

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Bunche Park Elementary School (0641)

Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - BERYL JAMES

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Bunche Park Elementary School serves approximately 310 students, including standard curriculum students and Special Education students in grades Pre-Kindergarten through fifth grade. The ethnic/racial makeup of the student population is 83% Black students, 12% Hispanics students, and four percent Caucasian and one percent Asian or other students. Student attendance rate has made steady progress through the school year, it is currently above 93%. We are committed to improving our attendance to 95% or higher.

Bunche Park Elementary is located on an eight acre site in northwest Miami-Dade County, surrounded by residential homes. The address is 16001 Bunche Park Drive, Miami Gardens, Florida 33054. The school was built in 1952 with additions being added in the 1960's and 1970's. Bunche Park employs approximately a total of 72 employees. The ethnicity of the staff is made up of 65 % Black, 16% Caucasian, 15 % Hispanic, and 3% Asian.

In order to continue our quest toward higher student achievement, Bunche Park Elementary offers a variety of programs. Bunche Park Elementary is one of the district's School Improvement Zone schools and Reading First schools. Additionally, due to the high percentage of students on free or reduced lunch, Bunche Park Elementary receives additional funding through Title I. Bunche Park is fortunate to participate in The Education Fund's Citibank Tech Grant. This grant places computers in the homes of selected students and provides on-going support and training for students and teachers.

During the 2006-2007, third through fifth graders made significant learning gains in the areas of reading, math, writing and science, according to the 2007 FCAT results, 74% of students tested made learning gains in the area of reading and 83% in the area of Math. Additionally, 70% and 90% of students in the lowest quartile made adequate progress in the areas of reading and math, respectively.

In understanding our school community and the needs of our students, the Bunche Park Elementary School faculty along with the Educational Excellence School Advisory Council (EESAC) has identified the following objectives as school wide priorities:

Given instruction using Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by 58% of students achieving at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Reading Test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their reading skills as evidenced by 58% of students achieving at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Mathematics Test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students achieving at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 94% of students scoring 3.5 or higher on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using Sunshine State Standards, the percentage of tested students scoring an Achievement Level 3 or higher will increase to 69% or higher on the 2008 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will increase in parental and community interaction from 365 parents/guardians attending activities and/or events during the 2006-2007 to 402 parents/guardians attending activities and/or events during the 2007-2008 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by decrease of 10% in outdoor suspensions when compared to the 31 outdoor suspensions given during the 2006-2007 school year.

Given instruction based on the Sunshine State Standards and the emphasis on the use of technology in education, students in grades second through fifth will increase the use of technology through out the curriculum via the increase use of the Accelerated Reader Program from 27% of students scoring 85% or higher during the 2006-2007 school year to 50% of students scoring 85% or higher during the 2007-2008.

Given instruction based on the MDCPS's mandated FITNESSGRAM standards, third through fifth grade students will improve their fitness skills to 77 percent of students obtaining gold and silver recognition on the FITNESSGRAM standards.

Ten percent of Bunche Park Elementary students that participate in the Academic Excellence Program(AEP) Hands-on Science and Chess program will score an Achievement Level 3 or higher on the 2008 FCAT Science Test.



School Improvement Plan 2007-2008



Bunche Park Elementary will improve its ranking on the State of Florida ROI index publication from the 25% of the highest ROI value to 26%.

As a member of the School Improvement Zone, we recognize that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will continue to occur through out this year. School site administrators, as well as, the School Improvement Zone's administrative team will monitor and support all services to Bunche Park Elementary. We feel that this effort will help us improve in the following lowest scored areas of the Organizational Performance Improvement Snapshot Assessment Survey (OPIS) taken by our staff, Strategic Planning and Business Results. The item with the lowest score result was 2a with a score of 3.3, which dealt with the organization seeking staff's opinions and ideas with future plans. The OPIS indicates that employees would like to have more of an active role in the planning for future goals and objectives. Furthermore,



School Improvement Plan 2007-2008



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.

0641 - BUNCHE PARK ELEMENTARY SCHOOL

VISION

The vision of Bunche Park Elementary is to become a community of learners who eagerly and enthusiastically embrace every opportunity to learn by providing a safe, nurturing environment and utilizing creative, innovative instructional strategies, by well-qualified, caring teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities, and communication skills necessary to face the future challenges of our dynamic society.

MISSION

With the help of a well-planned curriculum, it is the mission of Bunche Park Elementary School to ensure that our students are able to learn the skills necessary to become productive members of society. We strive to provide a positive, healthy, learning environment where our students can develop a love of learning.

CORE VALUES

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners,

Equity: professional staff development enhances a quality school,

Citizenship: parent and community involvement enables student achievement, and

Integrity: a safe and secure environment is essential for teaching learning, self esteem, safety, and well-being.

School Demographics

Bunche Park Elementary School is comprised of a small population of approximately 310 students, grades Pre-K through fifth, 70 of whom are served in Exceptional Student Education programs. Student membership consists of 83 percent Black students, 12 percent Hispanic students, 4% Caucasian and 1% Asian or other students. Our students primarily come from a low-socioeconomic level where over 89 percent of our student membership receives free or reduced lunch. This makes us eligible for school-wide Title 1 status.

Bunche Park Elementary is located on an eight acre site in northwest Miami-Dade County, surrounded by residential homes. The address is 16001 Bunche Park Drive, Miami Gardens, Florida 33054. The school was built in 1952 with additions being added in the 1960's and 1970's. There are three portables, one of which is attached to the main building via covered walkway. The school building has undergone renovations to allow for a twenty seat computer lab, approximately four to five computers per classroom, and a closed circuit television system. Additionally, several classroom lightning has been updates, door have been replaced and all classrooms have dry-erase boards for teacher use. Security cameras and an updated fire alarm system have been installed. The school has been painted interiorly and exteriorly. The entire school building was tented for terminate extermination this summer. The South building went through an air quality improvement project, in which the ceilings were stripped, cleaned and refurnished with new roofing tiles. The media center has been refurnished with new shelving, circulation desk, furniture and numerous books.

