

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Gulfstream Elementary School (2321)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Susan Lyle

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Gulfstream Elementary is a prekindergarten through fifth grade Title I school with a Special Education center. The multiethnic student membership has strived to increase its academic performance. The Continuous Improvement Model in conjunction with the objectives of the School Improvement Plan will be utilized to provide a map for continued student growth and development. Teachers will collaborate to provide research-based, data driven instruction. The school will embrace students and parents with knowledge and power that will create a passion for learning.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points, to 74 percent, on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of the Students with Disabilities (SWD) will be tested in 2008, as required by the NCLB Act.

Given instruction based on the Sunshine State Standards, 95 percent of Hispanic students will be tested on the 2008 administration of the FCAT Reading Test or state approved Alternate Assessment as compared to the 2007 administration of the FCAT Reading Test or state approved Alternate Assessment.

Given instruction based on the Sunshine State Standards, 95 percent of Limited English Proficient students will be tested on the 2008 administration of the FCAT Reading Test or state approved Alternate Assessment as compared to the 2007 administration of the FCAT Reading Test or state approved Alternate Assessment.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points, to 74 percent, on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the 2007 FCAT Mathematics Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of the Students with Disabilities (SWD) will be tested in 2008, as required by the NCLB Act.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percentage point to 90 percent of students achieving high standards on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT+ Writing Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points to 51 percent on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, Gulfstream Elementary will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the parent logs for the 2006-2007 and the 2007-2008 school years.

Given instruction in the "Learning for Life", character building curriculum, the number of student case management reports will decrease by 10 percent.

Given continual training in the use of the Parent Internet Viewer (PIV), the number of parents accessing the PIV (Parent Internet Viewer) will increase by 10 percent.

Given instruction using the Sunshine State Standards, students in grades two through five will improve their fitness skills as evidenced by 70 percent receiving gold or silver awards based on the 2008 FITNESS GRAM.

Given the participation of selected fifth grade students in a Science Club, science skills will improve as evidenced by 51 percent of students scoring at Level 3 and above on the 2008 FCAT Science test.

Gulfstream Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

Utilizing Organizational Performance Improvement Snapshot Survey (OPIS) results, the leadership team selected the areas of Strategic Planning and Educational Design. Both areas received the lowest scores out of the seven categories and after analyzing results, insight was gained into how to make improvement. Opportunities for team building, recognition, collaboration, as well as reduction of teacher isolation will address Educational Design. Strategic Planning will be improved through training in data analysis and researched-based instruction. Additionally, assessment data will be shared at grade level, department, and staff meetings. Access will be made to all state, district, and school plans.



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.

2321 - GULFSTREAM ELEMENTARY SCHOOL

VISION

Gulfstream Elementary School will provide a positive school culture that ensures a safe, nurturing, challenging environment for all students. Parents, teachers, students, and community will work together to reach this common goal. Students will be encouraged to achieve their full potential. The social, physical, educational, and emotional needs of each child will be addressed by dedicated, highly qualified teachers and staff.

MISSION

The mission of Gulfstream Elementary faculty and staff is to focus upon each child as an individual learner. By meeting the needs of the student, the staff recognizes different learning styles, incorporates activities that promote strengths and remediates weaknesses, and develops a positive atmosphere in which each child achieves positive growth and learning. Students will become lifelong learners and recognize their worth as contributing citizens in a multi-cultural world.

CORE VALUES



School Improvement Plan 2007-2008



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School Demographics

Facility/Community

Gulfstream Elementary, built in 1959, is located at 20900 S.W. 97th Avenue on nine acres in an urban area of southwest Miami-Dade County. The school is composed of 56 individual classrooms, a Physical Education pavilion housing three teachers, a music suite, an art suite, a media center, and a cafetorium. The classrooms are located in eleven freestanding buildings, two multi-class portables, and eight single class portables. The media center houses a closed circuit television system that is accessible to classrooms and offices. The school has been retrofitted to provide Internet and intranet access to all classrooms and offices. The school has three hundred ninety-eight computers that are used for instruction and ten that are used for business operation purposes.

The school is currently undergoing renovation to make it compliant with all ADA (American with Disability Act) regulations. Eighty percent of the students participate in free/reduced lunch and there is a mobility rate of 20 percent.

Student Demographics

The school serves 702 students in grades Pre-Kindergarten through fifth. Most students come from diverse and economically disadvantaged homes: 18 percent are English Language Learners(ELL), 40 percent are Special Education students(SPED), 56 percent are Hispanic, 26 percent are Black, 14 percent are white non-Hispanic, and 4 percent are Asian/Indian/Multiracial. Florida Comprehensive Assessment Test (FCAT) reading results for 2007 indicate 44 percent of third graders, 38 percent of fourth graders, and 43 percent of fifth graders scored at Levels 1 and 2. In mathematics, 20 percent of third graders, 38 percent of fourth graders, and 58 percent of fifth graders scored at Levels 1 and 2 on the FCAT. Gifted students make up 4 percent of the student population. The following Pre-Kindergarten (Pre-K) classes are offered: 2 Title I, 2 autistic, 1 profoundly mentally handicapped, 1 hearing impaired and 2 varying exceptionalities. Currently, there are 95 students enrolled in Pre-K programs.

