
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4401 - Kelsey L. Pharr Elementary School

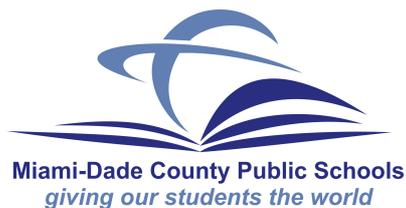
FeederPattern: Miami Jackson Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Sandra Clark

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Kelsey L. Pharr Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Kelsey L. Pharr Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment, which monitors student achievement through a variety of assessments including bi-weekly, pre and post assessments, which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Kelsey L. Pharr Elementary School recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction.

Given instruction based on the Sunshine State Standards, all students in grades three through five will improve their reading skills as evidenced by fifty-five percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of black students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of hispanic students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of free or reduced lunch students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by seventy-four percent of students scoring at a score of 4.0 or higher on the 2007 administration of the FCAT Writing Plus Test.

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

Given a schoolwide focus on parental involvement, the number of parents attending related school sponsored activities will increase by five percent.

Students will improve behavior as evidenced by a five percent decrease in the number of referrals submitted during the 2006-2007 school year.

Given instruction integrating state of the art technology and other multimedia instructional programs within the existing curriculum, students will improve mathematics and reading skills as evidenced by a five percent point increase in the number of students with acceptable performance in SuccessMaker and Accelerated Reader during the 2006-2007 school year.

Given a schoolwide focus on health and physical fitness skills that promote and encourage lifetime fitness for daily living, an improvement in physical fitness will be evidenced by an increase of three percent in the number of award recipients on the administration of the 2007 Fitness Test as compared to the 2006 Fitness Test.

Given instruction in art, students will increase the number of art exhibits entered into art shows by five projects during the 2006-2007.

Kelsey L. Pharr Elementary School will improve its ranking on the State of Florida ROI index publication from the 20th percentile in 2004-2005 to the 21st percentile on the next publication of the index.

The Organizational Performance Improvement Snap Shot Survey results indicated great success in the categories of Customer and Market Focus (category 4) and Measurement, Analysis, and Knowledge Management (category 3). Although satisfaction is evident in the above categories, a small percentage of the faculty and staff felt unsure of how well the organization was doing financially (item 7c) and that they do not have access to all the resources they need to do their job (item 6a). Kelsey L. Pharr Elementary School will conduct professional development on school finance to ensure a clear understanding of all the responsibilities including financial management associated with operating an elementary school site. The school will also conduct a survey and class inventory on the resources they have and need in order to do their job. The administration will then provide them with the necessary resources.

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.

Kelsey L. Pharr Elementary School

VISION

We envision Kelsey L. Pharr Elementary School as a school that is committed to enhancing our students' futures by providing them with the necessary tools to meet and conquer the challenges of the 21st Century. Working with our parents and Dade Partners, we will provide a solid foundation in the basics while challenging students to develop their higher-order thinking skills. Our staff will integrate technology with instruction, utilize assessment to make data-driven decisions, and implement effective interdisciplinary strategies to produce high performing students.

MISSION

At Kelsey L. Pharr Elementary School, we believe that all students are capable of learning. We are committed to addressing the educational and social needs of each child. It is our mission to integrate state of the art technology and other multimedia instructional programs with the existing curriculum to prepare our students for the "Information Age." We will provide a solid foundation in the basics of reading, writing, and mathematics, while developing the higher order thinking skills needed to become life-long learners and productive citizens in our ever-changing society.

CORE VALUES

Kelsey L. Pharr Elementary School, a Controlled Choice School, enriches the community by providing preferential school choice while maintaining the ratio/ethnic diversity and balance of our community. Essential ingredients of Kelsey L. Pharr Elementary are the Family Support Center and the Community Involvement Specialist (CIS). Our center provides information and offers support services to students, parents, and the community at large.

School Demographics

Kelsey L. Pharr Elementary School is a pre-kindergarten through fifth grade school serving approximately four hundred fifty-nine kindergarten through fifth grade students. The school is located in the inner city of Miami-Dade County and has ninety percent of its students eligible for free or reduced lunch. The student population is fifty-three percent African American, forty-six percent Hispanic, one percent White, and one percent Other.

