coach, and Reading Facilitator	08/14/06	05/30/07	District Strategic Plan	\$2000.00
Utilizing CIM, disaggregate and analyze data from the 2006 FCAT Reading Test to identify strengths and weaknesses in student	Administration, Teachers, Reading Coach, and Reading Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00

performance with particular emphasis on Black students and Students With Disabilities.					
Implement the Continuous Improvement Model (CIM) eight-step process and incorporate Kagan Structures with students in kindergarten through fifth grade during Language Arts instruction.	Administration, Teachers, Reading Coach, and Reading Facilitator	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide tutoring to the lower quartile students in third through fifth grade utilizing Early Success, Voyager, Quick Reads, and Ready Readers materials during students' enrichment block with particular emphasis on Black students and Students with Disabilities.	Teachers, Title I Paraprofessionals, Reading Facilitator	08/14/06	05/30/07	Continuous Improvement Model	\$115000.00
Facilitate Title I Parent Workshops implementing reading strategies and Parent Compacts.	Reading Coach and Reading Facilitator	08/14/06	05/30/07	District Strategic Plan	\$2000.00
Monitor and maintain students scoring Level 3 or higher by providing enrichment strategies throughout the Language Arts instructional block.	Teachers	08/14/06	05/30/07	District Strategic Plan	\$2000.00

## Research-Based Programs

Houghton Mifflin Reading Series, Voyager, and Early Success

## Professional Development

Professional Development for all teachers will include District and in-house trainings, such as Houghton Mifflin Reading, Project Right Beginnings, BEAR, OWL, Project DRAW, Best Practices, Reading Standards, and Kagan Structures of Cooperative Learning. Additionally, in-services will include model lessons and continuous mentoring of teachers by the Curriculum Assistance and Professional Growth Teams.

## **Evaluation**

Ongoing monitoring of progress on weekly benchmark assessments and the redirecting of learning activities, utilizing the Continuous Improvement Model (CIM). District Interim Assessments will be monitored by the Reading Curriculum Assistance Team. DIBELS and STAR will be administered. Teachers will administer state adopted reading textbook assessments. Achievement of the objective will be attained if 63 percent of students in grades three through five score a Level 3 or higher, as documented by scores of the 2007 FCAT Reading Test.

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

### ***GOAL 2 STATEMENT:***

Students at Irving and Beatrice Peskoe Elementary School will continue improving mathematics skills as measured by the Florida Comprehensive Achievement Test (FCAT).