Unique Aspects: STRENGTHS

Gulfstream Elementary is able to offer a full time co-teaching inclusion class at each grade level, Pre-K through fifth. This model enables many Special Education(SPED) equal access to educational achievement and enhances socialization skills. One general education and one special education teacher co-teach together throughout the school day. Lessons can be presented as a whole group, then students can be divided into smaller groups to accommodate those who need remediation or enrichment. The co-teaching model enables shared lesson presentation. Teachers are able to plan, instruct, and assess the students together in the same classroom. Students have shown significant learning gains in the co-teaching inclusion classrooms.

Unique Aspects: AREAS OF CONCERN

Several private and charter schools are located near Gulfstream Elementary School. These schools include: Bailere Academy, Somerset Charter, Summerville Charter, and Keys Gate Charter. Due to the increase in educational alternatives and the relocation of students to other districts, current enrollment has decreased by 10 percent.

Teacher Demographics

The Leadership Team consists of Principal, Assistant Principal, Program Specialist, Reading Leader, Special Education Chairs (3), and Grade Level Chairs (7). The school has a total of 98 full-time and 11 part-time staff members of which 8 are males and 87 are females. The staff breakdown is as follows: two administrators; one program specialist; one reading leader; 19 general education teachers; nine teachers of the learning disabled; one teacher of the gifted, five teachers of the trainable mentally handicapped; one teacher of the physically impaired; one media specialist; one counselor; one part time school psychologist; two art teachers; two music teachers; two teachers for adaptive physical education; one physical education teacher; three speech/language therapists; two teachers for Spanish; one English as a Second Language teacher; 11 occupational therapists; two teachers for the Hearing Impaired; and 17 teachers of the Profoundly Mentally Handicapped.

Additionally, there are seven clerical employees, seven custodial service workers, seven cafeteria workers, one security monitor, one cafeteria monitor, one community involvement specialist, and seven after care activity leaders. The school's teaching staff demographics may be described as 14 percent Black, 35 percent Hispanic, and 48 percent White (Non-Hispanic), and 3 percent Asian/Pacific. Forty staff members have achieved advanced degrees and eleven are nationally board certified.

Teacher vacancies occur on an annual basis with an average of three per year. Retaining new teachers is currently not a challenge.

Class Size/Teacher-to-Student Ratio

The district's proposed reductions in class size formulas for 2007-2008 reflect teacher student ratios as 1:18 in grades PK-3 and 1:22 in grades 4-5. The school's class size average is 1:15 in grades PK-3 and 1:15 in grades 4-5.

Teacher-to-Student ratios by grade level are as follows:

- Kindergarten: 1:16
- First: 1:15
- Second: 1:19
- Third: 1:15
- Fourth: 1:14
- Fifth: 1:13



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- Autistic: 1:9
- Trainable: 1:10
- Profound: 1:5
- Physically Impaired: 1:5
- Hearing Impaired: 1:8
- Varying Exceptionalities: 1:12.

Attendance Rate

The student attendance rate averaged 94.45 percent as compared to the District's overall attendance rate of 94.96 percent. The attendance rate improved by .43 percent during the 2006-2007 school year. The staff attendance rate averages 95.60 percent.

Promotion/Graduation/Retention Rates

Final retention by grade levels during 2006-2007 compared to 2005-2006 are as follows: 14 percent compared to 15 percent in Kindergarten, 10 percent compared to 10 percent in grade one, 5 percent compared to 6 percent in grade two, 13 percent compared to 10 percent in grade three, 1 percent compared to 1 percent in grade four, and zero percent compared to zero percent in grade five.

Feeder Pattern

Gulfstream Elementary is in the Southridge Feeder Pattern. Most standard curriculum students attend Centennial Middle School (grades 6-8), which is currently a "C" school. SPED students attend a variety of middle schools depending on their exceptionality. Many transition to Cutler Ridge Middle, which is a "C" school. Most middle school students attend Southridge Senior High School, currently an "F" school. Nearby elementary schools include Edward Whigham Elementary "C", Bel Air Elementary "C", Cutler Ridge Elementary "A", and Whispering Pines "A."

Special Programs

Gulfstream Elementary is a Title I school that works to provide students and parents with the resources necessary to succeed academically. There are many special programs offered to enhance education. A Title I Chess Club helps improve critical thinking skills of Gulfstream students. The Academic Excellence Program (AEP) provides an extracurricular enrichment session for students who are on or above grade level for three hours during the school week. The Extended Foreign Language Program (EFL) is a bilingual program that teaches Spanish for one hour a day to promote fluency in a foreign language. The gifted program provides a specialized curriculum that promotes critical thinking and problem solving. Tutorials provide students with daily interventions within small groups, focusing on the individual needs of each student. The Art Club promotes art education and gives students opportunities to enter contests, engage in special projects and express their creativity. Inclusion classes give Special Education students the opportunity to be in a classroom with general education students and two teachers who co-teach and provide support and interventions as needed. Safety Patrol teaches student safety habits and provides opportunities to develop leadership skills. The Jump Rope and Fitness Club promotes fitness and a healthy lifestyle to combat childhood obesity. Chorus gives students opportunities to develop musical and singing skills and perform at events throughout the year. A variety of Special Education (SPED) classes including autistic, trainable, profound, physically impaired, varying exceptionalities, and hearing impaired are provided and focus upon individual educational plans. Youth Crime Watch, an educational crime and violence prevention program, is designed to counsel and instruct students in the development of protective strategies to create safe schools for themselves and their peers. Looping was started this year and lets teachers spend two years with the same students. Advantages include knowing students better and acquiring a better knowledge of the curriculum. Before/After School Care, a Principal operated program, provides before/after school care, homework help, and creative activities. The special programs offered at Gulfstream Elementary help to provide a total school program for students and address individual student needs.