The students are of a diverse population with a number of different ethnicities, races, and cultures. Approximately thirty-seven percent of the students are of limited English proficiency, with twenty-four students at ESOL Level 1, fourteen at ESOL Level 2, sixteen at ESOL Level 3, thirty-three at ESOL Level 4, and eighty-four at ESOL Level 5. Sixty-two of our students receive Exceptional Student Education (ESE) with three receiving occupational therapy, two are gifted, thirteen are speech impaired, eighteen are specific learning disabled, three are language impaired, two are educable mentally handicapped, six are developmentally delayed, and one is physically impaired. Overall, we have a high number of economically disadvantaged students with high absenteeism and poor parental involvement.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snap Shot Survey results, the faculty knows and understands the school's mission and works towards achieving that mission (item 1a). However, the Leadership Team needs to work on asking the staff members for feedback (item 1g). Faculty meetings will involve open discussion, where the staff will have an opportunity to share their ideas and provide feedback to the Leadership Team.

At Kelsey L. Pharr Elementary School, the Leadership Team assesses how well the school is performing along multiple indicators and uses that information as goals are developed and reviewed.

District Strategic Planning Alignment:

According to the Organizational Performance Snap Shot Survey results, staff members are aware of their progress, as well as the school's progress (item 2c). The teachers are provided with student data on their class biweekly. Additionally, the staff knows the parts of location's plans that will affect their work (item 2b). This is clearly stated during faculty meetings and grade level meetings. Kelsey L. Pharr Elementary School needs work on asking the faculty for input as it plans for the future (item 2a). This type of open discussion will take place during faculty meetings and grade level meetings.

At Kelsey L. Pharr Elementary School, all employees are involved in the process of increasing student performance on assessments and eliminating the achievement gap between groups. Additionally, employees are constantly making efforts to increase safety at school and the quantity and quality of opportunities for communication with stakeholders.

Stakeholder Engagement:

Kelsey L. Pharr Elementary School offers various services to bridge the gap between school and community. A major component of our partnership is our Community Involvement Specialist (CIS). The CIS provides information and other support services to the parents. The CIS bridges the communication gap between the teacher and the parent, which increases student achievement. The Parent Teacher Association (PTA) assists in promoting an awareness of school and parenting activities. Additionally, the school's PTA raises funds to support programs that nurture the educational setting. The Educational Excellence School Advisory Council (EESAC) allows the major stakeholders (parents, teachers, businesses, and students) to have input in the school improvement process. To further assist our parents, the Young Men Christian Association (YMCA) provides after-school care, and Easter Seals Miami-Dade provides second through fifth grade students with a free tutorial and enrichment program.

Almost all students leaving Kelsey L. Pharr Elementary School, after fifth grade, attend Allapattah Middle School. The staff from Kelsey L. Pharr Elementary School works closely with the staff from Allapattah Middle School on articulation issues to ensure that entering sixth graders are prepared with the backgrounds they need to be successful in middle school. Kelsey L. Pharr Elementary School is pleased to be part of a close relationship with Domino's Pizza. This organization enables us to reward student achievement with incentives. In an effort to involve our

students in serving the community, they participate in the 5000 Role Model Program and the United Way Campaign.

Faculty & Staff:

The faculty is highly qualified with an average of forty-six staff members that have more than ten years experience with Miami-Dade County Public Schools. The staff is approximately thirty percent Hispanic, fifty percent African American, seventeen percent White, and two percent Other. Approximately, seventeen percent are males and eighty-three percent are females. Instructional staff attendance is above the ninety percent level. Ninety-three percent of the staff are full time employees and seven percent are part time employees. Of this group, two are administrators, twenty-five are classroom teachers, six are special area teachers, two are exceptional student education teachers, one is an ESOL teacher, one is a guidance counselor, one is a reading leader, one is a reading coach, one is a media specialist, three are office personnel, five are cafeteria workers, one is a community involvement specialist, four are paraprofessionals, six are custodial service workers, and three are security guards. Of the teaching staff, five teachers are new to this school.

