



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI PARK ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Lillian K. Cooper

SAC Chair: Nestor Marcia

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
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VISION/MISSION/BELIEF STATEMENTS

VISION/MISSION/BELIEF STATEMENTS

Miami Park Elementary School is committed to build up our community through the service of our children. We deem it necessary to pursue and achieve the fundamental core values of excellence, integrity, equity and citizenship, which form the foundation by which our administration, faculty and staff engage our students in a learning rich environment. At Miami Park Elementary School, we strive to build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety and well-being of our students, families and staff as we pursue the highest standards in academic achievement and organizational performance. We are dedicated to honoring the vast diversity of our community by working as a team to ensure the educational success of all our students. We aim to foster a learning environment that serves all students and aspires to eliminate the achievement gap. We recognize and willfully accept that our obligations go beyond our professional responsibilities to promote democratic principles as we strive to serve the whole child beyond the confines of our classrooms.

VISION

Miami Park Elementary School envisions an environment based on student centered learning, in which all stakeholders facilitate the development of higher order thinking skills and provide opportunities for inquiry-based learning for all modalities.

MISSION

Miami Park Elementary School staff, parents and community believe that by creating a hands-on, minds-on learning environment using real-world experiences, all students will be prepared to make life-long contributions to the multicultural community in which they live.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

The staff members and students of Miami Park Elementary School hold high expectations of student achievement. The school is located at 2225 N.W. 103rd Street, Miami, Florida 33147. The one-story building spans a one block area in the northwest section of Miami-Dade County. Situated on a highly utilized avenue, the school is surrounded by single family homes and duplexes, occupied by lower socio-economic, middle-class blue and white-collar workers. The community has evolved in recent years as more non-traditional family structures have surfaced. Changes in family dynamics include the addition of grandparents, extended family members, foster parents, and step-parents assuming the role of primary caregivers. A number of small business and retail establishments provide services for the surrounding community. The school was established in 1948 and sits on 2 acres. More than 97 % of this population is considered economically disadvantaged, as determined by participation in the free and reduced lunch program. Currently the school serves students in pre-kindergarten through fifth grade. The school has been retrofitted to provide Internet access to 100 % of the classrooms. The school's construction includes a main office, a registrar's office, 40 self-contained classrooms, four portables, two workrooms currently serving as an administrative office and a guidance counselor's office, one parent outreach center, a cafeteria/auditorium, two technology labs, an art lab, a music lab, science lab and a Library Media Center. The Library Media Center houses a closed-circuit television system and 12 internet accessible computers.

Student Demographics

Miami Park Elementary School offers a variety of academic and social services such as: Emotionally Handicapped (EH) and Severely Emotional Disturbed (SED) Programs, Speech Services, Head Start Primary Learning Center, Voluntary Pre-K Program, Title I Program, Varying Exceptionalities, Parent Outreach Center, and an extended school After-Care Program, operated by the Concerned African Women (CAW). The school has a current enrollment of 512 students. There are currently 97 English Language Learners (ELL) students, 7 gifted students, 31 Voluntary Pre Kindergarten (VPK) students and 75 full-time Special Education (SPED) students that are part of the EH and SED programs. The majority of the SPED students are bused to school from various neighborhoods in the surrounding community in Miami-Dade County. The students come from schools that do not offer the appropriate program for their exceptionality educational placement. According to the results of the 2007 administration of the Florida Comprehensive Assessment Test (FCAT), third grade students scoring Achievement Levels 1 and 2 in reading is 55 % and 71 % in grade three mathematics, 50 % in grade four reading and 72 % in grade four mathematics and 65 % in grade five reading and 85 % in grade five in mathematics. Based on the criteria for the Federal No Child Left Behind Act (NCLB) Black, Hispanic, Economically Disadvantaged and English Language Learners (ELL) need improvement in the areas of Reading, Mathematics and Science.

Unique Aspects: Advantages

The Community Involvement Specialist (CIS) is used to increase parental involvement in school activities and events. Through the use of the parent resource center, workshops and classes are delivered to meet parents' needs. Another strength our school has is our I Choose magnet program which focuses on engineering across all grade levels. Additionally, Miami Park Elementary School maintains a partnership with William H. Turner Technical Arts Senior High School. Students from this

school assist the classroom teacher to provide peer tutoring to students that are in need of additional support.

Unique Aspects: Disadvantages

Miami Park Elementary School is still faced with several opportunities for improvement as well as challenges. The security of our students is one of our challenges. The school is located in a very busy street, school staff must take extreme measures to ensure that our students are safe coming to school as well as going home. The school encounters a high rate of vandalism towards school and staff property due to its open access architecture. There have been several incidents including damage towards cars. We are requesting surveillance cameras to ensure safety and protection to all staff members and property. Further concerns to our school include high rate of beginning teachers due to a high teacher mobility rate. In an effort to increase the recruitment and retention of teachers, we have put in place monthly new teacher meetings to address all their needs and concerns. All new teachers are paired with a mentor to provide individual assistance. Finally, we continue to try to address parental involvement as an opportunity for improvement as we strive to raise student achievement. Maintaining constant parental involvement has proven to be a huge task that Miami Park Elementary School encounters.