School Community Relations/Partners

Gulfstream Elementary is fortunate to have district/regional and community support. District/region educational support is provided by instructional supervisors in all subject areas including technology. The Gulfstream Elementary P.T.A. is growing and provides financial support and sponsors three educational activities per school year. The District 9 School Board member donates bicycles as an attendance incentive. The Old Cutler Lions Club donates holiday gifts to the SPED population. Business partnerships also support the school. Starbucks sponsors a Back-to-School supplies drive for Gulfstream students. The Council for Educational Change provides a Principal/Business CEO mentoring program and a new teacher mentoring program. Mobil/Exxon donates financial support on an annual basis. Washington Mutual Sponsors a banking savings program for students and donates a portion of money from new parent accounts back to the school.

Grants

Title I – Federal funded program that provides supplemental funding to ensure that all children in the most needy schools are afforded a fair and equal opportunity to obtain a high quality education.

IDEA –Individuals with Disabilities Act funding for Special Education students.

Partnership to Advance School Success (PASS) Grant, sponsored by the Council for Educational Change - Principal mentorship program that teams a CEO, a committed Principal, and an education coach to infuse business strategies into improvement operations.

CitiBank Mini Grant, sponsored by the Ed Fund – designed to implement initiatives to improve schools and bring excellence to public schools.



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Teachers and Teaching Initiative, sponsored by Wachovia Bank and the Council for Educational Change – Program that groups experienced teacher mentors with new and beginning teachers. Special workshops and on-site mentoring is provided.

School Foundation

Leadership:

Gulfstream Elementary is comprised of a group of professionals that share a vision and mission for successful student learning. Staff comes together regularly to share responsibility for student achievement, decision-making, and problem solving. Administration strives to facilitate a collegial work environment and to introduce and implement change as needed. Professional learning communities reduce teacher isolation, increase commitment to the mission and goals, and enhance morale.

Results of the Organizational Performance Improvement Snapshot Survey completed in May 2007 indicate a score of 4.5 which demonstrates that the staff believes they share in the responsibilities of creating a positive work environment.

District Strategic Planning Alignment:

All stakeholders design the goals and objectives of Gulfstream Elementary and the staff is involved in critical decision-making. At grade level, department, and staff meetings, data is analyzed and strategies are designed to ensure student achievement. EESAC utilizes this information to formulate the School Improvement Plan.

The average score of the Strategic Planning category of the May 2007 Organizational Performance Improvement Snapshot Survey was 4.2. This indicates the staff acknowledges that their input is important. They are cognizant of the relevant aspects of the school's plans and how they impact its progress.

Stakeholder Engagement:

Gulfstream Elementary endeavors to encompass our culturally rich community and include all stakeholders. Communication is maintained on a monthly basis through flyers, newsletters, phone calls, workshops, and meetings. Translations are available. Results of the May 2007 Organizational Performance Improvement Snapshot Survey indicate a rating of 4.4, which shows the staff knows its customers are important and strives to meet their needs. Decisions are made to solve customer problems.

Faculty & Staff:

The faculty and staff are given opportunities to develop their full potential and are encouraged to participate in workshops, training, and team building activities. New and annual contract teachers receive support from the PACES Professional Growth Team. Eleven board certified teachers mentor new candidates to the program and also assist the staff. A trained critical response team and overall security contribute to the atmosphere of safety of the school. Highly qualified experienced teachers serve as Grade Level Chairpersons, who lead collaborative weekly planning sessions, provide support in curricula and technology, and create a team approach. The Professional Development Plan is utilized to monitor the faculty's yearly professional growth objectives.

The Human Resource Focus average score of 4.3 out of a possible score of 5 (Organizational Performance Improvement Snapshot completed in May 2007) demonstrates that the staff agrees that professional development opportunities are encouraged, their efforts and accomplishments are acknowledged and their school environment is safe.

Data/Information/Knowledge Management:

A score of 4.5 from the May 2007 Organizational Performance Improvement Snapshot Survey indicates Gulfstream Elementary successfully collects, analyzes, and reviews important data and information as it pertains to student performance. Instructional strategies are adjusted to provide for the academic needs of students. Quarterly assessments are conducted to monitor progress. FCAT and SAT results provided by the SPSnapShot Data Analysis Program are reviewed to identify students' strengths and deficiencies. Data driven instructional strategies are then developed.

Education Design:



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Gulfstream Elementary provides teachers, administrators, and other staff members with opportunities to interact and share expertise about programs and data as it pertains to student achievement through the Continuous Improvement Model. An interviewing committee strives to maintain diversity in the hiring process. The staff is provided with the necessary resources to do their jobs effectively as evidenced by increased student performance on the FCAT in reading, writing, and mathematics. Collaboration is encouraged through weekly grade group meetings. Opportunities for collective learning are provided through a variety of staff development activities. The May 2007 Organizational Performance Improvement Snapshot Survey score of 4.2 indicated that staff members work as a team to contribute to the overall success of the school.