Data/Information/Knowledge Management:

According to the Organizational Performance Self-Assessment Survey results, our staff felt that they were well trained in the process of analyzing their work to see if changes are needed (item 4b) and knowing how to measure the quality of their work (item 4a). By using this information all staff can measure and monitor the quality of their work. However, a small percentage of the staff felt that they do not receive all of the important information they need to complete their work (item 4e), and they need periodic reports on how the school is doing. The reading coaches will work attend weekly grade level meetings to ensure that the staff understands the progress of their students and the school. They will review the biweekly and monthly assessments of each individual class. They will also ensure that the staff has a full understanding of the school's expectations. Professional development will be provided to teachers as needed.

Education Design:

Kelsey L. Pharr Elementary School students are highly mobile and have a high absenteeism rate. In order to address these needs, Kelsey L. Pharr has developed an attendance and tardy policy. Students who improve their attendance are rewarded every nine weeks through various incentive programs. We are offering an increased number of after-school activities and parent workshops in hopes of lowering our mobility rate. We have low parental involvement and, in general, our parents are not highly educated. For these, we are increasing our parent workshop offerings, awarding prizes for attendance at parent activities, and promoting the Parent Academy. There is a lack of connection between the activities of the students at school and the skills necessary to secure a career. In order to address this need, we are implementing the Kids And the Power Of Work (KAPOW) program for fifth graders, Easter Seals Tutorial Program for second through fifth grade students, and a Career/Truck Day for all students.

Performance Results:

According to the Organizational Performance Self-Assessment Survey results, the Business Results category average score was at a 4.2. This shows that most of the staff members agree with the fact that the organization obeys laws and regulations and maintains high standards and ethics. Additionally, survey results indicate that the staff is satisfied with their professional responsibilities.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract and retain high-quality, highly qualified teachers, Kelsey L. Pharr Elementary School will establish and implement a comprehensive mentoring program to provide all teachers with professional-development opportunities. Additionally, a strong support system with the assistance of experienced mentor teachers will be developed.

• Highly Qualified, Certified Administrators:

Dr. Sandra Clark, Principal: This is her first year as principal at Kelsey L. Pharr Elementary School. She has a bachelors and masters degree in Elementary Education and a doctorate in Early to Middle Childhood. She has a variety of leadership and teaching experience. She began her education career at Coral Terrace Elementary and taught kindergarten for three years. She then worked as an assistant principal at Silver Bluff Elementary for two years, Kensington Park Elementary for one year, and Shandonoh Elementary for six years. At Kelsey L. Pharr Elementary School, Dr. Clark creates a learning environment that addresses the individual needs of the schools' diverse student population. She empowers her staff with the necessary skills needed to ensure that all students perform at their potential and make sufficient learning gains.

Ronald G. Redmon, Assistant Principal: This is his second year as an assistant principal. He has a Masters of Science Degree in History and a Specialist Degree in Educational Leadership. Mr. Redmon ensures that students learn in a safe, nurturing, and supportive environment. As a history teacher, administrative assistant, and tutoring coordinator for the past thirteen years at Kinloch Park Middle School, Mr. Redmon helped improve the achievement of his students by an average of five percentage points in writing and mathematics, with each student showing significant learning gains. At Kelsey L. Pharr Elementary School, Mr. Redmon works collaboratively with staff, students, and parents to improve student achievement.

• Teacher Mentoring:

The Professional Growth Team from Professional Assessment and Comprehensive Evaluation System (PACES) will provide new teachers with a comprehensive long-range planning and a support team model to improve teaching and learning in the classroom.

A small percentage of teachers is still working in isolation after being provided with common planning time. In order to address this, the administration will become more active participants in the grade level meetings. Also, a grade level chairperson will be designated to help coordinate the daily routine of the grade level.

Our school will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training using CReating Independence through Student-owned Strategies (CRISS), Sunshine State Standards benchmarks, Best Practices, and higher order thinking skills. A minimum of two meetings/trainings will be provided monthly to all teachers for the purpose of sharing best classroom practices.