Teacher Demographics

The school's human resources are currently comprised of 82 full-time and part-time staff members. The school has 95% full-time employees and 5% part-time employees. This number consists of two administrators, three office support personnel and 59 instructional staff members, including Exceptional Student Education. Other positions include seven special area teachers, two instructional support personnel, one library media specialist, one guidance counselor, six custodians, nine cafeteria employees, one psychologist, one program specialist, two bilingual education instructors, one speech-language pathologist, one full-service coordinator, one community involvement specialist and three security monitors. There are six beginning teachers currently working at Miami Park Elementary School. Recent percentages of instructional staff attendance show a rate of 95.22 %. Current teacher attrition rates are due to promotions and transfers to reduce travel time. The racial and ethnic characteristics of the instructional staff are represented by 11 % White, 35 % Black, 30 % Hispanic and 11 % "Other". The Leadership Team consists of two Reading First Coaches, Math Facilitator, Science Facilitator, Media Specialist, SPED Program Specialist and the Guidance Counselor.

Class Size/Teacher-to-Student Ratio

The teacher/student ratios are 18:1 for Kindergarten, 18:1 for first grade, 20:1 for second grade, 24:1 for third grade, 24:1 for fourth grade and 24:1 for fifth grade. The rate of student attendance as of May 2007 was reported at 95 %. The average class size for general education kindergarten through fifth grade is 20 and for SPED is 10.

Attendance Rate

Recent percentages of instructional staff attendance show a rate of 95.22 % which surpassed the District's overall attendance rate of 94.96. Current teacher attrition rates are due to promotions and transfers to reduce travel time.

Promotion/Graduation/Retention Rates

Our school's retention rate for first grade is 8%, second grade is 4% and third grade

is 22% which is higher than the District's average of 15%. There were no retentions in fourth or fifth grade.

Feeder Pattern

A significant number of our students attend sixth grade at Westview Middle School which is a part of the Central Feeder Pattern. Westview Middle School is a Zone school and received a school performance grade of D. After completing their middle school years, our students attend Miami Central High School.

Special Programs

Miami Park Elementary School is fortunate to have a parent resource center with a full time Community Involvement Specialist (CIS) which serves as a liaison between staff, administrators and parents. Several of our special school programs include the Extended Foreign Language (EFL) program, Academic Excellence Program (AEP) and Title I.

The District's Student Teacher Support Team (ST2) model program will be implemented during the 2007-08 school year to build support for identifying student needs quickly and to deliver school-site, job-embedded professional development. The ability to develop a systemic approach to insure effective planning and delivery of targeted professional development that meets the instructional needs of students underlies the intent of the ST2 model. ST2 has been designed to address critical needs in high need schools.

School Community Relations/Partners

Our students have participated in the Reading is Fundamental (RIF) Program, where students are given the opportunity to select a book to add to their home libraries three times during the school year in order to promote a love for reading.

Grants

Grants have been awarded to the school to support educational initiatives. The Family Adult Literacy Grant derived from the comprehensive approach developed by the National Center for Family Literacy (NCFL) has been adopted into federal legislation and provides the foundation for intergenerational learning that leads to long-term success. In family literacy programs, children develop language and literacy skills with the support of their parents or primary caregivers, who also have the opportunity to improve their own skills. Additionally, the bilingual department received a grant to provide for technology to promote English language acquisition and reading skills for the limited English proficient student population utilizing the Learning Today Technology Program.

SCHOOL MATCH

The school has selected Poinciana Park Elementary School as a school match. Poinciana Park Elementary School is also part of Regional Center III. Poinciana Park Elementary School has earned an "A" and has a similar student population. Poinciana Park has successfully boosted student achievement in reading, mathematics, writing, and science. A collaborative relationship has been fostered to share ideas and to allow leadership team members from both schools to meet to discuss best practices and strategies for improvement. The leadership team of Miami Park Elementary School will visit the team of Poinciana Park Elementary and participate in the following collaborative activities:

- Implementation of Science Lab
- Participate in Professional Development Activities
- Observe teachers utilizing the CRISS Strategies

As a result of the collaboration, Miami Park Elementary School expects to build leadership capacity in the areas of establishing a successful Science Lab, implementing meaningful professional development activities and successfully utilizing CRISS Strategies.

QUALITY STAFF

Highly Qualified Administrators

The administrative staff at Miami Park Elementary School consists of a principal and an assistant principal.

Dr. Lillian K. Cooper, the principal has served 32 years as an educator. Her experiences expand all three levels of Elementary, Middle and High School where she has been both a teacher and administrator at each level. She holds a B.A. in Elementary and M.A. in Reading, Specialist in English and a Doctorate in Educational Leadership with an emphasis on school initiative. This is her 18th year as a school administrator. During her years as a teacher, she was an instructor in English, Reading Specialist for the Region, held positions as grade level chair person and Title I Coordinator. Additionally, she sponsors the Literary Club and school newspaper. She keeps abreast current issues practices, as she continues to work as an adjunct professor at Barry University and Florida Memorial University. As an Assistant Principal she was the Curriculum Administrator at two different High Schools. Throughout her career Dr. Cooper has made many connections and network with business and community leaders and strives to develop partnerships. She is a member of the Dade Association of Administrator.