Extended learning opportunities are offered to students to supplement instruction. They include a gifted resource program, academic excellence classes, math and reading tutoring, students' clubs (chess, art, science, chorus, fitness, Jump Rope, Future Educators of America, Safety Patrol, and Youth Crime Watch), Shake-A-Leg, extended library hours, extended school year, closed circuit television crew and Girl Scouts and Boy Scouts of America.

Performance Results:

Gulfstream Elementary is able to capitalize on the talents of a well-qualified faculty and staff. The high morale motivates the staff's ability to work cohesively and provides a well-rounded education for our diverse student body. The staff indicated that they possess a high degree of alignment with performance goals, standards, and ethics. The average score of 4.3 on the Organizational Performance Improvement Snapshot Survey completed in May, 2007, demonstrates a strong commitment to generating top quality work in a professional manner. Work activities are structured to increase work quality, innovation, and productivity. The faculty and staff are confident that their analysis of assessment data is valued and leads to even greater student performance. This leads to a highly favorable perception of the school in the community, which facilitates needed funds and resources.

Schools Graded 'C' or Below

Professional Development:

Professional development will be ongoing for all teachers and will include training in:

- Narrative and Expository writing (grades PK-5)
- Houghton-Mifflin Curriculum and Interventions(grades K-5)
- Data Analysis (grades PK-5)
- Differentiated Instruction (PK-5)
- Voyager Passport (Grades 3-5)
- Reading Plus (grades 3-5)
- Mathematics Item Specifications (grades 3-5)
- Hands-On Science Kits (grades K-5)
- Instructional Focus Calendars (grades PK-5)
- Continuous Improvement Model (grades PK-5)
- GZMOS (grade 5)

Disaggregated Data :

Achievement data from FCAT and SAT scores, Achieve data, and DIBELS will be disseminated at the beginning of the school year. Student Performance Snapshot, a data analysis program, will also be utilized to make informed instructional decisions. Data meetings will be held weekly to determine the effectiveness of instructional strategies and to determine appropriate intervention and enrichment. Weekly assessment will aid in the identification of areas of strength and those in need of improvement. Instructional Focus calendars will be adjusted as needed.

District interim assessment data, Achieve data, and DIBELS data will be used throughout the year to make necessary changes to instruction to meet individual student needs.

Informal and Formal Assessments:

Formal assessment will include Dynamic Indicators of Basic Early Literacy Skills(DIBELS),District Interim assessments District Writing pre and post tests, textbook chapter and units tests, FCAT sample tests, Diagnostic Assessment of Reading (DAR), Achieve tests, and the FCAT.

Informal assessment will include: teacher made tests, teacher observations, group work and projects.

Alternative Instructional Delivery Methods :

A full time co-teaching inclusion model with a general education teacher and a SPED teacher is offered at each grade level to meet the needs of SPED students. Differentiated instruction is delivered in whole groups, small groups, and individually as needed. Voyager Passport and Voyager V-Math are used for tutoring small groups of students. Hourly teachers provide intervention at each grade level. Active hands on learning is used to help all subgroups. Reading Plus, FCAT Explorer and Learning Today are used as computer assisted instruction in classroom centers and in the computer lab.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) Reading indicates that overall 69 percent of the students at Gulfstream Elementary are meeting high standards, 63 percent are making learning gains, and 61 percent of the lowest 25 percent made learning gains in reading. High standards are being met by 56 percent of the students in third grade, 62 percent of the students in fourth grade, and 57 percent of the students in fifth grade. All students in identified subgroups made adequate yearly progress under the "No Child Left Behind" Act. The state did not allow the use of the results of students who were in the participatory level of the Florida Alternate Assessment System (FAAR). Reviewers determined that the participatory level of the FAAR was primarily functional and not sufficiently aligned to the academic content of the Sunshine State Standards. As a result, the removal of these students affected the percent tested. The percent of Hispanic, English Language Learners, and Students With Disabilities did not meet the required 95 percent tested.

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, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points, to 74 percent, on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of the Students with Disabilities (SWD) will be tested in 2008, as required by the NCLB Act.

Given instruction based on the Sunshine State Standards, 95 percent of Hispanic students will be tested on the 2008 administration of the FCAT Reading Test or state approved Alternate Assessment as compared to the 2007 administration of the FCAT Reading Test or state approved Alternate Assessment.