Our Reading Coach and Reading Leader will work with teachers on improving their lesson quality and targeting specific groups of students for tutorials. They will provide mentoring, focusing on how to develop and organize instructional practices to all teachers and those new to the school or grade level. Also, they will be observing and modeling instruction throughout the year.

• School Advisory Council:

The purpose of the Kelsey L. Pharr Elementary School Educational Excellence School Advisory Council (EESAC) is to work together to ensure improvement in student performance in all academic areas. The council will do this by preparing and evaluating the School Improvement Plan.

The School Educational Excellence School Advisory Council (EESAC) is an active committee that reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals for the 2006-2007 school year. The Educational Excellence School Advisory Council (EESAC) meetings are scheduled on the third Wednesday of each month to review progress of the School Improvement Plan (SIP) which facilitates achievement of our goals.

• Extended Learning Opportunities

Kelsey L. Pharr Elementary School will coordinate tutorial services (during school, after school, and Saturday Academies). Also, our Reading Coach and Reading Leader will identify and organize materials to be used by tutors to provide tutorial services.

Those students in third grade who have been retained once, and therefore are identified as Tier 2, will receive thirty minutes of additional reading instruction, and those students who have been retained twice and identified as Tier 3, will receive one hour of additional reading instruction by using Voyager Passport as a research-based program.

Our after school program is sponsored by Easter Seals of Miami-Dade, Inc; this program will emphasize remediation in the Sunshine State Standards in the areas of science, reading, mathematics, and writing.

Kelsey L. Pharr Elementary School will provide and monitor individual and small group tutoring in reading and math during school for all students and all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading and Math Test.

Prior to the 2007 Florida Comprehensive Assessment Test (FCAT) administration, we will implement a Saturday academic program to further prepare our students for the Florida Comprehensive Assessment Test (FCAT). The main purpose of this program is to ensure that all children in grades three through five have a fair, equal, and significant opportunity to reach proficiency on the challenging state academic assessment (FCAT).

• School Wide Improvement Model

Kelsey L. Pharr Elementary School is a Controlled Choice/Title I school that provides basic educational services based on the Sunshine State Standards (SSS) to students in grades pre-kindergarten through five. We offer a full range of reading, writing, mathematics, and science curricula that address the needs of our standard curriculum students, Economically Disadvantaged students, Limited English Proficient (LEP) students, and the Exceptional Student Education (ESE) students. Instruction is administered through the Miami-Dade County Comprehensive Reading Plan and USI Mathematics and Science.

Kelsey L. Pharr Elementary School will incorporate the Continuous Improvement Model (CIM). This model will involve an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps will include test scores disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process.

Kelsey L. Pharr Elementary School will provide and monitor individual and small group tutoring in reading and math during

school for all students and subgroups scoring at Achievement Levels 1 and 2 on the Florida Comprehensive Assessment Test (FCAT) Reading and Math Test. Our school will implement an after-school tutorial program that will emphasize remediation in the areas of science, reading, writing, and mathematics in grades two through five that is sponsored by Easter Seals of Miami-Dade. Teachers will utilize educational software such as Accelerated Reader, Riverdeep, FCAT Explorer, and SuccessMaker that facilitate computer-assisted instruction to reinforce, enrich, and monitor students' reading and math skills.