The assistant principal, Mrs. Bisleixis Tejeiro has served nine years as an educator. All of her experiences were at the elementary level. She has a B.A. in Elementary Education and a M.S. in Educational Leadership. She has state certification in the following areas: Educational Leadership and Elementary Education. This is her second year as an administrator. During her teaching years, she sponsored clubs, conducted book clubs, mentored students in academic achievement, and teachers in the area of leadership. She also assisted the school-site administrators in the day to day operations of the school in various capacities as directed. She was the EESAC Chair for two years and the curriculum facilitator for four years. Ms. Tejeiro's ability to disaggregate data and finding trends in student achievement will be an asset as we aggressively move toward increasing student achievement to improve the school's grade and be able to meet AYP. She is a member of Dade Association of School Administrators (DASA) and Florida Administrator School Association (FASA).

Recruitment/Retention of Highly Qualified Teachers

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

In order to recruit and retain high-quality, highly qualified teachers, administrator's attended Miami Dade Teacher Fair in May 2007. At the teacher fair, two highly qualified teachers were hired. Once hired, all new teachers attend the new teacher orientation meeting scheduled before school starts with administration and the leadership team. During the meeting, teachers have an opportunity to meet with one another and they receive a New Teacher Handbook where policies and procedures are explained in detail. Each teacher is assigned a mentor to assist with overall concerns. Monthly new teacher meetings are held to review and answer any questions regarding upcoming procedures such as report cards, retention and end of the year procedures.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

School Wide Improvement Model

The 8-Step Continuous Improvement Model (CIM) is being used at Miami Park Elementary School. It is a data-driven, results oriented school reform that successfully integrates the philosophies of Total Quality Management (TQM) and Effective Schools Research.

Step 1

The CIM begins with test score desegregation. Using the results of the Florida Comprehensive Assessment Test (FCAT), we will disaggregate, assess and review the data periodically to allow us to develop and revise the focus calendar as needed. The data will be monitored by teachers, leadership team and administration. Teachers will meet regularly to share student data. After each progress monitoring assessment, teachers will meet to debrief and complete debriefing protocols.

Step 2

After disaggregating the data, an instructional timeline will be created that will encompass all Sunshine State Standards. The instructional timeline will be implemented and monitored quarterly based on data results. The leadership team will be responsible to ensure all instructional timelines are modified accordingly and focus calendars are visible in classrooms and offices.

Step 3

The instructional focus activities for Miami Park Elementary School will provide teachers with a target area, instructional timeline, assessment dates and resources to reinforce the learning objectives. Understanding the emphasis on the development and delivery of instruction, the design of the activities will allow teachers to develop appropriate lesson plans and will not impede on teacher creativity. Teachers will use their common planning periods to collaborate on lesson plan and instructional delivery ideas. Administration will ensure that common lesson plans are aligned to instructional focus benchmarks.

Step 4

After the instructional focus standards/benchmarks have been taught, teachers will administer a bi-weekly assessment to identify mastery and non-mastery. These assessments will be modeled based on the item specifications of the FCAT. An assessment calendar will be created that is aligned to the instructional focus calendar.

Step 5

Tutorials will be based on students' performance on the above assessments. They will participate in re-teaching activities and be re-assessed. Based on assessment results, students will be re-grouped each time significant new data is analyzed by the intervention teacher. The following will provide monitoring evidence of tutorials:

Intervention and tutorial schedules

Tutorial attendance rosters

Research based intervention materials

Tutorial assessment results

Step 6

Enrichment sessions are provided for students who have mastered the standard/benchmark assessed. These activities will be an extension of the

benchmark/standard to reinforce the prior instructional focus. As part of the enrichment process, teachers will utilize higher-level thinking activities to instruct students. Enrichment activities will be monitored by enrichment schedules and attendance rosters.

Step 7

Skill acquisition for each student is constantly checked and re-checked. Short maintenance activities are built into the daily lesson plans and formally or informally assessed in order to provide students with ongoing instructional review of the benchmark/standards previously taught as well as provide teachers with an effective monitoring tool to identify areas that may need to be revisited. Administration will ensure that instructional focus calendars are referenced with maintenance benchmarks and common lesson plans reflect maintenance benchmarks.

Step 8

Administration will schedule regular classroom visits in an effort to keep the school's academic mission on focus and to encourage progress. Additionally, ongoing classroom monitoring will allow administration to know how well the process is being implemented at each grade level and to help identify what is working and what is not working so that timely changes can be made.

In addition, the staff of Miami Park Elementary School participates in action research, school renewal, and improvement processes by which the school's situation will improve the quality of instruction and impact student achievement. Bi-Weekly leadership team members meet with teachers to discuss disaggregated data results from weekly assessments to align curriculum with the needs of students. When needed, the instructional focus calendars are adjusted to ensure that all students are mastering the skills that are being taught in the classroom. The following will provide monitoring evidence:

Classroom visitation logs

Meeting agendas with accountability focus

Attendance and suspension action plans

Meeting sign in sheets

Communication with Parents

All communication to parents is sent home translated in the native home languages (English, Creole and Spanish). Communication such as parent letters, parent notices and parent newsletters are sent home with students on a weekly basis. There are monthly scheduled PTSA and EESAC meetings. The Community Involvement Specialist conducts home visits as needed. Connect ED, automated telephone system, and is used daily for attendance and any other pertinent messages.