### ***Needs Assessment***

Results of the 2006 FCAT Mathematics Test indicate that 64 percent of students scored a Level 3 or above, and 57 percent of students tested made learning gains. The 2007 school performance in mathematics will need to demonstrate an increase in students achieving high standards by five percentage points. Students in grade three received the least amount of percentage points in the Number Sense Cluster. Students in grade four received the least amount of percentage points in the Geometry, Algebraic Thinking, and Data Analysis Clusters. Fifth grade students received the least amount of percentage points in the Measurement and Algebraic Thinking Clusters. Therefore, these specific clusters will be the focus. Fourth grade students demonstrated the least improvement in Mathematics with an eight percentage point decrease in the number of students reaching the state required mastery level on the 2006 FCAT Assessment. In accordance with the No Child Left Behind Act, all tested subgroups for Irving & Beatrice Peskoe Elementary achieved Annual Yearly Progress (AYP) with the exception of 46 percent of Black students and 41 percent of Students With Disabilities meeting AYP.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 67 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 60 percent of students in the lowest quartile will demonstrate learning gains, as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring a Level 3 or higher, as documented by scores on the 2007 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) eight-step process with students in kindergarten through fifth grade during Mathematics instruction.	Administrators, Teachers, and Mathematics Facilitators	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to focus on the six mathematics strands through the daily morning mathematics FCAT-style questions in first through fifth grade.	Teachers and Mathematics Facilitator	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Facilitate District's Interim Assessments to evaluate students' progress with the Sunshine State Standards (SSS).	Teachers and Mathematics Facilitators	10/16/2006	05/30/07	District Strategic Plan	\$0.00
Provide differentiated instruction within the mathematics program, focusing on students' specific needs, giving particular attention to Black students and Students With Disabilities.	Teachers and Mathematics Facilitators	08/14/2006	05/30/2007	District Strategic Plan	\$112587.00
Facilitate Title I Parent Workshops implementing mathematics strategies and Parent Compacts.	Mathematics Facilitators	08/14/06	05/30/07	District Strategic Plan	\$2000.00
Utilizing CIM, disaggregate and analyze data from the 2006 FCAT Mathematics test and	Teachers and Facilitators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Weekly Benchmark Assessments to identify strengths and weaknesses.					
Utilizing CIM, develop and implement instructional focus calendar for kindergarten through fifth grade with particular emphasis on the Number Sense, Measurement, Geometry, and Algebraic Thinking Clusters.	Mathematics Facilitators	08/10/2006	05/30/2007	Continuous Improvement Model	\$30800.00
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, and critical thinking during the 60-minute mathematics block, giving particular attention to Black students and Students With Disabilities.	Teachers and Mathematics Facilitators	08/14/2006	05/30/2007	Continuous Improvement Model	\$6000.00
Monitor and maintain students scoring a Level 3 or higher by providing enrichment strategies utilizing FCAT Explorer and ExamView during the Mathematics instructional block.	Teachers and Mathematics Facilitators	08/14/06	05/30/07	District Strategic Plan	\$1200.00
Continue the implementation of weekly mathematics benchmark tutoring to students in third through fifth grade, giving particular attention to Black students and Students With Disabilities. Tutored students will be reevaluated to demonstrate mastery of week's benchmark.	Teachers and Mathematics Facilitators	08/14/2006	05/30/2007	Continuous Improvement Model	\$2500.00
Provide Saturday School tutoring for Lower Quartile students in third through fifth grade.	Teachers, Mathematics Facilitators, and Administration	10/21/06	02/24/07	District Strategic Plan	\$5000.00
Utilize Riverdeep to provide reinforcement of the mathematics strands.	Teachers and Mathematics Facilitators	08/14/2006	05/30/2007	District Strategic Plan	\$10000.00
Implement STAR Mathematics throughout the year to assess students' growth and to guide instruction.	Teachers and Mathematics Facilitators	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00

## Research-Based Programs

Scott Foresman Mathematics Program and Riverdeep

## **Professional Development**

Professional development in-services will include training on the use of the Scott Foresman Mathematics program, Riverdeep, ExamView and FCAT Explorer. Teachers will be provided with the opportunity to attend in-services based on data driven analysis by the Mathematics Facilitators including model lessons and mentoring of teachers.

## **Evaluation**

STAR Mathematics, District Interim tests, and weekly benchmark assessments will monitor student progress, as well as guided instruction. Interim assessments will be directed and monitored by the Mathematics Facilitators. Compiled and analyzed data will be shared with administrators and classroom teachers. Achievement of the objective will be attained if 67 percent of students in grades three through five score a Level 3 or higher, as documented by scores of the 2007 FCAT Mathematics Test.



### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

**GOAL 3 STATEMENT:**

Students at Irving and Beatrice Peskoe Elementary School will continue improving writing skills as measured by the 2007 FCAT Writing Test.

**Needs Assessment**

The School Performance Accountability Report indicates 88 percent of students tested met the state standard of 3.5 or above in writing. The scores reflect a four percentage point decrease when compared to the 2005 FCAT Writing test results. Students will need to show a three percentage point gain. The data revealed improvement is needed in expository writing. Though data dictates the strength is narrative writing, continuous instruction is required as we seek to raise student achievement levels. On-going data conversations amongst grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as vocabulary development and using the rubric to score student writing will be addressed.