Bunche Park Elementary employs approximately a total of 72 employees, either working full time or part time. Of this group, two are administrators, one ESE program specialist, 33 teachers, 12 paraprofessionals, three office staff members, four custodians, nine cafeteria workers, two security guards, one guidance counselor, one media specialist, one community involvement specialist, and two reading coaches. Bunche Park Elementary houses occupational and physical therapists and speech and language pathologists. The ethnicity of our staff is made up of 65 percent Black, 16 percent Caucasian, 15 percent Hispanic, and 3 percent Asian. 98 percent of our instructional staff is certified in the field in which they are teaching. One of our teachers has attained National Board Certification, 80 percent have Bachelor's degrees, 14 percent have Master's degrees, and 5 percent have Specialist degrees or Doctorates in Education.

Bunche Park Elementary is one the district's Exceptional Students Education center schools. The school houses Trainable Mentally Handicapped (TMH), Profoundly Mentally Handicapped (PMH), Autism (including a Pre-K Autistic class), and Severely Emotionally Disturbed programs being delivered in self-contained settings. We also have Educable Mentally Handicapped (EMH) students and students with Specific Learning Disabilities (SLD) and some Autistic students receiving services in support facilitated, inclusion and/or resource instructional delivery models. All of our exceptional students are served in a least restrictive environment. Approximately 97 of our ESE students are served by MDCPS transportation service. Additionally, the school has one federally funded Head start program which has a trailer on property and a Title I funded, full day, Voluntary Pre-Kindergarten Program for four year olds.

Our parents enjoy the services of our Parent Resource Center under the direction of our Community Involvement Specialist (CIS). We provide assistance to parents in a multitude of ways: parenting classes, FCAT workshops, Parenting tips, and "How to..." sessions, to mention a few. Our CIS holds 2nd cup of coffee meetings on a bi-weekly basis to provide an informal setting for parents to meet and greet each other. Parents are encouraged to attend monthly meetings where speakers address issues and concerns of interest. We have an active volunteer program where parents are made to feel welcome and useful. Parents are invited to attend several Parent-Teacher Conference afternoons and/or evenings throughout the school year. Parent volunteers attend all of our field trips. We strive to make Bunche Park Elementary a welcoming place for our parents and community.

Bunche Park is fortunate to have a number of special programs that enhance our academic environment. The Citibank Family Tech Program provides a free take-home computer, printer, internet access, and free e-mail to students and their families in two of our classrooms. Students in these classrooms complete nightly homework assignments on the computer. Our students also participate in the Reading Plus program, literacy and fluency building computerized program of study. We use Accelerated Reader for all grade levels. During our extended day, those students in third through fifth grade who are in need of enrichment activities can participate in our Academic Excellence Program, Art Club, Chess Club and/or French Club We also have a science lab, headed by a certified teacher, designed to increase our knowledge and experience in a hands on environment. All of these programs are designed to increase the academic skill base of our students. Bunche Park Elementary offers reading and mathematics small group tutorial during school hours. Bunche Park encourages the social leisure growth of its students by encouraging participation in activities such as Bookworms (Literature Circle), Future Teachers of America, Safety Patrols, and Cheerleaders.

The Bunche Park neighborhood is comprised of single family homes built in the late forties and fifties. The families are fairly stable and we have a small transient rate. Many of our students are being raised by their grand and great grand parents. With the help of our Community Involvement Specialist, Attendance Clerk, and Social Worker we are aiming to improve our daily attendance percentage, which currently stands at about 94.34 %. We are committed to improving our attendance to 95%.

School Foundation

Leadership:

According to the Organizational Performance Self Assessment Survey (OPIS) results, the Leadership component indicated an overall score of 3.8 out of a possible 5.0. The item with the highest result was 1a which is the knowledge of the organization's mission. The item with the lowest score was 1g with a score of 3.3, which is the organization asking their staff for their opinions, ideas and thoughts on plans and projects. This confirms that employees share an interest in taking a proactive role in the decision making process of the organization.

District Strategic Planning Alignment:

According to the Organizational Performance Self Assessment Survey results, the District Strategic Planning Alignment component indicated an overall score of 3.6 out of a possible 5.0. The items with the highest scoring results were 2b and 2c with a score of 3.7, which are one's knowledge of their role in the organization's plans that will affect their work performance and how one acknowledges progress accomplished. The item with the lowest score result was 2a with a score of 3.3, which deals with the organization seeking staff's opinions and ideas with future plans. The OPIS indicates that employees would like to have more of an active role in the planning for future goals and objectives.

Stakeholder Engagement:

According to the Organizational Performance Self Assessment Survey results, the Stakeholder Engagement component indicated an overall score of 4.0. The item with the high score was 3a, acknowledging one's awareness of who their customers are. The items with the lowest score were 3d and 3e, which involves questioning customers about satisfaction and problem solving for customers. Results under the Stakeholder reveal that employees would like more knowledge of the financial aspects of the organization. Results under the Stakeholder Engagement indicate an overall satisfaction with quality of employees' work performance.

Faculty & Staff:

According to the results of the Organizational Self Assessment Survey, the faculty and Staff component indicated an overall score of 3.08 out of a possible 5.0. The items with the highest scores were 5e, which consist of having a safe workplace, 5a, which expresses an awareness that the employees can make changes to improve their work performance, and 5b, the employees feel that they can work together as a team. The items with the lowest scores were 5f and 5d, which is being recognized for one's work and expressing concerns.