[Show attached notification of SINI status](#)

Pre-School Transition

Miami Park Elementary School offers a Voluntary Pre-Kindergarten (VPK) program. The Early Screen Inventory for Kindergarten Readiness (ESI-K) is administered to all pre-K students as a pre and post test. The low performing students are targeted early for further assessment. LeapFrog School House Literacy Center and other educational resources are utilized to provide students with various important early literacy skills as well as monitor their progress. Once areas in need are identified, certified teachers work with these students. The staff provides parents with packets of suggested activities and offers workshops to train parents to effectively assist with their child's development at home. We also offer a summer Pre-K program during June and July. The program enables the majority of the lower performing students to make a smooth transition to Kindergarten.

Teacher Mentoring

CRP#3 Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

In an effort to develop highly trained teachers to provide effective teacher instruction, Miami Park Elementary School's mentoring program will target all beginning teachers as well as those teachers in need of improvement. This program will be spearheaded by the Administration who will meet with these teachers before the opening of school. This meeting will orient the teachers with the purpose and expectations of the program and mentoring activities. Additionally, a needs assessment survey will be completed to prioritize the type of activities needed. All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the district. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. Teachers in need of improvement were selected based on the overall performance of their classrooms on state assessments, diagnostics, and classroom observations. We have developed the following school-wide development activities to assist new teachers and teachers in need of improvement:

On-site New Teacher Meetings will be held at the school monthly to discuss topics of concern. Administration will monitor new teachers to ensure all strategies discussed

during the biweekly new teacher meetings are implemented.

Every Annual Contract teacher and teachers in need of improvement will be paired with an on-site mentor from the school who teaches the same grade. Mentors are chosen based on years of experience and those who have been trained on the Professional Assessment and Comprehensive Evaluation System (PACES) and the Mentoring and Induction for New Teachers Program (M.I.N.T.)

Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. Mentor's will be provided with the opportunity to observe the mentee's class and provide feedback.

Beginning in September the Mentor and the Mentee will meet twice a week. The Student Support Team (ST2) Professional Development Support Personnel will provide both individual and school wide professional development activities based on identified need. Our school's Reading, Math and Science Coach will model lessons on an as needed basis.

All teachers are observed and evaluated annually using the Professional Assessment and Comprehensive Evaluation System (PACES). Annual teachers (three years or less of teaching experience) are observed twice and Professional Service Contract and Continuing Service Contract Teachers are observed once. Annual Contract teachers take part in the process of selecting a Professional Growth Team made up of experienced teachers who will provide them with feedback twice a year regarding performance and lesson planning after observing the beginning teacher. Additionally, horizontal planning for core teachers allows experienced teachers to mentor new teachers and allows greater opportunities for teachers of English Language Learners students and Students With Disabilities to plan collaboratively with teachers of standard curriculum students. Furthermore, The Reading Leader and District personnel will facilitate workshops and model lessons in order to enhance teachers' performance and to improve student achievement.

The M.I.N.T Program will also be implemented in order to promote effective instructional strategies and raise student performance. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth, showing differentiation as needed, within the staff.

Mentor Mentee Date Activities

Maria Matta-Ortega Darcelie Gueits August 14 & 15 New Teacher Orientation

Renee Palmer Zincke, Alicia August 29 Meet Your Mentor & What

Every Teacher Needs To Know

Sonia Flores Gutierrez, Melody September 26 Classroom Management

Gennie Brown Bitman, Rachel October 31 Data Guided Instruction

Verdell Sands Collins, Vernita November 28 Best Practices Reading Math

Writing Science

Dianne Smith Fabre, Jennifer December 19 Teacher Talk: Connections

Maria Mesa Newkirk, Paula January 30 Student Centered Activities

Dorothy Wilson Benaine, Shawn March 26 Building Home School Connections

Ethel Cundy Blake, Evan April 30 Now What: Reflective Teaching and Learning
Maggie Arruza-Gonzalez Canales, Melissa May 28 We Made It Through Our First Year Celebration

Administration will monitor new teachers to ensure all strategies discussed during the monthly new teacher meetings are implemented. Evaluation of activities listed above will be monitored through different methods such as classroom walkthroughs, student artifacts and classroom environment.

Extended Learning Opportunities

CRP#11 Tutoring Programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs for grades two through five. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading), to meet the definition of scientifically research-based.

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data will be utilized when selecting the appropriate intervention. We will utilize Voyager Passport as our intervention programs which is FCRR reviewed meets the definition of scientifically research-based.