**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 will improve their writing skills as evidenced by 89 percent of the students scoring Level 3.5 or higher, as documented by scores on the 2007 FCAT Writing+ Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement school wide “vivid verb of the week” program on the morning announcements to assist in the acquisition of vocabulary.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize word processing software as a tool to improve spelling, grammar, and format.	Administration, Reading Coaches, and Language Arts/Reading Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer a school wide prompt each semester in second through fifth grades, and analyze results for the purpose of improving writing instruction.	Administration, Reading Coaches, and Language Arts/Reading Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Administer District Writing Pre and Post Test and determine proficiency level to modify instruction if needed, giving particular attention to Black students and Students With Disabilities.	Administration, Reading Coaches, and Language Arts/Reading Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Participate in various local, district, state, and national writing contest.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	08/14/2006	05/24/2007	District Strategic Plan	\$2500.00
Afford teachers the opportunity to attend in-service training to improve instruction in writing skills.	Administration, Reading Coaches, and Language Arts/Reading Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$500.00
Provide differential instruction utilizing the Houghton Mifflin Core Reading Program’s writing component for students scoring a 1 or a 2 on the District writing rubric.	Administration, Reading Coaches, and Language Arts/Reading Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
Incorporate Zelda Glazer writing strategies throughout the Language Arts instructional block.	Teachers	08/14/06	05/30/07	District Strategic Plan	\$500.00
Incorporate strategies acquired from Write Time For Kids, Project Draw, and Project Write Beginnings throughout the Language	Language Arts	08/14/2006	05/30/2007	District Strategic Plan	\$500.00

## **Research-Based Programs**

Houghton Mifflin Reading Series and Write Time For Kids

## **Professional Development**

Professional development training for teachers will include: Best Practices, Project Right Beginnings, Project Draw, weekly curriculum planning meeting, holistic scoring of student writing samples using the state and county rubric, and the opportunity to participate in the Zelda Glazer Writing Institute.

## **Evaluation**

District provided narrative and expository writing tests will be used to monitor student progress and develop a diagnostic remediation plan for students. Scores from these prompts will be analyzed to evaluate student mastery and to develop a plan to ensure effective writing practices are in place. Achievement of the objective will be attained if 89 percent of students score a Level 3.5 or higher, as documented by scores on the 2007 FCAT Writing+ Test.

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

### **GOAL 4 STATEMENT:**

Irving and Beatrice Peskoe Elementary will increase the scientific knowledge of all fifth grade students.

### ***Needs Assessment***

Results of the 2006 Science FCAT administration indicate 17 percent of the students scored a Level 3 or higher. The comparative data results in the Life Environment cluster will need to increase by eight percent to meet the District's average. The greatest areas of need (in ranking order from greatest to least deficient) are Earth and Space Science, Life and Environmental Science, Scientific Thinking, and Physical and Chemical Science. Professional development is necessary in the areas of experimental design, scientific thinking, and integrating science across the curriculum.

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade five will improve their science skills as evidenced by 50 percent of students scoring a Level 3 or higher, as documented by the scores on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide enrichment activities to include participation in the Science Engineering Communication Mathematics Enhancement Program (SECME) for all fifth grade students.	SECME Sponsor	08/14/2006	05/30/2007	Academic Teams	\$0.00
Provide technology/media to expose students to real world experiences that link to the science curriculum.	Media Specialist and Computer Lab Instructor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the University of Miami P-SELL program in third and fourth grade as prescribed by district directives for participating schools.	Third Grade Teachers, Fourth Grade Teachers, and Fifth Grade Teachers	08/14/2006	05/30/2007	Small Learning Communities	\$1500.00
Provide science lab activities that promote inquiry based science investigations in third through fifth grade.	Teachers and Science Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Include FOSS Kit activities in kindergarten through fifth grade to provide hands-on experiences to all students.	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$12000.00
Utilize Measuring Up Science along with Science text to implement Sunshine State Standards (SSS) in kindergarten through fifth grade with particular emphasis on the Earth and Space Science Cluster.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00
Implement the SECME program to enrich students through inquiry, and maintain students scoring Level 3 and higher.	Teachers and Science Facilitator	08/14/06	05/30/07	District Strategic Plan	\$500.00

## **Research-Based Programs**

Full Option Science System (FOSS) and McGraw Hill Science Series (Florida Edition)

## **Professional Development**

Professional Development will include: Promoting Science among English Language Learners (P-SELL) training for third, fourth, and fifth grade teachers, Science Engineering Communication Mathematics Enhancement Program (SECME), and District In-services.