Data/Information/Knowledge Management:

According to the results in the Organizational Self Assessment Survey, the Data Information/Knowledge Management component indicates an overall score of 4.0. The items with the highest scores were 4a and 4b, which consist of knowledge of how to measure and analyze the quality of one's work to further improve their performance. The item with the lowest score was 4f, which expresses the need to be aware of how the work location is doing.

Education Design:

Bunche Park Elementary is driven through strategic planning, data driven instruction and analysis of assessments. In addition, we strive to meet all district, state and federal guidelines. The analysis of assessment produces the data that guides our instruction. Teachers, parents and community are represented on our Educational Excellence School Advisory Council (EESAC). Common grade level planning is provided to all teachers, long range goals and objectives help us focus our curriculum to meet the needs of individual students. Administration provides the educational leadership that guides our progress.

Bunche Park Elementary offers an exceptional extended day program as part of the School Improvement Zone (SIZ). Students also participate in the Academic Excellence Program, exposing them to art appreciation. Bunche Park Elementary also sponsors clubs such as Future Educators of America, Safety Patrol, Morning Announcers on WBPE TV, and Cheerleading/Pep Club.

Bunche Park Elementary utilizes the Continuous Improvement Model (CIM) that consists of an eight step process: 1. Data Disaggregating 2. Timeline Development 3. Instructional Focus 4. Assessment 5. Tutorials 6. Enrichment 7. Monitoring 8. Maintenance. It encompasses Best Practices and CRISS, provides for frequent monitoring of performance, bases instructional decision on available data and ensures that the educational needs of all "No Child Left Behind" (NCLB) subgroups are addressed.



School Improvement Plan 2007-2008



Performance Results:

Bunche Park Elementary is a member of the School Improvement Zone (SIZ). Being part of the SIZ, has allowed Bunche Park Elementary to offer additional support which has made a difference in our ability to positively impact our students. We now have a full-time social worker. This person has assisted the improvement of the school's attendance rate. We also have a full-time psychologist. Since we are an exceptional center with over 140 students with active IEP's having a full-time psychologist has made the workload much more manageable. By instituting the Zone's Extended Day program, our children are offered an additional hour for academic tutoring and enrichment. According to Florida School Performance Scale, Bunche Park Elementary maintained a letter grade of "C". While our staff and students have worked rigorously, we recognize that our involvement in the School Improvement Zone has made much of our success possible.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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 type="checkbox"/>

Reading Statement

Bunche Park Elementary students will acquire the knowledge, skills, and competencies needed to master the sunshine state standards in the area of reading.

Needs Assessment

Results of the 2007 FCAT Reading indicated that 72% of students tested in grades three through five scored at or above achievement Level 3, an increase of 19% from the 2006 FCAT Reading results. Furthermore, 77% of rising fourth graders scored at or above achievement Level 3, an increase of 25% when compared to the 2006 rising fourth graders. The rising fifth graders maintained 48 scoring at or above achievement Level 3. According to the 2007 FCAT results, 70% of students classified as the lowest quartile made adequate progress. 74% of tested students made learning gains when comparing the 2007 to the 2006 FCAT results. After carefully analyzing the 2007 FCAT Reading results, 78% third graders demonstrated proficiency with Words/Phrases, 65% with Main Idea/Purpose, 71% with Comparison and 50% on Reference and Research. Furthermore, fourth graders performed the following on the 2007 FCAT Reading: 60% on Words/Phrases, 56% on Main Idea/Purpose, 53% on Comparisons and 50% on Reference and Research.

Fifth graders scored the following: 56% on Main Idea/Purpose, 52% on Words/Phrases, 56% Comparison and 50% Reference/Research.

All subgroups, with the exception of Students with Disabilities, met Adequately Yearly Progress. 89% of Students with Disabilities were tested of which 50% scored at or above grade level in Reading.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 checked="" type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by 58% of students achieving at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Reading Test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their reading skills as evidenced by 58% of students achieving at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Core Curriculum Reading Plan during the 90 minutes of uninterrupted Language Arts/ Reading block to ensure growth in the essential areas of Reading through the use of Houghton Mifflin Core Reading Series.	Classroom Teachers, Administrators and Reading Coaches	08/20/07	06/10/08	District-wide Literacy Plan	0
Utilize Reading Coaches and School Improvement Zone Curriculum Support Specialist (CSS) to assist teachers with planning, modeling and coaching effective reading strategies.	Curriculum Support Specialist, Reading Coaches, Administrators, Media Specialist	08/20/07	06/11/08	District-wide Literacy Plan	50000
Utilize computer assisted programs such as Reading Plus, Leap Frog, Riverdeep and FCAT Explorer to improve the reading performance of the struggling students in the bottom quartile.	Administrators, Reading Coaches, Media Specialist, Microsystem Technologist, Trechnology Facilitator	08/20/07	06/11/08	District-wide Literacy Plan	0
Provide daily differentiated grouping to meet the needs of all students during Language Arts/ Reading Block, especially targeting students in the lowest 25th percentile.	Administrators, Teachers, EESAC Members, Reading Coaches, Grade ChairpersonsLeadership Team	08/20/07	06/11/08	District-wide Literacy Plan	0
Engage students in Accelerated Reader (AR) program and assessment for grades 2-5 to increase comprehension skills.	Administrators, Reading Coaches, Classroom Teachers, Media Specialist	08/20/07	06/11/08	District-wide Literacy Plan	3000
Provide monthly parent workshops designed to provide various appropriate strategies appropriate at to help at home and support to their children in the areas of fluency, phonics, comprehension and vocabulary.	Community Involvement Specialist, Grade Chair Persons, Reading Coaches, Administrators, Social Worker, Program Specialist,	08/20/07	06/11/08	District-wide Literacy Plan	1000
Disaggregate and analyze data from the 2007 FCAT SSS Reading Test, SAT, DIBELS, bi-weekly school-based assessments and 07-08 Interim Assessments to identify strengths and opportunities for improvement.	Administrators, Teachers, Reading Coaches, Curriculum Support Specialist, Grade Chairpersons	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Implement small group tutoring in reading for Tier II and Tier III students using the district's approved research-based intervention programs: Early Success, Soar to Success and Voyager.	Administrators, Tutors, Reading Coaches, Technology Facilitator, Curriculum Support Specialist	08/20/07	06/11/08	District-wide Literacy Plan	0
Administer bi-monthly assessment to monior students' progress, make modification to instructional focus and provide targeted instruction as needed.	Classroom teachers, Reading Caoches, Curriculum Support Specialist, Administrators	08/20/07	06/11/08	District-wide Literacy Plan	0