Our extended learning opportunities are conducted both during and after school. Students are engage in research-based intervention and supplemental programs such as; Voyager Passport, Scott Foresman's Mathematics Intervention Kit, Reading Plus and SuccessMaker. Targeted students, lowest 35th percentile and level 1&2 students attend tutorials such as in-house Panda P.U.S.H., After School Tutoring and Saturday Academy. Students scoring level 3 and above attend enrichment programs such as Academic Excellence Program (AEP), and Science Engineering Communication Mathematics Enhancement (SECME). Students will participate in re-teaching activities and will receive a pre/post and bi-weekly assessments to ensure mastery.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. The National Staff Development Council Standards for Staff Development will be used as a framework in assisting teachers in becoming diverse in their instructional styles and raise student performance; teachers will be offered a variety of professional development opportunities. This year teachers can select from various trainings included but not limited to multiple intelligences, differentiated instruction, cooperative learning and CRISS strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

During the month of September, the school faculty participates in a school-wide data disaggregation

activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of Regional Center III Data Analysis Protocol, subject/grade level teams discuss weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

Miami Park will utilize Regional Center III Schools Targeted for Academic Reform (Project STAR) Data Debriefing Protocol, to analyze student performance on all tested benchmarks and find patterns of strengths and weaknesses.

During the months of October, January and May, grade level teams meet to discuss data results from the district's Interim Assessments to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assesments

Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

The following ongoing formal assessments will be used during the school year to measure student progress:

FCAT Assessments- March

DIBELS Assessments-September, January and May

District Interim Assessments-October, January and May

The following ongoing informal assessments will be used during the school year to measure student progress:

Biweekly School wide In-house Assessments utilizing FCAT Maker and Learning Series

Teacher created weekly Assessments utilizing Houghton Mifflin Weekly Skills T

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Alternative instructional delivery methods that allow a teacher to reach all student subgroups to improve their academic achievement include individual teacher instruction and small group instruction, these two delivery methods provide students with the individual assistance they need.

Small group instruction and differentiated instruction are methods that can be used to teach specific benchmarks not mastered by a few students.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Parental Access and Support

Applied and Integrated Courses

Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment School Accountability Report results of the 2007 FCAT Reading Test indicate that 55 % of students in grades 3 through 5 met high standards. Adequate Yearly Progress (AYP) results further indicated that 46 % of Black students, 46 % of Hispanic students, 44 % of Economically Disadvantaged students, 40 % of English Language Learners (ELL) students, and 21 % of Students with Disabilities met high standards in reading. All curriculum students' scores indicate that intensive remediation and instruction is needed in words and phrases, and main idea/purpose. In addition, no student subgroup achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report. However, 58 % of struggling students made a year's worth of progress in reading.

Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Strategies

Provide appropriate on-site and district approved staff professional development activities which promote the Comprehensive Research-Based

Reading Plan and the Plan-Do-Study-Act encouraging teachers to utilize the two-hour reading block to maximize learning and increase student reading achievement to 58 %.

Utilize computers within all classrooms, the media center and the technology lab to ensure that all subgroups, in grades three through five, practice FCAT Reading skills through the use of computerized programs, such as research-based Accelerated Reader, Reading Plus, Learning Today and SuccessMaker. Additionally, Riverdeep and FCAT Explorer will be utilized to increase mastery of reading skills.

Provide small group intensive remedial instruction utilizing research-based tutorial programs such as Voyager Passport and Reading Plus before school, during school and after school for the lowest 35 % of students in all subgroups.

Implement weekly collaborative grade level planning so that teachers focus on the reading action plan and the instructional calendar to ensure that the curriculum is aligned with the Sunshine State Standards and the Comprehensive Research-Based Reading Plan to facilitate student achievement.

Establish grade level chairs persons that will be part of the Curriculum Team responsible for the analyzing data, intervention programs, resources and progress monitoring.

Implement the Plan- Do-Study-Act (PDSA) whereby instructional personnel disaggregate test data, use an instructional timeline, deliver an instructional focus, use frequent assessment, utilize tutorials to re-teach weak areas, provide enrichment opportunities for mastery students, and use maintenance & monitoring strategies to reinforce learning and improve student achievement.

Use the Regional Center III Data Review Protocols to conduct data debriefing sessions.

Revise grade level reading pacing guides and the school site assessment calendar in order to align with update Sunshine State Standards.

Provide focused professional development that includes incentives for participation and completion of follow-up activity to all staff members in order to promote attendance.

Showcase exemplary teachers/classrooms as models for new and struggling teachers.

Analyze all parts of our school wide intervention plan which include; intervention schedule, intervention instruments and monitoring tools every nine weeks and adjust if necessary.

Evaluation	Evaluation will be based on 58% of students, in grades 3 through 5, meeting high standards on the 2008 FCAT Reading Test, as compared to the 2007 FCAT Reading Test. District interim assessments, bi-weekly assessments and quarterly assessments will provide formative reports on students' skill mastery from the beginning to the end of the school year. The data will be used to modify classroom instruction and tutorials. Additionally, analyzing the results from DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments will determine growth in reading skills, for grades Kindergarten through third grade and Levels 1 and 2 in grades four and five.
Research-based Programs	The research-based programs that will be utilized are the Houghton-Mifflin, Early Success, Soar to Success, Voyager Passport Reading Intervention Program, Reading Plus, Learning Today, DIBELS and SuccessMaker.
Professional Development	Professional Development activities by Miami-Dade County Public Schools will be provided as follows: Project Right Beginnings for selected Kindergarten teachers, Project BEAR for selected 1st grade teachers, Project OWL (Opening Worlds of Literacy) for selected 2nd grade teachers, Project DRAW (Developing Readers and Writers) for selected 3rd grade teachers, Implementation of the reading series, Houghton-Mifflin, CRISS (Creating Independent Student owned Strategies) Strategies, Soar to Success, Instructional Strategies to improve student proficiency in reading vocabulary and fluency, Literacy Development for New Teachers, Literacy Development in Reading Strategies in the Content Area and Reading Plus. Differentiated instructional strategies that engage students in rigorous and relevant curriculum based on Sunshine State Standards.