## **Evaluation**

Third, fourth, and fifth grade teachers will administer P-SELL unit tests to monitor student performance. Fifth grade teachers will facilitate bi-weekly assessments to monitor student progress. Achievement of the objective will be attained if 50 percent of fifth grade students score a Level 3 or higher, as documented by the 2007 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

**GOAL 5 STATEMENT:**

The faculty and staff at Irving and Beatrice Peskoe Elementary School will increase communication and parental involvement.

**Needs Assessment**

The average of the 2006 Title I Parent workshop logs indicated that twenty percent of parents did not participate in the school's in-services. Strategies will be implemented to increase parental awareness and participation in order to impact student achievement.

## Measurable Objective

Given attention to parental involvement, 82 percent of parents will attend the Title I workshops, as documented by the 2006-2007 Title I Parent sign-in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide multi-lingual services to parents in home-based Mathematics and Reading activities which support student achievement at Title I monthly workshops.	Community Involvement Specialist, Administration, PTA, Math and Reading Facilitators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue the implementation of family literacy workshops to assist parents at home with FCAT preparation in the areas of reading, mathematics, writing, and science.	Community Involvement Specialist, and Administration	08/14/2006	05/30/2007	District Strategic Plan	\$1500.00
Provide notices to parents of School Advisory Council meetings, PTA meetings, and all school activities in appropriate languages on a regular basis.	Community Involvement Specialist, and PTA	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Promote school expectations through the Parent Handbook, school's website, and the monthly Pilot Press Newsletter.	Administration and Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide Parenting Education resources through the Community Involvement Specialist (CIS) and THE PARENT ACADEMY.	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue and enhance the implementation of Title I Parent Outreach Program and parent volunteers.	Administration and Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

PTA.org National Standards: Communicating and School Decision Making and Advocacy, Center for Effective Parenting, and Families Building Better Readers



## **Professional Development**

Parents will be encouraged to participate in all school-site activities including: Parent-Teacher Association (PTA), Title I Instructional Fair, Open House, and Educational Excellence School Advisory Council (EESAC). These activities will foster involvement in the school, increase parent-teacher communication, and promote participation in THE PARENT ACADEMY.

## **Evaluation**

This goal will be evaluated by: Title I parent workshop sign-in sheets, PTA membership, increased volunteer program registration, School Climate Survey, monthly Pilot Press, and parenting educational pamphlets. Achievement of the objective will be attained if there is a two percent increase in parent involvement as documented by the 2006-2007 parent participation 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 6 STATEMENT:**

Provide a safe and disciplined environment for all students.

### ***Needs Assessment***

Results of the 2005-2006 Student Case Management Executive Summary indicates that seventy-five students were referred for general disruptive conduct, eleven for bullying, seven for fighting, forty-seven for defiance of school personnel or authority, six for use of provocative language. An analysis of this report indicates a need for a decrease in the behaviors described.

## Measurable Objective

Given attention to student referrals during the 2005-2006 school year, Irving and Beatrice Peskoe Elementary will decrease the number of referrals to 131 for the 2006-2007 school year, as documented by the 2006-2007 Student Case Management Executive Summary.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue the school's morning program by monitoring student behavior before school.	Staff members	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Facilitate bullying program using peer mediation and class presidents.	Teachers, Counselors, and Students	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Coordinate teacher training and class presentations for bullying prevention through Child Abuse Prevention Project (CAP).	Teachers and Counselors	01/09/2007	05/24/2007	Small Learning Communities	\$0.00
Implement character education and Stranger Danger strategies with students.	Teachers and Counselors	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Peace Education Foundation (K-5th) and The Child Abuse Prevention Project (CAP)

## Professional Development

All teachers will receive professional development in the following areas: bullying prevention, stranger danger, and conflict resolution.