Research-Based Programs



School Improvement Plan 2007-2008



The research-based programs implemented at Bunche Park Elementary for reading instruction and/or intervention are the following:

- * Core Reading Program, Houghton Mifflin, provides the basis for instruction and connects meaningfully to supplemental materials.
- * Supplemental materials include the following are QuickReads, Elements of Reading and Accelerated Reader (AR).
- * Intervention programs for struggling readers are as follows:
Early Success, Soar to Success and/or Voyager.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Differentiated Instruction
CRISS Refresher-Training
Understanding Data Analysis
Vocabulary Instruction
Print Rich Environment (Word Walls)
Guided Reading
Test as a Teaching Tool

Evaluation

Formative and Summative assessment will determine students' learning gains. Formative assessments include: School-based assessments, District Interim Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Houghton Mifflin's Theme Skilled Tests. Data from assessments will be utilized to drive instruction. Summative assessments include the 2008 FCAT SSS/NRT Reading Test and Sat-10 Test.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

Bunche Park Elementary students will acquire the knowledge, skills, competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics indicated 76% of students tested in grades three through five scored at or above achievement Level 3, an increase of 32% from the 2006 FCAT Mathematics results. Furthermore, 82% of rising fourth graders scored at or above achievement Level 3, an increase of 22% when compared to the 2006 rising fourth graders. 59% of the rising fifth graders scored at or above achievement Level 3, an increase of 16% when compared to the 2006 rising fifth graders. According to the 2007 FCAT results, 90% of students classified as the lowest quartile made adequate progress. 83% of tested students made learning gains when comparing the 2007 to the 2006 FCAT results. After carefully analyzing the 2007 FCAT Mathematics results, 67% third graders demonstrated proficiency with Number Sense, 75% on Measurement, 71% on Geometry, 50% on Algebraic Thinking and 86% on Data Analysis. Fourth graders scored the following: 55% on Number Sense, 63% on Measurement, 71% on Geometry, 43% on Algebraic Thinking, and 57% Data Analysis. Fifth graders scored the following: 54% on Number Sense, 45% on Measurement, 54% on Geometry, 55% on Algebraic Thinking, 50% Data Analysis

All subgroups, with the exception of Students with Disabilities, met Adequately Yearly Progress. 89% of Students with Disabilities were tested of which 52% scored at or above grade level in Mathematics.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Mathematics Test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by 62 percent of students achieving at or above Achievement Level 3 on the 2008 administration of the FCAT SSS Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate FCAT Mathematics "Problem/Concept of the Day" through closed-circuit television to expand students' vocabulary and concept development.	Classroom Teachers, Media Specialist, Administrators, Math Tutor	08/20/07	06/11/08	Education Innovation	0
Disaggregate and analyze data from the 2006 FCAT and SAT mathematics subtest to ensure data-driven instruction using Edusoft and WSPI.	Administrators Curriculum Support Specialist (TSA), Grade Chairpersons, Classroom Teachers, Technology Facilitator, (Teacher)	08/07/06	06/01/07	Continuous Improvement Model	0
Implement and monitor District approved, uninterrupted one hour mathematics block, using District's pacing guide to the Harcourt Mathematics series in order to improve students' achievement.	Administrators, Classroom Teachers, Curriculum Support Specialist, Grade Chairpersons,	08/20/07	06/11/08	Seamless PreK-12 Curriculum	0
Utilize computer assisted instructional programs, such as Compass Learning, RiverDeep, Leap Pad, and FCAT Explorer to improve the mathematics performance of struggling students in the bottom quartile.	Classroom Teachers, Technology Facilitator (Teacher), Microsystem Technologist, Media Specialist, Administrators	08/20/07	06/11/08	Education Innovation	0
Provide students with performance-based activities, incorporating the use of manipulatives, problem solving, critical thinking, technology and daily FCAT practice from the core Mathematic series, incorporating progress monitoring assessments that as SAT/FCAT correlated to promote critical thinking including Students with disabilities subgroup.	Classroom Teachers, Administrators, Curriculum Support Specialist, Math Tutor	08/20/07	06/11/08	Inclusion of SWD	0
Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in the area of mathematics.	Community Involvement Specialist, (CIS) Grade Chairpersons, Administrators, Curriculum Support Specialist, Social Worker	08/20/07	06/11/08	Improve Public Perception	0
Provide small group mathematics tutorial, during school hours, to Level 1 and 2 students in grade three through five using a variety of resources, such as Release Item Samples, Item Specifications, and On-Target.	Curriculum Support Specialist, Administrators, Grade Chairpersons, Reading Coaches, Classroom Teachers	08/20/07	06/11/08	Continuous Improvement Model	16000

Research-Based Programs

The research-based core mathematics program at Bunche Park Elementary is Harcourt, Florida Edition. This research-based mathematics comprehensive program provides instructional support to ensure mathematics achievement and a strong focus on skill building and performance task



School Improvement Plan 2007-2008



Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

SMILE (as needed)