Given instruction based on the Sunshine State Standards, 95 percent of Limited English Proficient students will be tested on the 2008 administration of the FCAT Reading Test or state approved Alternate Assessment as compared to the 2007 administration of the FCAT Reading Test or state approved Alternate Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the 8-Step Continuous Improvement Model.	Principal, Assistant Principal, Reading Teachers, Reading Coach	08/20/07	06/04/08	Continuous Improvement Model	1000
Implement the Comprehensive Research Reading Plan using the Houghton Mifflin Reading Basal series.	Principal, Assistant Principal, Reading Teachers, Reading Coach	08/20/07	06/04/08	District-wide Literacy Plan	2000
Identify all students and NCLB subgroups scoring at Levels 1 and 2 of the 2007 FCAT Reading Test and implement a tutorial program using Voyager to address the reading deficiencies. Continue to provide remedial assistance to ELL and SWD students.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	District-wide Literacy Plan	2000
Target students who are not demonstrating adequate growth and refer them to the Student Support Team for strategies to enhance academic achievement.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	District-wide Literacy Plan	0
Provide computer-assisted instruction that will enhance students' reading comprehension skills. Instruct, remediate, and enrich students at appropriate levels. Follow the Instructional Focus Calendar and develop grade level timelines that include the identification of skills to be taught.	Principal, Assistant Principal, Reading Teachers, Reading Coach	08/20/07	06/04/08	Continuous Improvement Model	1000
Utilize Accelerated Reader to monitor independent reading for all students in identified subgroups and their progress.	Principal, Assistant Principal, Reading Coach	08/20/07	06/04/08	District-wide Literacy Plan	1000
Provide daily small group instruction to target deficient reading areas such as phonemic awareness, phonics, vocabulary, fluency, and comprehension in order to differentiate instruction.	Principal, Assistant Principal, Reading Teachers, Reading Coach	08/20/07	06/04/08	District-wide Literacy Plan	1000
Use technology assisted programs to assess growth in Reading as follows: The Academy of Reading for all students in the lowest 25 percentile, A+ Learning for students in Kindergarten through grade two, and Reading Plus for students in grades three through five.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	Continuous Improvement Model	5000
Administer an acceptable alternative assessment for SWD students unable to be tested with the FCAT assessments.	Principal, Assistant Principal	3/3/2008	3/26/2008	Other/ Not Applicable	

Research-Based Programs

Gulfstream Elementary implements the following research-based programs: Houghton Mifflin Reading Program, Elements of Reading Vocabulary Kit, Voyager, Early Success, Soar to Success.

Professional Development



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Continue to engage staff in professional development activities which are aligned to Reading Achievement. Teachers new to the grade level and new to the school will receive training in the Comprehensive Reading Research Plan, CRISS strategies, FCAT Explorer, Voyager, Reading Plus, Accelerated Reader, and Best Reading Practices.

Evaluation

2008 FCAT Reading Test, District Interim Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), DAR, PMRN reports, Reading Plus reports, Achieve tests, Classroom Walk Throughs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will be able to function on or above grade level in mathematics.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics indicates that overall 71 percent of the students at Gulfstream Elementary are meeting high standards, 58 percent are making learning gains and 55 percent of the lowest 25 percent made learning gains in mathematics. High standards are being met by 80 percent of third graders, 62 percent of fourth graders, and 42 percent of fifth graders. All students in identified subgroups made adequate yearly progress under the "No Child Left Behind Act." The state did not allow the use of the results of students who were in the participatory level of the Florida Alternate Assessment System (FAAR). Reviewers determined that the participatory level of the FAAR was primarily functional and not sufficiently aligned to the academic content of the Sunshine State Standards. As a result, the removal of these students affected the percent tested. The percent of English Language Learners and Students With Disabilities did not meet the required 95 percent tested.

NCLB Subgroup Target

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Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points, to 74 percent, on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the 2007 FCAT Mathematics Test.

Given the appropriate testing instrument provided by the state, a minimum of 95 percent of the Students with Disabilities (SWD) will be tested in 2008, as required by the NCLB Act.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the 8-Step Continuous Improvement Model.	Principal, Assistant Principal, Teachers of Mathematics, Tutors	08/20/07	06/04/08	Continuous Improvement Model	0
Identify low performing students (Level 1 and 2) based on disaggregated data from the district quarterly tests and provide small group tutorials services before, during, and after school using Voyager V-Math.	Principal, Assistant Principal, Teachers of Mathematics, Tutors	08/20/07	06/04/08	Continuous Improvement Model	2000
Utilize computer assisted programs (Riverdeep, FCAT Explorer, Harcourt Math, and Accelerated Math) to monitor independent math activities.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	Continuous Improvement Model	2000
Provide daily small group instruction for students to target mathematic deficiencies.	Principal, Assistant Principal, Teachers of Mathematics, Tutors	8/20/07	06/04/08	Continuous Improvement Model	0
Incorporate the use of concrete materials such as manipulatives to allow all students with deficiencies in mathematical concepts, the opportunity for hands on learning practice.	Principal, Assistant Principal, Teachers of Mathematics, Tutors	8/20/07	06/04/08	Continuous Improvement Model	1000
Incorporate CRISS strategies when developing lesson plans.	Principal, Assistant Principal, Teachers of Mathematics, Tutors	8/20/07	06/04/08	Continuous Improvement Model	0
Continue to target students who are not demonstrating adequate growth by referring them to the Student Support Team (SST) for strategies to enhance academic achievement.	Principal, Assistant Principal, Teachers, Tutors	08/20/07	06/04/08	Continuous Improvement Model	0
Administer an acceptable alternative assessment for SWD students unable to be tested with the FCAT assessments.	Principal, Assistant Principal	3/3/2008	3/26/2008	Other/ Not Applicable	

Research-Based Programs

Research based programs include Harcourt Brace, Riverdeep, FCAT Explorer, and Assess2Learn.

Professional Development

Professional development will include CRISS Training, Team Curriculum planning, Cooperative Learning, Item Specifications review.