## Evaluation

The Discipline Committee will meet monthly to monitor progress of school safety and discipline. Achievement of this objective will be documented on the 2006-2007 Student Case Management Executive Summary.

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

*Miami-Dade County Public Schools*

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

**GOAL 7 STATEMENT:**

Irving and Beatrice Peskoe Elementary will promote the use of technology to enhance teacher’s productivity and professional practice.

**Needs Assessment**

Irving and Beatrice Peskoe Elementary 2004-2005 STaR Survey Profile results indicate that the Teacher Computer Access component average is at the Entry Level of 1.0 of teacher proficiency which impacts student achievement.

## Measurable Objective

Given increased attention to the use of education technology, Irving and Beatrice Peskoe Elementary will improve the average of Teacher Technology Standards from the Entry Level Stage 1 to the Intermediate Level Stage 2, as reported on the most current School Technology and Readiness (STaR) School Profile.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the use of the Accelerated Reader Program school wide to ensure reading achievement.	Media Specialist, Computer Specialist, Administration, and Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to implement the use of the Attainment Instructional Software to ensure special education students' personal and social development.	Special Education Teachers, Computer Specialist, Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide on-going staff development in the use of technology and multimedia resources, to include the use of the Smartboard.	Media Specialist, Computer Specialist, Administration, and Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$20000.00
Incorporate the use of FCAT Explorer as part of classroom instruction.	Computer Specialist, Administration, and Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor the use of Riverdeep, FCAT Explore, and ExamView as part of classroom instruction in all grade levels.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate the use of Electronic Gradebook as part of student data management.	Teachers, Computer Specialist, and Administration	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00
Utilize Edusoft as part of student data management.	Teachers, Curriculum Assistance Team, and Administration	08/14/2006	05/30/2007	District Strategic Plan	\$2500.00

### Research-Based Programs

Riverdeep, Technology component of the Scott-Foresman Mathematics Resource Kit, and Attainment Software

### Professional Development

Teachers will be offered the opportunity to participate in the following school site professional development trainings: Use of Computer Lab, Electronic Gradebook Training, Riverdeep, FCAT Explorer, Edusoft, ExamView and Attainment Software.

## **Evaluation**

This objective will be an ongoing evaluation through the increase percentage of teacher sign-in logs, staff participation, and student use of programs 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

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

### **GOAL 8 STATEMENT:**

Increase awareness and improve student health and physical fitness.

### **Needs Assessment**

Based on the results of the 2005-2006 FITNESSGRAM, 59 percent of fourth and fifth grade students received a Silver or Gold card. These results indicate a need for the students to become more physically active and health conscious.

## Measurable Objective

Given instruction during physical education classes, students will improve their fitness as evidenced by a three percent increase in the number of students receiving a FITNESSGRAM Silver or Gold card from 59 percent in 2005-2006 to 62 percent, as documented by the 2006-2007 FITNESSGRAM Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical Education and Homeroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is devoted to fitness related activities on a daily basis in order to prepare students in second through fifth grade for the Fitnessgram. Emphasis on improvement of cardiovascular, flexibility and endurance will be the focus.	Physical Education and Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that students in second through fifth grade participate in community projects that promote a healthy lifestyle (i.e. Jump Rope for Heart).	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue implementation of the Physical Education Competency Based Curriculum (CBC) in second through fifth grade.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to implement a fitness pretest for fourth and fifth grade in the fall and a fitness post test in the spring for second through fifth grade in order to prepare students for the FITNESSGRAM.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education Teachers, cafeteria staff, and teachers	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00

## Research-Based Programs

FITNESSGRAM 2006-2007



## **Professional Development**

Professional Development will include: Adaptive Physical Education Workshop and District Physical Education Safety Training

## **Evaluation**

This objective will be attained as evidenced by a three percent increase in students receiving a FITNESSGRAM Gold or Silver card in 2006-2007.