Comprehensive Mathematics Plan

Mathematics in Context

Data Analysis: Using data to drive instruction

Item Specifications: Understanding Performance Tasks

Evaluation

Formative and Summative assessments will determine our students' learning gains. Formative assessments include School-based assessments, District Interim Assessments, On-Target Monthly and Harcourt's FCAT Skills Practice Test. Data from these assessments will be utilized to drive our instruction. Summative assessments include the 2008 FCAT SSS Mathematics Test.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

Bunche Park Elementary students will acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

93 percent of tested fourth graders met high standards, scoring a 3.5 or higher, on the 2007 FCAT Writing Test, a 15 percent increase when compared to 2006 FCAT Writing results. Over 93% percent of our students tested scored at a 3.5 or better in the both modes of writing, expository and narrative portion of the FCAT Writing Test. The mean essay score for expository was 4.2 and narrative 3.9, this data confirms that our students must continue to practice narrative prompt writing, with emphasis on focus and support; fourth graders earned 50% of possible points in these content areas.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 94% of students scoring 3.5 or higher on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Interpret and analyze assessment data using monthly in class writing, results will serve as progress monitor tool.	Administrators, Classroom Teachers, Reading Coaches, Curriculum Support Specialist	08/20/07	06/11/08	Continuous Improvement Model	0
Develop student writing portfolios in grades K-5 that contain selected samples to include expository, narrative, poetry, and story writing.	Classroom Teachers, Grade Chairpersons, Administrators, Reading Coaches, Curriculum Specialist, Media Specialist	08/20/07	06/11/08	Seamless PreK-12 Curriculum	0
Implement and monitor the district's 30 min. per day writing schedule, incorporating Read-Alouds as an integral part of this period to promote the use of authors as mentors in student's writing.	Administrators, Leadership Team, Reading Coaches, Classroom Teachers, Curriculum Support Specialist	08/20/07	06/11/08	District-wide Literacy Plan	0
Provide monthly parent workshops to enable parents to give appropriate at-home help and support to their children in writing samples.	Reading Coaches, Community Involvement Specialist, Social Worker, Administrators, Classroom Teachers	08/20/07	06/11/08	Improve Public Perception	0
Incorporate monthly writing assessment as instructional classroom tools.	Classroom Teachers, Administrators, Reading Coaches	08/20/07	06/11/08	Continuous Improvement Model	0
Provide professional development opportunities for all staff member in that area of writing to enhance instruction and increase students' proficiency.	Reading Coach, Curriculum Support Specialist, Classroom Teachers	08/20/07	06/11/08	Exchange Meaningful Information	
Integrate a Collaborative Writing Teacher Exchange Instructional Session where fourth grade teachers will conduct mini writing lessons as a grade level in their areas of expertise.	Classroom Teacher, Reading Coaches, Administrators	08/20/07	06/11/08	Exchange Meaningful Information	

Research-Based Programs

The research-based core writing program at Bunche Park Elementary is based on strategies for effective writing components from Reading Research-Based Core Program, Houghton Mifflin.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

- Core Writing Program
- Holistic Scoring training
- Training in compiling and monitoring portfolios

Evaluation

Formative and Summative assessments will be administered by the teacher along with quarterly assessments and monthly prompts to monitor progress and redirect classroom instruction based upon analysis of current data. Formative assessments include School-based Monthly Writing Prompts and District Writing Prompts Assessments. Data from these assessments will be utilized to drive our instruction. Summative assessments include the 2008 FCAT Writing Plus Administration.

Science Goal

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

Florida Education Priorities

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

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"/>

Science Statement

Bunche Park Elementary students will acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

44% of tested fifth graders scored high standards, Level 3, on the 2007 Science FCAT Test. Cluster data analysis reveals that 42% of tested students scored high standards in the content area of scientific thinking. Furthermore, 53% of tested students scored high standards in the areas of Earth and Space and Life And Environmental. None of the tested students scored an achievement level of 4 and 5. The above mentioned data confirms the need to continue academic performance learning gains in the area of science in order to meet district and state expectations.

Measurable Objective

Given instruction using Sunshine State Standards, the percentage of tested students scoring an Achievement Level 3 or higher will increase to 69% or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parent workshops to enable parents to give appropriate at-home help and support for Science Fair preparation for their children.	Administrators, Science Intermediate Teacher, Community Involvement Specialist, Grade Chair Persons, Classroom Teachers, Science Resource Teacher	08/20/07	06/11/08	Improve Public Perception	0
Implement an AEP Program during our Extended Day, focusing on Hands-On Science and the scientific method.	Administrators, Classroom Teachers, Academic Excellence Teacher	08/20/07	06/11/08	Academic Enrichment Opportunities	3000
Conduct an Annual School-wide Science Fair by having students implement and apply the scientific method.	Administrators, Science Intermediate Teacher, Classroom Teachers, Reading Coach	08/20/07	06/11/08	Academic Enrichment Opportunities	0
Utilize science lab and science intermediate teacher to provide 1 hour daily of hands-on science activities using CRISS strategies, in grades 4-5.	Administrators, Science Intermediate Teacher, Classroom Teachers	08/20/07	06/11/08	Academic Enrichment Opportunities	0
Align the District's Pacing Guide and the newly adopted Scott Foresman Science series to improve science instruction and student achievement.	Science Intermediate Teacher, Classroom Teachers, Administrators, Reading Coach	08/20/07	06/11/08	Seamless PreK-12 Curriculum	
Provide Professional development for instructional staff on the newly adopted Science Series, Scott Foresman, to include understanding of all components of the program and suggested instructional delivery pace.	Science Intermediate Teacher, Classroom Teachers, Reading Coach, Administrator, CSS	08/20/07	09/20/08	Exchange Meaningful Information	
Provide monthly School-based, School Improvement Zone and District Interim Assessments to monitor progress and adjust instruction, according to test data.	Classroom Teachers, Science Intermediate Teacher, Administrators, Reading Coach, CSS	08/20/07	06/11/08	Continuous Improvement Model	
Initiate a Science Test Prep segment to air on CCTV on a weekly basis in order to support our school-wide science program.	Science Intermediate Teacher, Reading Coach, Classroom Teachers, Administrators	08/20/07	06/11/08	Education Innovation	

Research-Based Programs

The research-based core program at Bunche Park Elementary is the Scott Foresman Science Series.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

- Hands-On Science
- AEP Science Training
- Planning, modeling and coaching of effective science lesson, by science lab teacher.
- Understand the New Science Series, Scott Foresman

Evaluation



School Improvement Plan 2007-2008



Formative and Summative assessments will determine our students' learning gains. Formative assessments include School Improvement Zone's Monthly Assessments, School-based Science Assessments and District's Pre & Post Test. Data from these assessments will be utilized to drive our instruction. Summative assessments include the 2008 FCAT Science Administration.