Kelsey L. Pharr Elementary School will administer reading and mathematics bi-weekly assessments and science and writing monthly assessments. In addition, DIBELS, the Pre/Post FCAT Writing District assessments, and other assessments will be administered to guide daily instruction and identify group and individual objective weaknesses.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Our goal at Kelsey L. Pharr Elementary School is to have all students reading at or above grade level.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that fifty-two percent of students have met the State required mastery level, forty-four percent have made annual learning gains, and fifty percent of the lowest twenty-five percent have made annual learning gains. The 2006 Adequate Yearly Progress (AYP) Report indicates that forty-seven percent of the total students tested scored at the State required mastery level. Analysis of the Content Clusters indicate that the content cluster with the lowest proficiency in grade three was Comparisons and Reference/Research with fifty percent, and the highest proficiency in Words/Phrases with fifty-seven percent. In grade four the lowest content cluster was Main Idea/Purpose with fifty percent, and the highest content cluster was Words/Phrases with sixty-seven percent. In grade five the lowest content cluster was Words/Phrases with forty-three percent, and the highest content cluster was Reference/Research with sixty-seven percent. This indicates a need for improved student performance in Reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, all students in grades three through five will improve their reading skills as evidenced by fifty-five percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize SuccessMaker software data and reports to monitor monthly progress and student gains.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize technology such as Pearson Learning SuccessMaker, Accelerated Reader (AR), Riverdeep, and FCAT Explorer that will facilitate computer-assisted instruction to reinforce, enhance, and monitor students' reading skills as reflected in the Sunshine State Standards.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide professional growth activities and resources for teachers through mentoring, modeling lessons, and training using Project CRISS, Sunshine State Benchmarks, Best Practices, and higher order thinking skills.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide and monitor small group tutoring that will emphasize remediation in the Sunshine State Standards during and/or after school in reading for all students and all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Tests.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$10000.00

Research-Based Programs

CORE: Houghton Mifflin Reading Program

INTERVENTION: Voyager Passport, Early Success, and SuccessMaker

Professional Development

Edusoft, CReating Independence through Student-owned Strategies (CRISS), Best Practices, 8-Step Continuous Improvement Model (CIM), and SuccessMaker Reports training will be provided to the staff. Other professional development inservices will be provided based on teacher surveys and District/Regional Center initiatives.

Evaluation

Scores on the 2007 FCAT Reading Test, in addition to bi-weekly assessments and district reading interim assessments, will be used to monitor student progress and guide instruction. Data from assessments will be shared with classroom teachers and discussed at grade level meetings with the administration. The assessment instruments that will be implemented are Dynamic Indicators of Basic Early Literacy Skills (DIBELS), SuccessMaker Computer Program, and Voyager Passport.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Kelsey L. Pharr Elementary School students will make sufficient annual learning gains to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that thirty-eight percent of students have met the State required mastery level and forty-five percent have made annual learning gains. Specifically, fifty-three percent of third grade students, forty-one percent of fourth grade students, and nineteen percent of fifth grade students scored at the State required mastery level. The 2006 Adequate Yearly Progress (AYP) Report indicates that thirty-five percent of all students tested scored at the State required mastery level. In addition, the Hispanic subgroup scored at thirty-nine percent, the Economically Disadvantaged subgroup scored at thirty-four percent, and the African American subgroup scored at thirty-one percent, not making adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Analysis of the Content Clusters indicate that the content cluster with the lowest proficiency in grade three was Geometry/Spatial Sense, Data Analysis with forty-three percent, and the highest proficiency in Number Sense, Measurement, and Algebraic Thinking with fifty percent. In grade four the lowest content cluster was Algebraic Thinking and Data Analysis with forty-three percent, and the highest content cluster was Geometry/Spatial Sense with fifty-seven percent. In grade five the lowest content cluster was Number Sense with thirty-one percent, and the highest content cluster was Geometry/Spatial Sense with forty-six percent. This indicates a need for improved student performance in mathematics.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of black students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of hispanic students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by forty-one percent of free or reduced lunch students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement data-driven instruction according to bi-weekly assessment results.	Principal Assistant Principal Reading Coaches	09/12/06	02/06/07	District Strategic Plan	\$0.00
Provide staff development on instructional strategies in mathematics, assessment and analysis of assessment data, and differentiated instruction for third through fifth grade General Education students, African American students, Hispanic students, and Economically Disadvantaged students.	Principal Reading Coaches	08/11/06	05/30/07	District Strategic Plan	\$0.00
Utilize and monitor computer-assisted programs to enrich and remediate mathematical skills and monitor performance for third through fifth grade General Education students, Economically Disadvantaged Students, African American students, and Hispanic students.	Principal Reading Coaches Paraprofessional	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide support to teachers and students in both effective teaching strategies and learning techniques to improve the mathematics skills of third through fifth grade General Education students, African American	Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00

students, Hispanic students, and Economically Disadvantaged students.					
Identify third through fifth grade General Education students, African American students, Hispanic students, and Economically Disadvantaged students scoring at achievement Levels 1 and 2 on the 2006 FCAT and provide tutorial assistance in mathematics during and after school hours to address the mathematics deficiencies.	Principal Assistant Principal Reading Coaches	08/14/06	02/06/07	District Strategic Plan	\$0.00