Highly Qualified Instructors	<p>The following teachers are not highly qualified:</p> <ul style="list-style-type: none"> Ms. Berger Ms. Homy Ms. Edwards Ms. Williams Ms. Desir Ms. Basulto Mr. Benaine Ms. Remelus Ms. Laird Ms. Luckie Ms. Archie Ms. Guitierrez Mr. Dickman <p>The National Staff Development Council Standards for Staff Development will be used as a framework in assisting teachers in becoming diverse in their instructional styles and raise student performance; teachers will be offered a variety of professional development opportunities throughout the school year.</p>
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Houghton Mifflin; Early Success; Soar to Success; Voyager Passport		0
Technology	Kid-Biz Achieve 3000; Key Skills Phonics		9950
Professional Development	Reading First Academy		0
Other			0
Total:			\$9,950.00

Goal:	Mathematics
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Needs Assessment School Accountability Report results of the 2007 FCAT Mathematics Test indicate that 28 % of students in grades 3 through 5 met high standards. Adequate Yearly Progress (AYP) results further indicated that 24 % of Black students, 29 % of Hispanic students, 25 % of Economically Disadvantaged students, 26 % of English Language Learners (ELL) students, and 17 % of Students with Disabilities met high standards. In addition, no student subgroup achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report. However, 57 % of struggling students made a year's worth of progress in mathematics.

Objective Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Strategies

Create a new instructional focus based on 2007 FCAT Mathematics Test data to provide Level 1 and 2 students in all subgroups remediation reflecting their individual needs.

Develop and monitor bi-weekly assessments for students in all subgroups to identify individual strengths and weaknesses.

Research available mathematics tutorial materials to purchase for the implementation of a school wide during school tutoring.

Develop and implement Mathematics Problem of the Day activities based on the grade specific FCAT Mathematics Item Specifications.

Establish grade level chairs persons that will be part of the Curriculum Team responsible for the analyzing data, intervention programs, resources and progress monitoring.

Analyze all parts of our school wide intervention plan which include; intervention schedule, intervention instruments and monitoring tools every nine weeks and adjust if necessary.
Implement the Plan- Do-Study-Act (PDSA) whereby instructional personnel disaggregate test data, use an instructional timeline, deliver an instructional focus, use frequent assessment, utilize tutorials to re-teach weak areas, provide enrichment opportunities for mastery students, and use maintenance & monitoring strategies to reinforce learning and improve student achievement.

Use the Regional Center III Data Review Protocols to conduct data debriefing sessions.

Provide focused professional development that includes incentives for participation and completion of follow-up activity to all staff members in order to promote attendance.

Evaluation

Evaluation will be based on 62% of students in grades 3 through 5 meeting high standards on the 2008 FCAT Mathematics Test. Pre/Post Tests, bi-weekly assessments and district interim assessments will provide formative reports on students' skill mastery from the beginning to the end of the school year.

Research-based Programs

The research-based programs that will be used are the Scott Foresman state adopted mathematics series, Riverdeep, FCAT Explorer, and SuccessMaker.

Professional Development

Teachers will be encouraged to register, attend and share with colleges effective instructional strategies learned through the courses offered through MDCP Professional Development Office, which includes training in the Math Item Specification. Additionally, Ms. Flores, Mathematics Facilitator will provide professional development which includes training in inquiry-based instruction, focusing on the greatest areas of need for students. Professional Development activities provided by Miami-Dade County Public Schools will include but are not limited to Elementary Mathematics Resource Leaders: Raising the Bar to Build Capacity, Riverdeep-Curriculum Resource for Intensive Mathematics, and FCAT Explorer Teacher Resource. Additional staff development initiatives will be scheduled based upon teacher surveys, data-driven analysis, and district initiatives.

Highly Qualified The following teachers are not highly qualified:

Instructors

Ms. Berger
Ms. Homy
Ms. Edwards
Ms. Williams
Ms. Desir
Ms. Basulto
Mr. Benaine
Ms. Remelus
Ms. Laird
Ms. Luckie
Ms. Archie
Ms. Guitierrez
Mr. Dickman

The National Staff Development Council Standards for Staff Development will be used as a framework in assisting teachers in becoming diverse in their instructional styles and raise student performance; teachers will be offered a variety of professional development opportunities throughout the school year.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

Goal:	Writing
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Needs Assessment School Accountability Report results of the 2007 FCAT Writing+ Test indicated that 87 % of students in grade 4 met high standards, earning a combined mean score of 3.6. Adequate Yearly Progress Results indicate that Black students in grade 4 did not meet adequate yearly progress scoring 86 % as compared to 89 % during the 2006 FCAT Writing+ Test. Economically Disadvantaged students in grade 4 did not meet adequate yearly progress scoring 86 % as compared to 87 % during the 2006 FCAT Writing+ Test.