Parental Involvement Goal

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

Florida Education Priorities

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

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"/>

Parental Involvement Statement

Bunche Park Elementary will increase the amount of parent involvement in order to assist students' skills, knowledge and competencies needed to master or meet the State standards in the areas of Reading, Writing, Math, Science and Test-taking skills.

Needs Assessment

Analysis of our 2006-2007 Title I Parental Involvement Rosters indicated that 37% of parents/guardians participated and attended Open House and 46% of parents/guardians attended the April Parent-Teacher Conference evening. Additionally, 6,811 total phone calls have been made since September 2006 with 74% successful deliveries via Connect-Ed System. 85% of recipients have listened to more than ¾ of each send messages, total of 142 messages.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will increase in parental and community interaction from 365 parents/guardians attending activities and/or events during the 2006-2007 to 402 parents/guardians attending activities and/or events during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to become involved with the Parent Academy and other literary initiatives that promote personal growth for parents.	Administrators Reading Coaches School Guidance Counselor CIS, Classroom Teachers Social Worker	08/20/07	06/11/08	District-wide Literacy Plan	0
Plan and deliver workshops to empower parents with the skills needed to promote awareness and increase student achievement.	Administrators, Reading Coaches, Social Worker, CIS	08/20/07	06/11/08	Exchange Meaningful Information	0
Implement and coordinate "Donuts with Dads" and "Muffins with Moms" monthly breakfast gatherings to encourage parent participation and visitation.	Cafeteria Manager, Administrators, Grade Chairpersons, CIS, Social Worker	08/20/07	06/11/08	Exchange Meaningful Information	200
Encourage local businesses to donate goods to assistance the school in promoting parental attendance at activities. These goods will be used as raffle items on those special nights	Administrators, Program Specialist, Reading Coaches, Classroom Teachers, CIS, Local Business Leaders	08/20/06	06/11/07	Improve Public Perception	0
Encourage positive/school means of communication by using the Connect-Ed communication system to increase parental awareness of upcoming school events, policies and procedures.	Administrators, Media Specialist, Technology Facilitator (Teacher), Classroom Teachers, Reading Coaches, School Guidance Counselor	08/20/07	06/11/08	Exchange Meaningful Information	0
Promote, provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators, CIS, Reading Coaches, Media Specialist, Classroom Teachers	08/20/06	06/11/07	Exchange Meaningful Information	500

Research-Based Programs

Bunche Park Elementary implements the following:
National PTA Standards
Passport to Success

Professional Development

Bunche Park Elementary will infuse the following to accomplish the stated objective:

The Title 1 Community Involvement Specialist will attend Regional Center/District Workshops relating to parental involvement. In-services for teachers to review parent conferencing techniques will take place in house. Additionally, in-services will be provided to the Bunche Park Elementary parents with emphasis on strategies that promote students' achievement.

Evaluation

This objective will be evaluated by the analysis of the number of parents/guardians who sign the Title I Parental Involvement Attendance Rosters for all Bunche Park Elementary 2007-2008 school activities/events and workshops.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Bunche Park Elementary will continue to be a safe and healthy environment where children can learn.

Needs Assessment

Bunche Park Elementary has very few disciplinary situations that result in suspensions, indoor or outdoor. According to school and district collected data outdoor suspensions declined three percent when compared to the 2006-2007 school year. Nonetheless, school and district collected data revealed that the majority of suspensions for Bunche Park accrued during the fourth grading period. The majority of Student Case Management Referrals had been for fighting, disruptive behavior and/or disrespectful towards school personnel.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by decrease of 10% in outdoor suspensions when compared to the 31 outdoor suspensions given during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to conduct counseling group and individual counseling sessions for students who have been referred to the guidance counselor by a staff member.	Administrators, School Guidance Counselor, Classroom Teachers, School Psychologist, Social Worker	08/20/07	06/11/08	Healthcare & Healthy Choices	0
Continue to monitor the Peer Mediation Model for 2-5 grades	Administrators, Guidance Counselor, Safe School Specialists, Social Worker, Classroom Teachers	08/20/07	06/11/08	Seamless PreK-12 Curriculum	0
Invite Community-based programs and/or presentations that focus on Safe and Orderly Environment.	Administrators, Guidance Counselor, Social Worker, Classroom Teachers, Grade Chair Persons	08/20/07	06/11/08	Improve Public Perception	0
Involve the 2nd graders in the KAPOW program.	Administrators, School Police, Guidance Counselor, Second grade teachers	08/20/07	06/11/08	Improve Public Perception	0
Analyze data in the fourth grading period to determine antecedent of common inappropriate behaviors. Review the data and class configurations to ensure appropriate class placement.	All teachers, staff, and parents Administrators	06/20/07	08/30/07	Continuous Improvement Model	0
Broadcast via closed circuit television a segment that role-plays the appropriate behaviors to display during certain situations. (For example: when a student is bullyign another student)	Administrators, Guidance Counselor, Social Worker, Classroom Teachers	08/20/07	06/11/08	Healthcare & Healthy Choices	0
Incorporate programs to promote safety awareness, such as Red Ribbon Week.	School Counselors, Teachers, Administrators	08/20/07	06/11/08	Improve Public Perception	0