## 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 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 checked="" type="checkbox"/>

**GOAL 9 STATEMENT:**

Irving and Beatrice Peskoe Elementary will increase student enrollment and participation in community sponsored events through the chorus/recorder program.

**Needs Assessment**

Based on the results of the number of students involved in the 2005-2006 chorus/recorder program, Irving and Beatrice Peskoe Elementary recognizes the need to increase student participation in community events.

## Measurable Objective

Given attention to student participation in the chorus/recorder program, Irving & Beatrice Peskoe Elementary will increase participation in community events from two in 2005-2006 to three in 2006-2007, as documented by fieldtrip request forms to neighborhood events.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide notices to parents of upcoming chorus/recorder tryouts to increase student participation in these programs.	Teachers and Music Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to perform at various neighborhood businesses such as nursing home facilities and homeless shelters.	Music Teachers and Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Showcase music program through the Resource Fair and Curriculum Night at the school-site.	Music Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Involve students in "Teddy Bear Christmas Drive" to increase awareness in charity and giving to the community.	Music Teachers, PTA, and Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate OPERA strategies throughout the Music instructional block.	Music Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Share the Music by MacMillan McGraw-Hill and Modern Classroom Recorder by Sandy Feldstein

## Professional Development

Professional Development for all special area teachers will include: OPERA Workshop and any other district-sponsored music workshops.

## Evaluation

This objective will be attained as evidenced by an increase in participation in community activities from two to three events, as documented by fieldtrip request forms to neighborhood events.

## 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 type="checkbox"/>

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

**GOAL 10 STATEMENT:**

Irving and Beatrice Peskoe Elementary school will rank at or above the 80th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2005, Irving and Beatrice Peskoe Elementary ranked at the 50 percentile on the State of Florida Return on Investment (ROI) index.

## Measurable Objective

Irving and Beatrice Peskoe Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 50th percentile in 2005 to the 51st 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.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use student performance data to influence decision-making.	Administration and Curriculum Assistance Team	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Use student data to target specific areas for improvement and make purchases that will assist.	Administration and Curriculum Assistance Team	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Consider planned use of facilities, partnering with community agencies.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

N/A

## Professional Development

N/A

## **Evaluation**

On the next State of Florida ROI index publication, Irving and Beatrice Peskoe Elementary will show progress toward reaching the 80th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC was provided an in-depth presentation of the school budget and the steps involved in the budgeting process. Opportunities to make recommendations were provided. As a result, a consensus was reached regarding a spending plan for funds.

### ***Training:***

The EESAC provides funds for teacher registration fees for professional development in-services.

### ***Instructional Materials:***

The EESAC members have made recommendations for instructional school wide needs.

### ***Technology:***

The EESAC members were informed of current technology upgrades for kindergarten through fifth grade classroom computers and the computer lab.

### ***Staffing:***

The EESAC recommended the continuation of the school wide staff development plan to support reading, writing, mathematics, and science instruction. The committee made staffing inquiries and recommendations as they relate to the budgeting process, Title I staff, and allocating personnel resources to reduce class size.

### ***Student Support Services:***

The EESAC recommended a school wide effort to improve student achievement by providing media center funds.

### ***Other Matters of Resource Allocation:***

The EESAC provided funds for the purchase of kindergarten and first grade level materials.

***Benchmarking:***

The EESAC members recommended the continuation of the weekly assessments in reading and mathematics, as well as analyzing FCAT data for the previous year to guide instruction.

***School Safety & Discipline:***

The EESAC members have made recommendations to improve student drop-off/pick-up areas. The school has designed and implemented an Early Morning Reading Program (EMRP) which has reduced the number of safety and discipline issues.



## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$150,500.00
Goal 2: Mathematics	\$175,087.00
Goal 3: Writing	\$6,000.00
Goal 4: Science	\$17,000.00
Goal 5: Parental Involvement	\$1,500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$27,500.00
Goal 8: Health & Physical Fitness	\$1,000.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$378,587.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*