Objective Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Black students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Strategies

Implement monitoring of the progression of students in all subgroups that will be assessed bi-weekly using writing prompts and grammar skills review during grade level meetings.

Implement daily, on-going skills in grammar as specified in the Comprehensive Research based Reading Plan.

Identify students in need of intervention and enrichment, based on district pretest, in order to provide activities that can be implemented to impact all subgroups.

Establish grade level chairs persons that will be part of the Curriculum Team responsible for the analyzing data, intervention programs, resources and progress monitoring.

Provide tutorial and enrichment activities using small group and one-on-one instruction that focused on specific student needs.

Provide monthly writing prompts and evaluation talks to kindergarten, first,

second, third and fifth grades to aid in identifying areas of deficiencies in the writing process.

Revise the school wide writing focus calendar to include third grade.

Implement rubric defining expectations for teachers.

Schedule monthly writing best practices and articulation across the grade levels.

Use the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.

Use the Regional Center III Data Review Protocols to conduct data debriefing sessions.

Evaluation

Evaluation will be based on 88 % of students in grade four achieving high standards on the 2008 administration of the FCAT Writing+ Test. In-house monthly writing prompts will provide formative data on students' skill mastery from the 2007-2008 school year.

Research-based Programs

Research based programs utilized will be the effective writing component of the Houghton-Mifflin Comprehensive Core Reading Program.

Professional Development

Professional Development activities provided by Miami-Dade County Public Schools will include but are not limited to Writing Across the Curriculum: Step Up to Writing: Strategies to Improve Student Proficiency in Writing, Improving Student Writing, CRISS Strategies. Additionally, the writing facilitator will provide an in-service on rubric scoring as well as the writing process. New and beginning teachers will receive mentoring and classroom demonstrations, to improve the delivery of instruction.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Houghton Mifflin Elements of Reading Vocabulary		0
Technology			0
Professional Development	Zelda Glazer Writing Institute		0
Other			0
Total:			\$0.00

Goal:	Science
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Needs Assessment Results of the 2007 FCAT Science assessment, indicate that 12 percent of the fifth grade students scored achievement level 3 and above. Specifically, the greatest content areas in need of improvement is Scientific Thinking clusters scoring below the District and State. An assessment of the data revealed the need for professional development which addressed pedagogy for delivery of inquiry based instruction and hands on activities.

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

Strategies Increase students' participation in scientific hands-on activities by scheduling weekly lab experiments/observations in the Science Lab.

Coordinate and implement a culminating Science Experiment and Inventions Fair school wide, for the purpose of assessing mastery and application of science content area clusters (physical and chemical, earth and space, life and environmental and scientific thinking) and engineering skills taught throughout the school year.

Implement the Engineering and Technology "I Choose "curriculum to enhance students' knowledge and abilities in the field of Engineering and Technology.

Analyze science pretest, monthly tests and interim assessments to provide immediate data feedback to teachers; and modify the instructional timeline as needed, based on student performance.

Monitor the instruction of the use of science process skills, annually assessed science benchmarks and FCAT item specifications for all subgroup populations, in grades three through five.

Use the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.

Use the Regional Center III Data Review Protocols to conduct data debriefing sessions.

Evaluation Evaluation will be based on increasing the number of students meeting high standards in grade 5 by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 FCAT Science Test.

In-house monthly assessments and district's interim assessments will provide formative data on students' skill mastery from the beginning to the end of the school year.

Research-based Programs The research based program that will be utilized is the Scott Foresman state adopted science series and FCAT Explorer Science.

Professional Development Professional Development activities provided by Miami-Dade County Public School will include but are not limited to Preparing for Science Standards and Elementary Science Inquiry Workshop. Additionally, the Science Facilitator will provide in-services on the annually assessed benchmarks and provide effective strategies in incorporating the 5 E's (engage, explore, explain, evaluate, extend). On-site professional staff development will be provided for the implementation of the newly adopted series for grade K-5th and the Engineering Program.

Highly Qualified Instructors The following teachers are not highly qualified:

Ms. Berger
 Ms. Homy
 Ms. Edwards
 Ms. Williams
 Ms. Desir
 Ms. Basulto
 Mr. Benaine
 Ms. Remelus
 Ms. Laird
 Ms. Luckie
 Ms. Archie
 Ms. Guitierrez
 Mr. Dickman

The National Staff Development Council Standards for Staff Development will be used as a framework in assisting teachers in becoming diverse in their instructional styles and raise student performance; teachers will be offered a variety of professional development opportunities throughout the school year.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Scott Foresman		0
Technology			0
Professional Development			0
Other			0
Total:			\$0.00

Goal:	Parental Involvement
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Needs Assessment Results of the 2006-2007 PTA memberships indicate that 1% of parents joined the PTA. Additionally; results of the 2007 Family Literacy Program indicate that parents were not consistently present to every class.