Evaluation

Evaluation will include the 2008 FCAT Mathematics Test, District Interim Tests, V-Math Evaluation, Harcourt Brace Diagnostic Testing, and Accelerated Math reports.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to incorporate the following elements of writing: focus, organization, support, and conventions.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) Writing indicates that as a whole the majority of the students at Gulfstream Elementary are scoring at or above grade level. Specific data indicates that 89 percent of the students have met high standards. Concentrated efforts will be made to improve all students' writing achievement. An intensive plan will be developed to continue to ensure the successful attainment of state standards of all subgroups.

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 an increase of one percentage point to 90 percent of students achieving high standards on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT+ Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the 8-Step Continuous Improvement Model.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Tutors	8/20/07	06/04/08	Continuous Improvement Model	0
Identify low performing students utilizing district assessments and provide small group tutorials during the school day. Quarterly tests will help to monitor student progress.	Principal, Assistant Principal, Classroom Teachers, Tutors, Reading Coach	08/20/07	06/04/08	District-wide Literacy Plan	1000
Provide diagnostic assessment on a quarterly basis to all students that have not attained mastery level in writing (expository and narrative) and monitor their learning using the school-wide rubric.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Tutors	08/20/07	06/04/08	District-wide Literacy Plan	0
Provide small group instruction for students to target deficiencies in writing, including, but not limited to: focus, organization, vocabulary development, and improper responses to type of prompt.	Principal, Assistant Principal, Classroom Teachers, Reading Coach	08/20/07	06/04/08	District-wide Literacy Plan	3000
Conduct Leadership Team meetings to evaluate data and provide meaningful activities in writing.	Principal, Assistant Principal, Classroom Teachers, Tutors, Reading Coach	08/20/07	06/04/08	Continuous Improvement Model	0
Meet weekly for grade level planning to evaluate strategies and provide meaningful activities in writing.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	Continuous Improvement Model	0
Use weekly prompts that focus on the skills being taught.	Principal, Assistant Principal, Teacher, Tutors, Reading Coach	08/20/07	06/04/08	District-wide Literacy Plan	0

Research-Based Programs

Research based programs include Houghton Mifflin Reading Series, Elements of Reading Vocabulary, Assess2Learn, and Florida Department of Education Writing CD.

Professional Development

Professional development will include training by an outside writing consultant, The Zelda Glazer Writing Institute and Team Curriculum Planning.

Evaluation

Evaluation will consist of the 2008 FCAT+ Writing Test, District Quarterly tests, scored weekly prompts and quizzes, and Tutorial Program Evaluation.

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) Science indicates that overall, 26 percent of the students at Gulfstream Elementary are meeting high standards as compared to 21 percent for the 2006 school year. The results reflect a mean scale score of 281. This was an increase of 4 mean scale points when compared to the 2006 test score of 277. The scores also indicate that we are performing below the district's averages. To demonstrate adequate improvement in science, mean scale scores will need to be increased by 25 points or more to achieve the district's average.

The needs assessment reveals that students require intensive remediation in all the benchmarks. The greatest areas of need (in ranking order from most need to least need) are Earth & Space, Physical & Chemical, Scientific Thinking, and Life & Environment.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points to 51 percent on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule career fair and speaker to expose students to science career opportunities that are available to them.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/04/08	Continuous Improvement Model	500
Schedule an in-school science fair for third, fourth, and fifth grades which will allow students to apply learned skills and procedures.	Classroom Teachers, Grade Chairpersons, Media Specialist	08/20/07	06/04/08	Continuous Improvement Model	500
Implement a school-developed Comprehensive Action Plan for Science to ensure the acquisition of the necessary science skills.	Principal, Assistant Principal, Classroom Teachers, Counselor, Grade Level Chairpersons	08/20/07	06/04/08	Continuous Improvement Model	2000
Provide teacher inservice in science strategies and the new science series to facilitate the instructional program.	Principal, Assistant Principal	08/20/07	06/04/08	Continuous Improvement Model	1000
Plan and utilize activities provided in Full Option Science System (FOSS) kits and GIZMOS to provide hands-on experiences to students.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	08/20/07	06/04/08	Continuous Improvement Model	3000
Implement parental involvement strategies to include in-school instructional workshops which will increase understanding of scientific concepts.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	Continuous Improvement Model	0
Monitor progress made by administering interim tests and Utilizing the scores to modify instruction which addresses areas of weakness.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

Gulfstream Elementary implements the following research-based programs: Scott Foresman Science Program, Full Option Science System (FOSS) Kits and related activities.

Professional Development

Professional development includes activities which are aligned to science achievement: Full Option Science System (FOSS) workshop, GIZMOS, inquiry-based learning.

Evaluation

Evaluation will include the 2008 FCAT Science Test, Interim District Science tests and Classroom Walk Throughs.