Research-Based Programs

The research-based program incorporated at Bunche Park Elementary include such programs as:

- Peer Mediation Model
- Kids and the Power of Work (KAPOW)
- Character Education Program
- TRUST
- Substance Education Curriculum

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

- Training in Peer Mediation
- Training by the KAPOW program to selected second grade teachers
- Review of our School Wide Discipline Plan at Faculty meeting
- Review the Student Code of Conduct with teachers, students and parents
- Strategies for consistent behavioral management
- Positive attitude behaviors to encourage in the classroom

Evaluation

Bunche Park Elementary will be evaluated by a decrease of 10% the number of students given outdoor suspension during the 2007-2008 school year when compared to the 31 assigned during the 2006-2007 school year.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Bunche Park Elementary students will improve their fluency and comprehension skills through the infusion of technology.

Needs Assessment

According to the 2006-2007 Accelerated Reader Program Schoolwide Summary Report an average of 27% of students that participated in Accelerated Reader scored an 85% or higher. Furthermore, fourth and fifth graders average book level was significantly below grade level, at 2.9 and 3.1, respectively. Additionally, an average of 95.5% of students participating in Accelerated Reader have scored At-Risk.

Measurable Objective

Given instruction based on the Sunshine State Standards and the emphasis on the use of technology in education, students in grades second through fifth will increase the use of technology through out the curriculum via the increase use of the Accelerated Reader Program from 27% of students scoring 85% or higher during the 2006-2007 school year to 50% of students scoring 85% or higher during the 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an incentive program to encourage second-fifth grade students to read and take AR tests.	Administrators, Classroom Teachers, Media Specialist, Reading Coaches, Technology Facilitator (Teacher)	08/20/07	06/11/08	District-wide Literacy Plan	250
Provide additional training to teachers on how to pull reports, guide and motivate students to participate in the AR Program.	Teachers, Administrators, Media Specialist, Reading Coaches, Micro-Systems Technician	08/20/07	06/11/08	Education Innovation	600
Provide ongoing assistance to teachers and students to ensure that students are reading and taking the assessments on a bi-weekly basis, every other week.	Administrators, Micro-Systems Technician, Media Specialist, Classroom Teachers,	08/20/07	06/11/08	Exchange Meaningful Information	0
Implement a monitoring/incentive system to actuate the use of the Accelerate Reading Program.	Administrators, Micro-Systems Technician, Instructional staff, Computer Lab Teacher	08/20/07	06/11/08	District-wide Literacy Plan	0
Provide teachers with a schedule that include specific days and times to visit the media center to check out books and/or computer lab to ensure the maximum use of the Accelerated Reading Program on a bi-weekly basis.	Administrators, Classroom Teachers, Curriculum Support Specialist, Technology Facilitator (Teacher), Media Specialist	08/20/07	06/11/08	District-wide Literacy Plan	0

Research-Based Programs

National Education of Technology Standards (NETS)
Accelerated Reader
STAR

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:
Accelerated Reading Program Training for Teachers
Data Reporting
Understanding the Accelerated Reading Program for new teachers

Evaluation

The component will be evaluated by 50% of students scoring 85% or higher during the 2007-2008 on the Accelerated Reader Program Assessment a 23% increase when compared to 2006-2007.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Bunche Park Elementary students will develop positive attitudes toward personal fitness and health as worthy and important life long goals.

Needs Assessment

According to the 2007 FitnessGram, 96% of the total students enrolled in grades third - fifth were tested. 60% of tested students received the Silver Card award, for passing 5 out of 6 tested items, a 24% increase from 2006. However, an analysis of the 2007 FitnessGram revealed a decline of 3% of third through fifth grader students meeting or exceeding the District's Fitness Standards as compared to the 2006 results. Additionally, 41% of the tested students earned a Gold award, for passing 6 out of 6, a 24% decline when compared to the 2006 FitnessGram results.

Measurable Objective

Given instruction based on the MDCPS's mandated FITNESSGRAM standards, third through fifth grade students will improve their fitness skills to 77 percent of students obtaining gold and silver recognition on the FITNESSGRAM standards.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate health education mini-lessons and/or skits during morning announcements via closed-circuit television.	Administrators, Physical Education Teachers, Classroom Teachers, Media Specialist	08/20/07	06/11/08	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators, Physical Education Teachers, Classroom Teachers	08/20/07	06/11/08	Healthcare & Healthy Choices	0
Incorporate flexibility and endurance physical activities to assistance with the mile run and relay race.	Administrators, Physical Education Teachers, Parents, Classroom Teachers	08/20/07	06/11/08	Healthcare & Healthy Choices	0
Incorporate a scope & sequence for physical education classes that addresses all areas on the FitnessGram.	Administrators, Physical Education Teachers	08/20/07	06/11/08	Healthcare & Healthy Choices	0

Research-Based Programs

The research-based core physical education program at Bunche Park is the following:
FITNESSGRAM Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:
Physical Education teachers will receive additional training on the use of the FITNESSGRAM software as needed.
Refresher classes should be sought out by the Physical Education Dept. to promote the use of the latest activities, equipment, and skills.

Evaluation

This objective will be considered to have been successfully met when the number of students meeting award winning status, using the FITNESSGRAM criteria, reaches 77% percent which constitutes an increase when compared to the 2006-2007 results.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Bunche Park Elementary students will develop critical and creative thinking skills through an Academic Excellence Program (AEP) focusing on hands-on science and Chess.

Needs Assessment

According to the 2007 FCAT Science Results, 33% of the fifth graders enrolled in AEP scored at or above mastery level, Level 3 or higher. Nonetheless, 67% of the fifth graders enrolled in AEP scored at or below mastery level. An area that students scored below mastery was in determining the overall effect of all of the forces acting on the object.