Research-Based Programs

CORE: Scott Foresman-Addison Wesley Mathematics

INTERVENTION: SuccessMaker, Riverdeep

Professional Development

Kelsey L. Pharr Elementary School will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training utilizing CReating Independence through Student-owned Strategies (CRISS).

Evaluation

Kelsey L. Pharr Elementary School will utilize the scores from the 2007 FCAT Mathematics Test, bi-weekly assessments, and Edusoft to monitor the improvement of students mathematics skills.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Kelsey L. Pharr Elementary School students will make sufficient annual learning gains indicating mastery in state writing standards.

Needs Assessment

Results of the 2006 FCAT Writing Plus Test indicate that seventy-three percent of fourth grade students met the State required mastery level. The 2006 FCAT Writing Plus Test scores indicate twenty-seven percent of fourth grade students did not meet high standards. Specifically, students scored a mean score of 3.5 on the Expository prompt and a mean score of 3.6 on the Narrative Prompt.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by seventy-four percent of students scoring at a score of 4.0 or higher on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development opportunities and resources through mentoring, modeling of lessons, and training for teachers in grades one through five to enhance their techniques in writing instruction.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Plan, implement, and monitor a schedule for writing that includes daily instruction and weekly practice opportunities for all students schoolwide.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer the District's FCAT Writing pre and post tests to assess and monitor student progress.	Principal Assistant Principal Reading Coaches	09/05/06	04/30/07	District Strategic Plan	\$0.00
Utilize writing across the curriculum strategies to enhance writing skills of all students in grades kindergarten through five.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Incorporate classroom journal writing to foster a love of writing and to provide additional writing opportunities.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide and monitor intervention writing activities for students as needed based on monthly writing samples.	Principal Assistant Principal Reading Coaches	09/26/06	02/06/07	District Strategic Plan	\$0.00

Research-Based Programs

CORE: Houghton Mifflin Reading Program

INTERVENTION: CReating Independence through Student-owned Strategies (CRISS)

Professional Development

Best Practices, CReating Independence through Student-owned Strategies (CRISS)

Evaluation

This objective will be evaluated by analyzing scores from the District's pre and post test, monthly writing prompts, and the 2007 administration of the FCAT Writing Plus 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Kelsey L. Pharr Elementary School students will acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Results from the 2006 FCAT Science Test indicate that only three percent of grade five students are meeting at or above FCAT Achievement Level 3 or higher.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development on instructional strategies in science, assessment and analysis of assessment of data, and differentiated instruction for all students.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide workshops in the parents' home language to assist in home learning, science exploration, and the scientific process.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Highlight the science laboratory by a student/parent interactive activity during our Science Night and culminating with the Science Fair in April.	Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase third through fifth grade students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the utilization of the science laboratory.	Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement data driven instruction according to monthly assessment results.	Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

CORE: Scott Foresman-Addison Wesley Science textbook and PSELL science program

INTERVENTION: Full Option Science System (FOSS) Kits

Professional Development

Kelsey L. Pharr Elementary School will provide professional growth activities and resources for teachers through mentoring, modeling of lessons, and training utilizing CReating Independence through Student-owned Strategies (CRISS), Sunshine State Standards, Best Practices, higher order thinking skills, PSELL, and Edusoft.

Evaluation

Students in grades five will demonstrate an increase in their knowledge of science as evidenced by the 2007 administration of the FCAT Science Test and school administered monthly science assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Kelsey L. Pharr Elementary School will help all families establish positive home/school learning environments to support student achievement.