Miami Park Elementary School has hosted 61 parent workshops and/or school related activities during the 2006-2007 school year. This indicates a 78% increase in school activities and or workshops.

The Community Involvement Specialist (CIS) has made 161 home visits during the 2006-2007 school year to share information with parents and caregivers as compared to 134 home visits during the 2005-2006 school year.

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

Strategies

Plan and deliver workshops and classes on a weekly basis to meet parents' needs.

Collaborate among administration, faculty, and parent representatives that survey parents' needs, prioritizing areas of greatest concern to implement a plan to meet the needs of parents.

Maintain an on-going line of communication between home and the school through the use of: home learning lines, teachers' voice mail, Interim Progress Reports, letters, flyers, school marquee, report cards, parent/teacher conferences and home visits to strengthen home-school connection.

Encourage parents' active participation in decision-making groups such as the PTA, room parents, school volunteers, and the Education Excellence School Advisory Council, to assist in their child's education.

Plan and facilitate special 'Family Night' activities such as: Open House, Family Night Book Fair, Science Experiment and Inventions Fair and Reading under the stars Family Night.

Schedule monthly Family Literacy events as well as incentives, to promote consistent attendance to classes.

Provide incentives to classroom with highest number of PTA membership.

Evaluation	Evaluation will be based on an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.
Research-based Programs	National Standards Parental Involvement Program
Professional Development	Professional development on impacting positive home school connection will be provided to teachers in an effort to promote parental involvement.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development	EESAC Meetings PTSA Meetings Parent Academy		0
Other	Community Involvement Specialist (CIS)		0
Total:			\$0.00

Goal:	Return on Investment
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Needs Assessment The most recent data supplied from the Florida Department of Education indicate that in 2004, Miami Park Elementary School ranked at the 10th percentile on the State of Florida ROI index.

Objective Miami Park Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Strategies Inform staff about the use of financial resources in relation to school programs.

Collaborate with the district on resource allocation.

Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.

Consider shared use of facilities, partnering with community agencies.

Evaluation On the next State of Florida ROI index publication, Miami Park Elementary School will show progress toward reaching the 11th percentile.

Quarterly monitoring of budget expenditures.

SCHOOL ADVISORY COUNCIL

Yes No

The majority of the SAC members are not employed by the school. The 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.

SAC Involvement

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. Elections and appointments of advisory council members are conducted by the council chairperson at a designated meeting of a new school year. Members are elected by secret ballot. The term of office for elected council members except parents and students is four years.

The School Advisory Council (SAC) at Miami Park Elementary School meets monthly to provide support and assistance for the preparation and implementation of the School Improvement Plan. The council provides specific, but is not limited to, support as follows:

- *SAC assists in the preparation and evaluation of the school improvement plan and the school's annual budget through monthly meetings
- *SAC analyzes the needs of the school to best determine their budgetary plan
- *SAC makes recommendations to the principal regarding ordering of relevant instructional materials, professional development needs for staff members, technology needs and student support services
- *SAC supports the goals and objectives to improve parental involvement
- *SAC monitors the progress and implementation of school goals, objectives and strategies as listed in the School Improvement Plan

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Houghton Mifflin; Early Success; Soar to Success; Voyager Passport Writing: Houghton Mifflin Elements of Reading Vocabulary Science: Scott Foresman Parental Involvement:	Reading: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
Technology	Reading: Kid-Biz Achieve 3000; Key Skills Phonics Writing: Science: Parental Involvement:	Reading: Available: \$9,950.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$9,950.00
Professional Development	Reading: Reading First Academy Writing: Zelda Glazer Writing Institute Science: Parental Involvement: EESAC Meetings PTSA Meetings Parent Academy	Reading: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
Other	Reading: Writing: Science: Parental Involvement: Community Involvement Specialist (CIS)	Reading: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
		Total:	\$9,950.00

IMPLEMENTATION EVALUATION

Within the district there is a system in place consisting of the School Improvement Plan (SIP), mid-year reviews and utilization of district designed assessments that collectively serve as part of the monitoring process, which is then reviewed at the Region Office. The Edusoft Assessment system is a feature that is regularly engaged to track and monitor the progress or a lack thereof of student performance.

Standard curriculum intermediate students will make learning gains through the implementation of the School Improvement Plan. Students With Disabilities (SWD) and English Language Learners (ELL) will achieve mastery level in reading in accordance with the NCLB mandate. Another tool the 2008 Florida Comprehensive Assessment Test (FCAT), will serve to gauge student achievement for this school year.

Members

Signature

- 1) Dr. Lillian K. Cooper , Principal
- 2) Bisleixis Tejeiro , Assistant Principal
- 3) Nestor Marcia , SAC Chair
- 4) Edna Siler , Union Steward
- 5) Samuel Wims , Teacher
- 6) Daphney Remelus , Teacher
- 7) Shara Johnson , Teacher
- 8) Ethel Cundy , Teacher
- 9) Mariceli Trujillo , Teacher
- 10) Donna Cortez , Parent
- 11) Judy Gilbert , Community Member
- 12) Joshua Cortez , Student