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 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"/>

Parental Involvement Statement

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of the data from the 2006-2007 Parent Logs indicates that a large number of parents attended school-wide events and activities. Specific data indicates that there was a 10 percent increase of parents attending or participating in school-wide events or activities as compared to the 2005-2006 school year. Concentrated efforts will be made to continue to improve parental involvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, Gulfstream Elementary will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the parent logs for the 2006-2007 and the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to schedule workshops for parents in developing strategies to improve the performance of students in the core curriculum.	Principal, Assistant Principal, ESE Program Specialist, Classroom Teacher, ESE Chairpersons	08/20/07	06/04/08	Other/ Not Applicable	1000
Continue to notify parents/caretakers on a regular basis of student progress through notices, interim reports conferences, and meetings.	Principal, Assistant Principal, Classroom Teachers, Tutors	08/20/07	06/04/08	Other/ Not Applicable	200
Continue to notify parents, in a timely manner, of upcoming events through flyers, Connect ED, marquee, newsletters, and student agendas.	Principal, Assistant Principal, Classroom Teachers, Grade Level Chairpersons, Reading Coach	08/20/07	06/04/08	Other/ Not Applicable	4000
Institute grade level workshops for parents/guardians which address test strategies and grade level curriculum.	Counselor, Grade Level Chairpersons, Assistant Principal	08/20/07	06/04/08	Other/ Not Applicable	500
Provide activities for ESE week that encourage participation of parents/guardians of children with disabilities.	Principal, Assistant Principal, Classroom Teachers, Counselor	08/20/07	06/04/08	Other/ Not Applicable	500
Advertise and conduct monthly EESAC meetings to provide parents/guardians with information regarding utilization of school wide resources.	Principal, Assistant Principal, Teacher, Community Involvement Specialist, PTA	08/20/07	06/04/08	Other/ Not Applicable	0
Advertise and conduct monthly PTA meetings (in English and Spanish) to provide parents/guardians with information regarding issues that concern their children.	Principal, Assistant Principal, Teacher, Community Involvement Specialist, PTA	08/20/07	06/04/08	Other/ Not Applicable	0

Research-Based Programs

Research based Programs include Just Read Families and the PTA National Standards.

Professional Development

Professional development will include Parental Involvement Workshops (in English and Spanish), SPED Parent/Guardian IEP Meetings (in English and Spanish), Grade Level Meetings (in English and Spanish), and PTA Workshops (in English and Spanish).

Evaluation

Evaluation includes Title 1 monthly parent contact reports, sign in sheets and other documentation from the Community Involvement Specialist.

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 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 type="checkbox"/>

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

An analysis of the data from Student Case Management reports (65), suspension rates (1.6 percent), and incident reports (7) indicates a need to implement a character education program.

Measurable Objective

Given instruction in the "Learning for Life", character building curriculum, the number of student case management reports will decrease by 10 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule monthly counseling sessions with targeted students.	Principal, Assistant Principal, Counselor, Classroom Teachers	8/20/07	06/04/08	Continuous Improvement Model	1000
Implement monthly themes on Character Education (i.e. cooperation, honest, etc.)	Principal, Assistant Principal, Counselor, Classroom Teachers	09/17/07	06/04/08	Continuous Improvement Model	500
Provide student training as peer mediators.	Principal, Assistant Principal, Counselor	08/20/07	06/04/08	Continuous Improvement Model	200
Administer a pre and post test in "Learning for Life" to determine growth in the knowledge of the character building curriculum.	Principal, Assistant Principal, Teachers	9/17/07	06/04/08	Continuous Improvement Model	100
Provide professional development for teachers and the counselor as needed in "Learning for Life" and conflict resolution	Principal, Assistant Principal, Teachers, Counselor	9/17/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

NA

Professional Development

Professional development will include "Learning for Life" training for teachers, in-house training in conflict resolution, and counselor training in conflict resolution.

Evaluation

This objective will be evaluated by the results of the number of 2007-08 Student Case Management reports.

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

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

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

The District requires the use of the Electronic Gradebook by all teachers. Parents have indicated (90 percent) a need to learn to use the Parent Viewer (PIV).

Measurable Objective

Given continual training in the use of the Parent Internet Viewer (PIV), the number of parents accessing the PIV (Parent Internet Viewer) will increase by 10 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide refresher courses in the use of Parent Internet Viewer.	Principal, Assistant Principal, Gradebook Manager, Grade level mentors	08/20/07	06/04/08	Improve Public Perception	500
Provide written "Cheat Sheets" to use as aids to assist parents in the use of the Parent Internet Viewer (PIV).	Principal, Assistant Principal, Teachers, Gradebook Manager	08/20/07	06/04/08	Improve Public Perception	100
Mentor parents in the use of electronic gradebook.	Principal, Assistant Principal, Grade level mentors, Computer Lab Specialist	08/20/07	06/04/08	Improve Public Perception	1000
Provide workshops in using the Parent Internet Viewer (PIV).	Principal, Assistant Principal, Gradebook Manager	08/20/07	06/04/08	Improve Public Perception	500

Research-Based Programs

NA

Professional Development

Parent workshops will be held to inform and instruct parents in using the PIV to improve parental involvement and perception of the school's instructional goals.

Evaluation

A parent survey will be given to determine usage of PIV.