Needs Assessment

The 2005-2006 Parent attendance logs indicate that an average of 50 parents per month participated in the school-related activities. In an effort to enhance parental involvement, additional workshops on parenting skills and strategies to improve student achievement will be offered to parents to increase the academic success of students at our school.

Measurable Objective

Given a schoolwide focus on parental involvement, the number of parents attending related school sponsored activities will increase by five percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an in-school resource center for parents to attend workshops, access computers, and exchange information.	Principal Parent Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide ongoing communication in the students' home language through a monthly newsletter to increase parental awareness.	Principal Parent Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct Learning Nights for parents and students to include: FCAT Literacy Nights and Mathematics/Science Family Nights.	Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide workshops that are of high interest to parents.	Principal Reading Coaches Parent Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct parent/teacher conferences based on the needs of the students.	Principal Assistant Principal Parent Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement.

Professional Development

Not Applicable

Evaluation

Attendance at parental involvement activities will be documented by the use of sign-in sheets. This documentation will be used to show an increase of parental involvement over the 2005-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Kelsey L. Pharr Elementary School will implement a discipline plan to ensure the safety of staff and students and create an environment conducive to learning.

Needs Assessment

Data from the Student Case Management System indicate that two hundred nine referrals were submitted during the school year 2005-2006. This indicates a need for the implementation of a schoolwide discipline plan in which all stakeholders are involved in increasing positive student behavior.

Measurable Objective

Students will improve behavior as evidenced by a five percent decrease in the number of referrals submitted during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.	Principal Assistant Principal Counselor Parent Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize outside agencies to provide appropriate counseling services to students with repeated behavior problems.	Principal Assistant Principal Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct lessons on conflict resolution and character education.	Principal Assistant Principal Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide small group counseling during after school tutoring program for those students who have repeated behavior problems.	Principal Assistant Principal Easter Seals Social Workers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the DARE program and 5000 Role Models.	Principal Assistant Principal Counselor Paraprofessional	08/14/06	05/30/07	District Strategic Plan	\$0.00
Work to improve communication and involvement of parents through various parent workshops and conferences.	Principal Assistant Principal Counselor Parent Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- Conflict Resolution
- Classroom management that promotes student self-discipline
- Counseling of at risk students

Evaluation

All referrals will be used to show a decrease in the number of referrals submitted over 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Kelsey L. Pharr Elementary School will promote teaching and learning through the effective use of technology.

Needs Assessment

Results of SuccessMaker program indicate that sixty-eight percent of the students in grade three through five show acceptable levels of performance in reading while Accelerated Reader program show a sixty-nine percent of acceptable levels. This indicates a need for enhancing the integration of technology into the curriculum so students will have appropriate resources to attain needed skills and competencies. In addition, a large percent of teachers need to be trained to achieve personal proficiency and promote technology integration into the classroom.

Measurable Objective

Given instruction integrating state of the art technology and other multimedia instructional programs within the existing curriculum, students will improve mathematics and reading skills as evidenced by a five percent point increase in the number of students with acceptable performance in SuccessMaker and Accelerated Reader during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide access to computers in every classroom for students and teachers.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Expose teachers to the use of technology to increase student achievement in mathematics and reading.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide differentiated instruction during mathematics and reading using technology to meet the diverse needs of students.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide staff development opportunities on infusing technology into the mathematics and reading curriculum.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop and implement school plans that integrate technology into the mathematics and reading curriculum.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide equitable access to equipment and materials for integrating technology into the mathematics and reading curriculum to attain needed skills and competencies	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

CORE: SuccessMaker

INTERVENTION: Riverdeep

Professional Development

Teachers will participate in the following professional development/training sessions:

- Microsoft Office
- Edusoft
- Reading Plus

Evaluation

Scores on the SuccessMaker and Accelerated Reader reports will be used to evaluate student progress and guide instruction.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Improve Student Health and Physical Fitness.

Needs Assessment

To properly assess both student fitness performance and programmatic success, Kelsey L. Pharr Elementary School administered a test to determine student baseline measures. Results of this test indicate that of the ninety-eight percent of students tested, sixty-two percent met the minimum health-related standards and thirty-eight percent did not meet the minimum health-related standards. There is a need to increase the number of students meeting the minimum health-related standards.