Measurable Objective

Ten percent of Bunche Park Elementary students that participate in the Academic Excellence Program(AEP)Hands-on Science and Chess program will score an Achievement Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Contact parents and register students that are eligible to participate in the AEP Hands-on Science & Chess Program.	Administration, Leadership Team, EESAC members, AEP Teacher	09/24/07	05/30/08	Advanced Academics	0
Provide chess sets for participating students to practice critical thinking skills.	Administration, AEP Teachers, Classroom Teachers, Media Specialist, Science Resource Teacher	09/24/07	06/11/08	Advanced Academics	800
Instruct students on the many facets of complex science issues and chess strategies as evidenced by lesson plans.	Administrators, Classroom teachers, AEP Teachers	09/24/07	06/11/08	Advanced Academics	0
Increase parental support through activities and involvement during student chess competitions.	Administrators, Classroom teachers, AEP Teachers	09/24/07	06/11/08	Advanced Academics	250

Research-Based Programs

According to research, chess has been proven to increase memory, promote, numeral and verbal aptitude and develop higher order thinking skills.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

- Hands on Science training
- AEP training as needed
- Chess Training

Evaluation

This objective will be met when 10% of fifth graders attending AEP score an Achievement Level 3 or higher on the 2008 FCAT Science Test.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Bunche Park Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicated that in 2004, Bunche Park Elementary ranked in the 25% of the highest ROI Value. Additionally, the school is in the lower third of all elementary schools in the state in the ROI measures. Furthermore, Bunche Park is in the lower third of all elementary schools in the state on percent of students making learning gains. Nonetheless, Bunche Park is in the upper third of all elementary schools in the state on money spent per student.

Measurable Objective

Bunche Park Elementary will improve its ranking on the State of Florida ROI index publication from the 25% of the highest ROI value to 26%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators, Leadership Team, EESAC members	08/20/07	06/11/08	Business Process Redesign	0
Collaborate with the District on resource allocation.	Administrators, Leadership Team, EESAC members	08/20/07	06/11/08	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, Leadership Team, EESAC members	08/20/07	06/11/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Administrators, Leadership Team, EESAC members	08/20/07	06/11/08	Improve Public Perception	0

Research-Based Programs

Unknown

Professional Development

All parties will attempt to make themselves more familiar with the concept of Return on Investment, the financial resources to school programs, and the resource allocation that is available to individual schools.

Evaluation

On the next State of Florida ROI index publication, Bunche Park Elementary will show progress toward reaching the 26 percent of the highest ROI Value.

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:

Bunche Park Elementary EESAC committee met and agreed to use the available budget/moneys for the following:

1. Purchase of additional site licenses for Microsoft Office (Student Edition)
2. Purchase of additional site licenses for Adobe Acrobat Professional Version
3. The EESAC agreed to sponsor FCAT motivational activities throughout the school year.
4. EESAC will also sponsor our "End of the School Year Academic Celebration," a culminating activity to recognize all the students for their academic growth.
5. Purchase incentive rewards for the attendance treasure box and Accelerate Reader (AR) store.

Training:

Bunche Park Elementary's EESAC is going to engage in specific training to: improve decision-making skills, understand budget items, enhance data analysis skills, understanding of the new teacher's evaluation system, IPEGS, differentiated instruction, Reading First Summer Academy and/or CRISS Refresher.

Instructional Materials:

Reports will be made to the EESAC from Grade Chairpersons, the Program Specialist, and the Assistant Principal as to specific needs for instructional materials taking into account such things as school budget, changes in the exceptional center, and growing student population. Decisions will be based on current needs and budget availability.

Technology:

Bunche Park Elementary EESAC agrees on the importance of technology use in the classrooms and real-world. Therefore, this year EESAC will purchase additional site licenses on Microsoft (Student Edition) and Adobe Acrobat Professional Edition. Additionally, EESAC will also review the possibility of purchasing ink for teacher printers. We will also be involving representatives from CITIBank from whom we receive take home computers for three to four of our primary classrooms. The CITIBANK partnership also provides professional development for those teachers involved in the program. This school year they will train teachers on Excel, Word and Email use.

Staffing:

The EESAC will review the use of our instructional and non instructional personnel to assess its effectiveness, appropriateness, and usefulness as it applies to our student performance and make suggestions for change if warranted.



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Student Support Services:

One of the main goals of our EESAC is to support our students in all areas. To this end the committee has set aside money to enhance activities that promote student services. We will strive to maintain our commitment to rewarding students for attendance, academic achievement, and enrichment endeavors where it is warranted. We will support our counselors and student service team in ensuring that our students receive the services needed. Two students are a part of our EESAC and their input and ideas will be solicited from the committee when ever appropriate.

Other Matters of Resource Allocation:

At this time, the current EESAC is not anticipating any additional resource allocations.

Benchmarking:

Our EESAC and all of its ad hoc committees will review and analyze data from Interim Assessments, School-based Bi-weekly Assessments, FCAT results, DIBELS, as well as other academic based assessments to ensure that the standards are being met and instruction is being differentiated to address students' needs. Data will be collected on all appropriate sub-groups, from parents, staff, and teachers in order to provide for the best possible analysis. Our goal is to maintain data driven instruction in all academic areas.

School Safety & Discipline:

Bunche Park Elementary has a working Schoolwide Discipline Plan in effective since the 2004-2005 school year. Monies have been allocated for the continued support of this program. We receive quarterly reports from our Safety Committee to ensure that our campus is a safe environment for our staff, parents, and students.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	54000
Mathematics	16000
Writing	0
Science	3000
Parental Involvement	700
Discipline & Safety	0
Technology	850
Health & Physical Fitness	0
Electives & Special Areas	1050
Return On Investment	0
Total	75600



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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