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

Health & Physical Fitness Statement

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

Needs Assessment

During the 2007-2008 school year 65 percent of students received the Gold or Silver award in physical fitness. To demonstrate adequate improvement, there is a need to increase the number of students receiving the Gold or Silver awards to 70 percent.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades two through five will improve their fitness skills as evidenced by 70 percent receiving gold or silver awards based on the 2008 FITNESS GRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the FITNESSGRAM to administer a pre-test to determine baseline measures. Compare pre- and post-test data to provide valid measures of student/school improvement.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principal and Principal	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Develop an action plan to ensure input from the physical education department to meet the goals and objectives as stated.	Assistant Principal and Principal	08/20/07	06/04/08	Healthcare & Healthy Choices	500
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers, Assistant Principal, Principal	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Implement a before and after school jump rope club to provide additional opportunities for students to improve their physical fitness.	Principal, Assistant Principal, Physical Educational Teachers	8/20/07	06/20/08	Healthcare & Healthy Choices	1000
Provide training to the physical education teachers as needed in fitness strategies and use of the FITNESSGRAM.	Principal, Assistant Principal, Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0

Research-Based Programs

The research based program is "Moving Into the Future: National Standards for Physical Fitness".

Professional Development

Professional development will include departmental and staff meetings that explain how to analyze results. In addition, fitness workshops will be coordinated.

Evaluation

This objective will be evaluated by the results of the pre- and post-tests on the FITNESSGRAM.

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

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

Electives & Special Areas Statement

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

Needs Assessment

The results of the 2007 FCAT Science test reflect only 26 percent of fifth grade students scored at level 3 and above. It was determined that Gulfstream would benefit from a Science Club.

Measurable Objective

Given the participation of selected fifth grade students in a Science Club, science skills will improve as evidenced by 51 percent of students scoring at Level 3 and above on the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide hands-on science activities after school to Science Club members.	Science Club Sponsor, Principal, Assistant Principal	09/24/07	05/30/08	Continuous Improvement Model	3000
Require students to develop science projects for entry in the county youth fair.	Science Club Sponsor, Principal, Assistant Principal	03/03/08	05/03/08	Continuous Improvement Model	0
Conduct a parent involvement science night.	Science Club Sponsor, Principal, Assistant Principal	10/17/07	10/17/07	Continuous Improvement Model	0
Provide computer-assisted instruction to science club members.	Science Club Sponsor, Principal, Assistant Principal	09/24/07	05/30/08	Continuous Improvement Model	0
Provide opportunities for science club students to mentor their peers.	Science Club Sponsor, Principal, Assistant Principal	09/24/07	05/30/08	Continuous Improvement Model	0
Provide opportunities for the science club teacher to attend science workshops.	Teachers, Principal, Assistant Principal	09/24/07	05/30/08	Continuous Improvement Model	500

Research-Based Programs

The research based program is the Scott Foresman science textbook.

Professional Development

Professional development includes training in FOSS Kits, District sponsored science workshops, and in-house science workshops.

Evaluation

This objective will be evaluated by the results of 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Return On Investment Statement

Gulfstream Elementary school will ensure financial effectiveness of its programs.

Needs Assessment

The most recent data from the Florida Department of Education indicated that in 2004, Gulfstream Elementary ranked at the fourth percentile on the State of Florida ROI index.

Measurable Objective

Gulfstream Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	EESAC Committee, Assistant Principal, Principal	08/20/07	06/04/08	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	EESAC Committee, Assistant Principal, Principal	08/20/07	06/04/08	Continuous Improvement Model	0
Reconfigure existing resources to take advantage of a broader base of available resources(e.g. private foundations, volunteer networks, grants, etc.)	EESAC Committe, Assistant Principal, Principal	08/20/07	06/04/08	Continuous Improvement Model	0
Consider shared use of facilities, partnering with community agencies.	EESAC Committe, Assistant Principal, Principal	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

NA

Professional Development

Professional development will include a staff meeting to discuss ROI and how the index is derived.

Evaluation

Gulfstream Elementary will demonstrate progress toward reaching the fifth percentile, as reflected on the next State of Florida ROI index publication.

EESAC Compliance

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

Budget:

Members of the Educational Excellence School Advisory Council (EESAC) will attend budget training and will be instrumental in providing input on the needs of the school's community.

Training:

The Educational Excellence School Advisory Council (EESAC) recommended that the majority of staff development in-service activities focus on reading, mathematics, and science with special attention to available computer software.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) has recommended expenditures for reading, math, and science.

Technology:

The Educational Excellence School Advisory Council (EESAC) reviewed the current technology status of the school and made recommendations to improve it by adding additional computer equipment and upgrading existing systems.

Staffing:

The Educational Excellence School Advisory Council (EESAC) discussed the staffing needs of the school. The administrative staff considered the recommendations that were made.

Student Support Services:

Educational Excellence School Advisory Council (EESAC) assisted with the identification and referral of students to the Student Services Team/Child Study Team.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) provided incentives for student attendance and academic achievement.

Benchmarking:



School Improvement Plan 2007-2008



The Education Excellence School Advisory Council (EESAC) appointed a sub-committee to write the goals and strategies for the School Improvement Plan. The EESAC recommended that the administration and EESAC members monitor the implementation of the plan on a quarterly basis to maximize resources.

School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) reviewed the school's safety and discipline plans and made recommendations on how to improve these plans.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13000
Mathematics	5000
Writing	4000
Science	7000
Parental Involvement	6200
Discipline & Safety	1800
Technology	2100
Health & Physical Fitness	1500
Electives & Special Areas	3500
Return On Investment	0
Total	44100



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