Measurable Objective

Given a schoolwide focus on health and physical fitness skills that promote and encourage lifetime fitness for daily living, an improvement in physical fitness will be evidenced by an increase of three percent in the number of award recipients on the administration of the 2007 Fitness Test as compared to the 2006 Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
School site administrators will monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Parents will be asked to assist their children with home learning fitness activities.	Principal Assistant Principal Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Special Area chairperson will develop and implement an action plan for the school to insure input from the District to meet the goals and objectives as stated.	Principal Assistant Principal Special Area Chairperson	08/14/06	05/30/07	District Strategic Plan	\$0.00
Ensure that at least two hours per week of instructional time are dedicated to fitness related activities.	Principal Assistant Principal Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Physical Education Teachers and the Special Area Chairperson will be provided with professional development on developing an action plan.

Evaluation

This objective will be evaluated by analyzing scores from the 2006-2007 FITNESSGRAM, health-related fitness test.

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

GOAL 9 STATEMENT:

Our goal is to increase students' visual art experiences beyond the scope of the classroom.

Needs Assessment

Results of the 2005-2006 school year indicate that there were no art projects entered in District wide contests.

Measurable Objective

Given instruction in art, students will increase the number of art exhibits entered into art shows by five projects during the 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide second through fifth grade students the opportunity to enter District-wide art exhibits and contests.	Principal Assistant Principal Art Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide students the opportunity to audition for magnet school programs	Principal Assistant Principal Art Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide students the opportunity to attend specific field trips to various art museums and centers to better understand visual arts.	Principal Assistant Principal Art Teacher	10/03/06	05/30/07	District Strategic Plan	\$0.00
Provide students the opportunity to collaborate on community-based art projects.	Principal Assistant Principal Art Teacher	10/03/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated through the number of art projects submitted to district wide contests during the 2006-2007 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Kelsey L. Pharr Elementary School will increase the ranking in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

Kelsey L. Pharr Elementary School ranked at the 20th percentile on the 2004-2005 State of Florida ROI index.

Measurable Objective

Kelsey L. Pharr Elementary School will improve its ranking on the State of Florida ROI index publication from the 20th percentile in 2004-2005 to the 21st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Principal	08/10/06	05/30/07	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal Secretary	08/10/06	05/30/07	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	08/10/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	08/10/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Kelsey L. Pharr Elementary School will show progress toward reaching the 21st percentile.

EESAC Compliance

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

Budget:

The EESAC recommended the review of the school's budget and financial reports. The requisition controls, transaction register, and other financial reports were explained in detail to the EESAC. The EESAC discussed and shared recommendations on the utilization of funds. The school's Title I budget was also reviewed by the EESAC.

Training:

The EESAC recommended that on-going inservices be provided for teachers and staff. Presently, teachers are receiving intensive training and support for the Comprehensive Research-Based Reading Plan (CRRP).

Instructional Materials:

The EESAC recommended that the school review the instructional materials needed and address these needs.

Technology:

The EESAC recommended that the school conduct a technology inventory and purchase new technology materials.

Staffing:

The EESAC, along with the interviewing committee, recommended the hiring of new staff based on our school's needs. The additional staff hired will be utilized to reduce student/teacher ratio enabling greater attention to be afforded to students.

Student Support Services:

The EESAC recommended the support of student services by ensuring that academic, financial, and socio-emotional needs are met. Several support services such as Child Study Team and peer mediation are instituted.

Other Matters of Resource Allocation:

The EESAC recommended financial support to enhance the total school. The EESAC purchased items such as tape players, books, equipment, and provided money for matching funds. The school's P.T.A. also provides donations to support school activities.

Benchmarking:

The EESAC recommended the use of the Sunshine State Standards, and the School Improvement Plan as a way to ensure excellence.

School Safety & Discipline:

The EESAC recommended that we emphasize safety and discipline with the implementation of programs such as peer mediation, D.A.R.E, Safety Patrols, and Do the Right Thing to ensure the safety and discipline of our students and teachers.

Budget Summary

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

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent