

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Palm Springs Elementary School (4261)

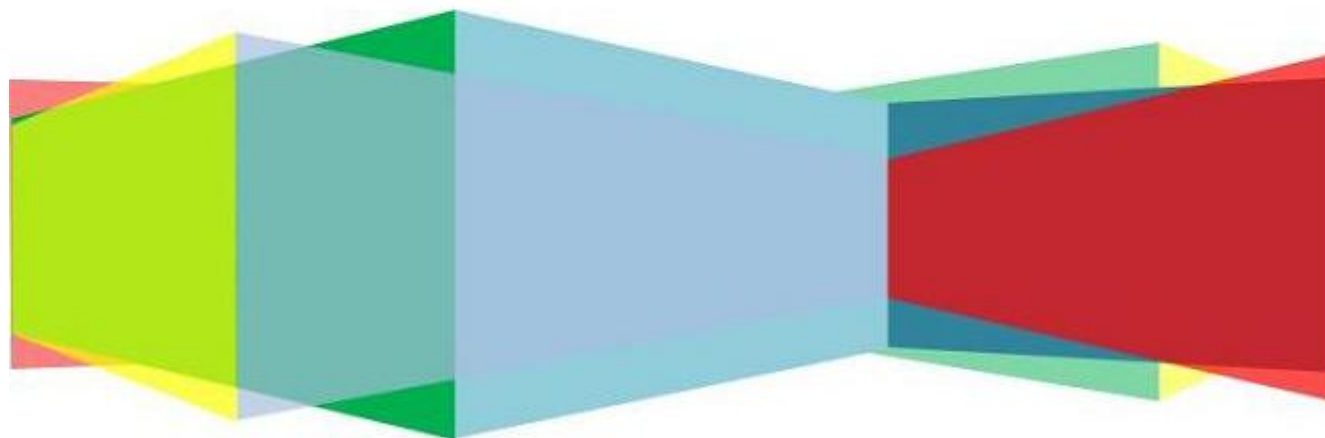
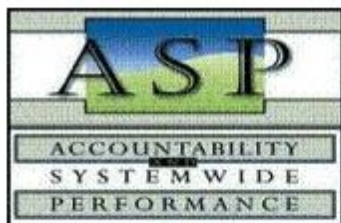
Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - Roxana Herrera

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Palm Springs Elementary School is a part of the Miami-Dade County Public School district and is located at 6304 East 1st Avenue in Hialeah, Florida. The school was built in 1953 on 9.12 acres of land. It is an open campus which also houses five portable classrooms and a new building.

The community is composed of single-family dwellings and apartment complexes. The percentage of students enrolled at Palm Springs Elementary who are receiving free/reduced meals is approximately 77 percent. The school's mobility index is 20.

Palm Springs Elementary School is a predominantly Hispanic school, composed of approximately 859 students in pre-kindergarten through fifth grade. The ethnic composition of students who attend is as follows: 95 percent Hispanic, three percent White, and two percent Black. The program composition of the same student population is as follows: 282 Limited English Proficient (LEP) students; 64 students with Learning Disabilities, 6 Educable and Mentally Handicapped (EMH) students, 4 Other Health Impaired (OHI) students, 6 students in the Speech and Language program; 51 Gifted students; and 19 Voluntary Pre-kindergarten students.

Palm Springs Elementary School employs 77 full-time faculty and 17 part-time staff members. Faculty and staff consists of two administrators, 51 classroom teachers, two Special Education teachers, one reading coach, one guidance counselor, one media specialist, 17 paraprofessionals, five clerical, nine food service, six custodial, and two security guards. The faculty is as diverse as the student body. Fifteen faculty members (16%) are white, twelve faculty members (13%) are African American, and sixty-seven faculty members (71%) are Hispanic. Forty-two percent of the teachers have Master's degrees and four percent have a Specialist degree. The average length of teaching experience is twelve years, while five percent of the faculty are beginning teachers.

The average class size in kindergarten through 3rd grade is 18 students per teacher. In fourth and fifth grades the average class size is 22 students per teacher. Class size averages for resource model special education classes are equivalent, except that these classes utilize a multi-grade level grouping approach.

Palm Springs Elementary is one of ten schools within the Hialeah High School Feeder Pattern. The Hialeah High School feeder pattern consists of seven neighboring elementary schools, two middle schools, and one high school. Palm Springs Elementary School fifth grade students transition to Hialeah Middle School where they attend sixth, seventh, and eighth grades. Upon promotion to ninth grade, students attend Hialeah High School.

Art, Music, Physical Education, and Spanish classes (for native or non-native speakers) are offered to all students as part of their regular schedules. Programs such as English for Speaker of Other Languages (ESOL), Curriculum Content in the Home Language (CCHL), Special Education (SPED), Pre-kindergarten and Gifted programs meet our students' educational needs. However, additional special programs are offered to Palm Springs Elementary students as well.

Extended Foreign Language (EFL) is a special program offered which emphasizes the teaching of Language Arts and curriculum content in both English and Spanish. Students in the EFL program receive approximately 60% of their instruction in English and 40% in Spanish. The goal of the program is to produce students who master both English and Spanish, who can function easily when learning subject matter in either language, and who can interact effectively with members of both cultures.

The Academic Excellence Program (AEP) is a special program designed to enhance critical thinking and problem-solving skills through projects and activities conducted during an extended school day. These students participate in the Chess Club and the Science, Engineering, Communications, Mathematics Enhancement (SECME) Club.

The Curriculum Leadership Team plays an instrumental role in promoting cooperation, initiative, empowerment, and innovation at Palm Springs Elementary School. The team's structure brings together faculty and staff from different areas to act on issues that promote the school's goals. This team, which consists of the principal, assistant principal, reading coach, counselor, grade level chairpersons representing Kindergarten-5th grades, and department chairpersons representing the areas of reading/language arts, mathematics/science, bilingual education, and special area education representing art, music, physical education, and special education, shares the mission and vision of the school. The Curriculum Team capitalizes on the wealth of ideas of its members and the community with which it interacts to support collaboration and team efforts among all stakeholders. The administration utilizes the members' expertise and creativity at all levels. This gives members the opportunity to share their knowledge, skills, and experience with the entire school community in a positive and collaborative working environment. Members take an active part in the path that leads to the school's performance and, ultimately, its achievements. Meetings are held regularly to ensure alignment of the school's goals and objectives with the total school program.

The following objectives have been identified to meet the needs of the students:

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

Given instruction based on the Sunshine State Standards, the number of students meeting high standard in grades three through five will increase by 5 percentage points to 79 percent on the 2008 administration of the FCAT Mathematics test as compared to the 2007 administration of the FCAT Mathematics test.

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

Given instruction based on the Sunshine State Standard, the number of students meeting high standards in grade 5 will increase by 25 percentage points to 61 percent on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

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 school's hourly sign-in logs for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, Palm Springs Elementary's student attendance will improve by one percent, as evidenced by the school's overall student attendance outcome of 97.31 percent during the 2007-2008 school year, as compared to 96.31 percent in the 2006-2007 school year.

Given an emphasis on the use of technology in education, the frequency with which the mobile labs will be utilized for classroom activities will be increased by at least 25 percent from 15 in 2006-2007 to 20 in 2007-2008, as evidenced by the entries in the media center's checkout log.

Given instruction based on the M-DCPS mandated Fitness Gram standards, 17% students in grade four will improve their cardiovascular fitness as evidenced by 90% meeting high standards on the Mile Run test on the 2007-2008 administration of the Fitness Gram Test.

Given emphasis on the arts, 40 students in grades three through five will be given the opportunity to participate in supplemental afterschool music programs such as chorus and the strings program, during the 2007- 2008 school year, as evidenced by attendance rosters and sign-in sheets.

Palm Springs Elementary will improve its ranking on the State of Florida Return on Investment (ROI) Index publication from the 63rd percentile in 2005 to the 65th percentile on the next publication of the Index.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the two categories targeted for improvement are process management and strategic planning. These areas were selected because they ranked the lowest among the seven categories included in this survey, process management with an overall ranking of 4.0 and strategic planning with an overall ranking of 4.1 on a 5-point scale. In order to assist teachers with the process of getting necessary resources, the administration has initiated a routine of meeting with teachers weekly to provide specific data regarding classroom performance, based on screening and outcome assessment information. And discussing additional resources needed to perform job duties.

In order to communicate more effectively with the organization. The administration will discuss future strategic planning with the Curriculum Leadership Team and EESAC on a regular basis and continue to open forums for staff to review their concerns.



# 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.

## 4261 - PALM SPRINGS ELEMENTARY SCHOOL

### VISION

It is the vision of Palm Springs Elementary School to spark curiosity, encourage academic excellence, and empower students to reach their full potential as contributing, productive global thinkers.

### MISSION

We provide high quality education that addresses the individual needs of students and fosters a lifelong desire for learning.

### CORE VALUES

Our school has H.E.A.R.T.:

- H--Hear and Respect Who I Am
- E--Encourage Me to Do and Be My Best
- A--Applaud and Appreciate My Efforts and Successes
- R--Respond to All Situations as a Problem Solver
- T--Teach Me for Tomorrow.

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## **School Demographics**

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### Facility/Community

Palm Springs Elementary School is a part of the Miami-Dade County Public School district and is located at 6304 East 1st Avenue in Hialeah, Florida. The school was built in 1953 on 9.12 acres of land. It is an open campus which also houses five portable classrooms and a new building.

Recently completed renovations include the construction of a new building on school grounds that houses 14 classrooms in an enclosed structure equipped with security cameras; the construction of a new physical education shelter and hard court area; a circular driveway for student pick-up and drop-off; and, the removal of six portable classrooms which was replaced by an extended faculty parking lot. Current renovation projects include interior and exterior painting of the pre-existing (original) building, landscaping throughout the premises, and replacement of old cabinetry in the classrooms located in the original building.

The community is composed of single-family dwellings and apartment complexes. The percentage of students enrolled at Palm Springs Elementary who are receiving free/reduced meals is approximately 77 percent. The school's mobility index is 20.

### Student Demographics

Palm Springs Elementary School is a predominantly Hispanic school, composed of approximately 859 students in pre-kindergarten through fifth grade. The ethnic composition of students who attend is as follows: 95 percent Hispanic, three percent White, and two percent Black. The program composition of the same student population is as follows: 282 English Language Learners (ELL) students; 64 students with Learning Disabilities, 6 Educable and Mentally Handicapped (EMH) students, 4 Other Health Impaired (OHI) students, 6 students in the Speech and Language program; 51 Gifted students; and 19 Voluntary Pre-kindergarten students.

Student performance on the 2007 Florida Comprehensive Assessment Test (FCAT) yielded the following results: 24% of 3rd grade students achieved Level 1 in Reading, 14% of 3rd grade students achieved Level 2 in Reading, 28% of 4th grade students achieved Level 1 in Reading, 19% of 4th grade students achieved Level 2 in Reading, 17% of 5th grade students achieved Level 1 in Reading, 20% of 5th grade students achieved Level 2 in Reading, 18% of 3rd grade students achieved Level 1 in Mathematics, 14% of 3rd grade students achieved Level 2 in Mathematics, 20% of 4th grade students achieved Level 1 in Mathematics, 18% of 4th grade students achieved Level 2 in Mathematics, 9% of 5th grade students achieved Level 1 in Mathematics, 32% of 5th grade students achieved Level 2 in Mathematics.

### Unique Aspects: STRENGTHS

Palm Springs Elementary School has a very strong tutoring program which utilizes Title I funded personnel. The school is able to provide interventions for targeted 3rd, 4th and 5th grade students who demonstrate deficiencies in Reading and Mathematics, as determined by their current performance on the Florida Comprehensive Assessment Test (FCAT) or Stanford Achievement Test. Students identified to receive these services are incoming 3rd grade students who scored in the lower 40% on the March 2007 Stanford Achievement Test and incoming 4th and 5th grade students who scored Achievement Levels 1 or 2 on the March 2007 FCAT.

### Unique Aspects: AREAS OF CONCERN

The continuous turnover of teachers and staff is an obstacle which can potentially hinder the school's success. New hires require extensive professional development both in effective instructional practices and the procedures, routines, and programs that affect the daily functions of the school.

### Teacher Demographics

Palm Springs Elementary School employs 77 full-time faculty and 17 part-time staff members. Faculty and staff consists of two administrators, 51 classroom teachers, two Special Education teachers, one reading coach, one guidance counselor, one media specialist, 17 paraprofessionals, five clerical, nine food service, six custodial, and two security guards. The faculty is as diverse as the student body. Fifteen faculty members (16%) are white, twelve faculty members (13%) are African American, and sixty-seven faculty members (71%) are Hispanic. Forty-two percent of the teachers have Master's degrees and four percent have a Specialist degree. The average length of teaching experience is twelve years, while five percent of the faculty are beginning teachers.

The Curriculum Leadership Team plays an instrumental role in promoting cooperation, initiative, empowerment, and innovation at Palm Springs Elementary School. The team's structure brings together faculty and staff from different areas to act on issues that promote the school's goals. This team, which consists of the principal, assistant principal, reading coach, counselor, grade level chairpersons representing Kindergarten-5th grades, and department chairpersons representing the areas of reading/language arts,



# School Improvement Plan

## 2007-2008



mathematics/science, bilingual education, and special area education representing art, music, physical education, and special education, shares the mission and vision of the school. The Curriculum Team capitalizes on the wealth of ideas of its members and the community with which it interacts to support collaboration and team efforts among all stakeholders. The administration utilizes the members' expertise and creativity at all levels. This gives members the opportunity to share their knowledge, skills, and experience with the entire school community in a positive and collaborative working environment. Members take an active part in the path that leads to the school's performance and, ultimately, its achievements. Meetings are held regularly to ensure alignment of the school's goals and objectives with the total school program.

For the current school year, the school was able to staff open positions with highly qualified teachers who transferred from other school sites.

### Class Size/Teacher-to-Student Ratio

The average class size in kindergarten through 3rd grade is 18 students per teacher. In fourth and fifth grades the average class size is 22 students per teacher. Class size averages for resource model special education classes are equivalent, except that these classes utilize a multi-grade level grouping approach.

### Attendance Rate

Palm Springs Elementary School averaged 96.31% in overall attendance for the 2006-2007 school year. This was an increase of .71% from the school's previous year which averaged 95.60%. The current rate also surpassed the District's average of 94.96% in overall attendance during the 2006-2007 school year.

### Promotion/Retention Rates

Retention in 3rd grade, as based on criteria set forth in the No Child Left Behind Act, was at 9.5% (or 16 students out of 148) at Palm Springs Elementary during the 2006-2007 school year.

### Feeder Pattern

Palm Springs Elementary is one of ten schools within the Hialeah High School Feeder Pattern. The Hialeah High School feeder pattern consists of seven neighboring elementary schools, two middle schools, and one high school. Palm Springs Elementary School fifth grade students transition to Hialeah Middle School where they attend sixth, seventh, and eighth grades. Upon promotion to ninth grade, students attend Hialeah High School.

### Special Programs

Art, Music, Physical Education, and Spanish classes (for native or non-native speakers) are offered to all students as part of their regular schedules. Programs such as English for Speaker of Other Languages (ESOL), Curriculum Content in the Home Language (CCHL), Special Education (SPED), Pre-kindergarten and Gifted programs meet our students' educational needs. However, additional special programs are offered to Palm Springs Elementary students as well.

Extended Foreign Language (EFL) is a special program offered which emphasizes the teaching of Language Arts and curriculum content in both English and Spanish. Students in the EFL program receive approximately 60% of their instruction in English and 40% in Spanish. The goal of the program is to produce students who master both English and Spanish, who can function easily when learning subject matter in either language, and who can interact effectively with members of both cultures.

The Academic Excellence Program (AEP) is a special program designed to enhance critical thinking and problem-solving skills through projects and activities conducted during an extended school day. These students participate in the Chess Club and the Science, Engineering, Communications, Mathematics Enhancement (SECME) Club.

### School Community Relations/Partners

Representatives of the Miami-Dade County Public School District include Superintendent Dr. Rudolph Crew and Ms. Perla Tabares Hantman, from District 4, Palm Springs Elementary's Voting District.

Palm Springs Elementary School is a part of the Region 1 Miami-Dade County Public School District. Representatives of Regional Center 1 are: Dr. Marcos Moran, Regional Superintendent; Mr. Richard Vidal, Administrative Director for Advocacy/ESE; Ms. Jennifer Andreu, Administrative Director for Business/Personnel; Mr. Jose Dotres, Administrative Director for Curriculum; Dr. Neraida Smith, Administrative Director for Professional Development.

Palm Springs Elementary School's Dade partners include McDonald's and Vicky Bakery. These community partners sponsor various school activities that support the school's goals and objectives.



# School Improvement Plan 2007-2008



## Grants

Palm Springs Elementary School recently received a grant for \$96,000 to equip the school's self-contained ESOL classes with additional computers and Waterford Learning software. This software provides individualized computer-assisted instruction to students using a motivating and engaging hands-on approach.

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## ***School Foundation***

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### **Leadership:**

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.3 under the Leadership category. This indicates a strong leadership that creates an environment that supports collaboration and team efforts among all stakeholders. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operations of the school.

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

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.1 in the Strategic Planning category. This reflects the depth of data analysis, planning, and implementation that is carried through, in order to achieve school and District goals. The strategic planning process used is a comprehensive integrated management system that incorporates the expectations of the stakeholders and reflects the school's goals and objectives. This process utilizes the Continuous Improvement Model (CIM), a four-step cycle of Plan, Do, Study, Act, in which improvements are continually made. Through the active participation of the Curriculum Team, faculty and staff members are involved in all stages of the implementation of the school's mission, vision, and core values. Furthermore, faculty and staff members are empowered to assist in the development of short-term and long-term plans. Faculty, grade level, and EESAC meetings are regularly held to examine, understand, and integrate the school's goals and objectives to ensure alignment with the total school program.

### **Stakeholder Engagement:**

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.5 under the Customer and Market Focus category. Based on these results, it is evident that the faculty and staff recognize the importance of establishing and maintaining an alliance with its students and families. In addition, an analysis is conducted of the services provided, and the results are used to develop action plans to meet the needs of the students more effectively. Subsequently, this would ensure customer satisfaction.

### **Faculty & Staff:**

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.2 under the Human Resource Focus category. Survey results indicate that the Curriculum Leadership Team plays an instrumental role in promoting cooperation, individual initiative, empowerment, and innovation among the faculty and staff. The Curriculum Team capitalizes on the wealth of ideas of its members and the community with which it interacts. The administration utilizes the expertise and creativity of its members at all levels of the organization. This gives its members the opportunity to share their knowledge, skills, and experience with the entire community and take an active part in the path that leads to the school's performance and ultimately its achievements. Team structure brings together faculty and staff from different parts of the organization to act on issues that affect both their functional and general areas of the organization, subsequently promoting the organization's goals.

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

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.5 under the Measurement, Analysis, and Knowledge Management category. At the start of the school year, third through fifth grade teachers are provided with data regarding student performance for the prior school year. This data is used to develop our school's Instructional Focus Calendar for every grade level, as well as to provide a means for teacher reflection regarding their prior academic year's results. At this stage teachers are able to create their Professional Development Plans through the use of these reports as well as manipulate the delivery of their curriculum. In addition, teachers will access their current classes results from the Student Performance Indicators network, in order to prioritize strands based on strength and areas of improvement for their current student population. Teachers are provided with initial data from the DIBELS, as well as progress monitoring of Reading and Mathematics benchmark assessments. This data allows teachers to create instructional level groups and prioritize the delivery of their instruction.

### **Education Design:**





# School Improvement Plan 2007-2008



## Extended Learning Opportunities:

An array of extended learning opportunities is offered to students in various grade levels to meet their learning needs. The disaggregation of recent state test results was used as a primary means for identifying students who were struggling. Fourth and fifth grade students who scored at achievement levels 1 and 2 on the Florida Comprehensive Achievement Test (FCAT) in reading and/or mathematics, and whose Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test scores yielded Intensive instructional levels are strategically targeted for intensive intervention during the school day. In that same target group are third grade students who scored in the lower 37% (Stanines 1-4) of the Stanford Achievement Test (SAT-10) and whose DIBELS test scores yielded Intensive instructional levels as well. Other students whose scores reflected a low achievement level 3 on the FCAT or a Strategic instructional level on the DIBELS assessment are provided extended learning opportunities after school hours in reading and mathematics. Participation in our school's Saturday Academy is extended to students who score at a high FCAT Achievement Level 3, and all levels 4 and 5 in Reading and/or Mathematics, as well as to students who score an average of 3 (on a 6-point scale) on essays in 4th grade language arts classes.

## School-wide Improvement Model:

Palm Springs Elementary will incorporate the Continuous Improvement Model (CIM) in all efforts school-wide. This model consists of a systematic four-step process for making improvements in services. The cycle includes: Plan - for changes to bring about improvement, Do - changes on a small scale first to try them, Study - to see if changes are working, and Act - to obtain the greatest benefit from changes. Using this data-driven, results-oriented improvement model, the school will address improving teaching and learning through disaggregating data to guide instruction. Instructional timelines will be utilized to structure learning. Also, classroom teachers will provide enrichment activities to enhance higher-order thinking skills for students who may benefit. This PDSA model integrates with the philosophies of both Total Quality Management (TQM) and Effective Schools Research.

## Advanced Courses Initiatives & Post Unitary Commitments:

Palm Springs Elementary seeks to increase the number of Gifted Program referrals for minority students and low-socioeconomic status students. The school ensures that there is equitable representation of students in the formation of the Science, Engineering, Communications, Mathematics Enhancement (SECME) Club. The school's extended day programs, such as Chess and Saturday Academy, also include subgroup participation.

## **Performance Results:**

Palm Springs Elementary has improved its discipline substantially throughout the years. Through the use of our discipline plan and substantial improvement in attendance we have been able to reduce many of our referrals and suspensions. For the 2005-2006 school year we inputted 86 attendance, 108 general disruptive conduct, and 22 defiance of school personnel referrals. In addition, the administration held 133 student conferences and 134 parent conferences. Our suspension rate was 23 outdoor suspensions and 3 indoor suspensions.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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

### **Reading Statement**

All students will read at or above grade level.

### **Needs Assessment**

The 2007 School Performance Accountability Report indicates that 69 percent of the students tested achieved high standards in reading on the Florida Comprehensive Assessment Test (FCAT) reflecting achievement levels 3 or above. In comparison to the results from the previous year, the percentage of students meeting high standards decreased by one percent.

The 2007 School Performance Accountability Report also indicates that 78 percent of the students who scored in the lowest quartile on the FCAT have made learning gains, a nine percent increase from the previous year.

Further analysis of the data indicates that students in grades three through five achieved the following percentages in the FCAT Reading content clusters:

				3rd	4th	5th
Words/Phrases	56%	60%	56%			
Main Idea/Author's Purpose	59%	56%	57%			
Comparison	65%	53%	67%			
Reference/Research	50%	75%	50%			

This data indicates a need for overall improvement; however, a greater emphasis on Word/Phrases and Main Idea/Author's Purpose skills is needed, which scored consistently below the 3rd through 5th grade state averages of 67% and 65% respectively.



# School Improvement Plan 2007-2008



## ***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 based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points to 74% on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the reading of non-fiction materials to include occupations literature, biographies, and news articles, for students in grades three through five, in preparation for the world of work.	Principal, Assistant Principal, Teachers, Media Specialist, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	22500
Provide ongoing staff development and support for the use of effective reading strategies to improve students' reading skills, as reflected in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach, District Personnel, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Utilize the district-developed Sunshine State Standards-based grade level pacing guides in conjunction with the Houghton-Mifflin Program Curriculum Maps prepared by the Eastern Regional Reading Technical Assistance Center (ERRFTAC), in order to pace instruction so that students can successfully master grade level standards.	Principal, Assistant Principal, Teachers, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Administer weekly Sunshine State Standards-aligned benchmark assessments, to monitor learning growth and mastery of students' individual reading skills.	Principal, Assistant Principal, Teachers, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide intensive intervention services through tutorial programs that address students' targeted reading deficiencies, as identified by screening, diagnostic, and outcome assessments.	Principal, Assistant Principal, Reading Coach, Teachers, Paraprofessional tutors	08/27/2007	06/05/2008	District-wide Literacy Plan	120000
Utilize the Successmaker software program to provide all students computer-assisted reading instruction that meets individual learning needs, in order to increase student achievement.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	4000
Implement incentive reading programs and events that motivate students to read and recognize students' reading achievement.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chairperson, Teachers, Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	2000
Conduct parent workshops in order to equip families with strategies that can be used at home to support Reading achievement.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Involve parents in monitoring students' independent reading activities through the use of the school reading log.	Principal, Assistant Principal, Teachers, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Administer the District Interim Reading assessments and use the performance data to monitor student progress and target benchmarks to drive instruction.	Principal, Assistant Principal, Reading Coach, Teachers	11/2007	05/2008	District-wide Literacy Plan	
Provide bilingual education and general education teachers opportunities and resources to plan collaboratively to ensure that reading skills are taught in the students' home language.	Principal, Assistant Principal	08/20/2007	06/05/2008	District-wide Literacy Plan	
Implement resource and inclusion models of service delivery in the area of Reading, to targeted Special Education students in grades 3-5.	Principal, Assistant Principal, Special Education teachers	08/20/2007	06/05/2008	Inclusion of SWD	
Implement self-contained (K-2) and resource (3-5) models of service delivery to targeted English Language Learners.	Principal, Assistant Principal, ESOL teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Facilitate opportunities for parents to enroll their child(ren) in Supplemental Educational Services (SES) with community providers, as per the No Child Left Behind Act.	Principal, Assistant Principal, SES facilitator	08/20/2007	06/05/2008	Parental Choice Options	

### Research-Based Programs



# School Improvement Plan 2007-2008



Houghton Mifflin Core Curriculum Reading Program  
Project CRISS (Creating Independence through Student-owned Strategies)  
Waterford Early Reading Program  
Early Success Intervention Program  
Soar to Success Intervention Program  
Voyager Passport Intervention Program  
Pearson Enterprise SuccessMaker  
Quick Reads  
FCAT Explorer  
Riverdeep

## Professional Development

Project CRISS (All core and special area teachers)  
Comprehensive Research-based Reading Program Best Practices  
Pearson Enterprise SuccessMaker (K-5)  
Waterford Early Reading Program  
Voyager Passport (K, 1, 2, 3, 4, 5)  
Analysis of assessment data  
Differentiated reading instruction for all students  
Needs-based professional development

## Evaluation

Assessments to provide baseline data for the 2007-2008 school year:

2007 Florida Comprehension Assessment Sunshine State Standards Reading Test (FCAT SSS)  
2007 Stanford Achievement Test (SAT-10)  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (Spring 2007 Assessment 3)  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (Fall 2008 Assessment 1):

- Kindergarten – Letter Naming Fluency, Initial Sounds Fluency
- Grade 1 – Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Words Fluency, Oral Reading Fluency
- Grade 2 – Nonsense Words Fluency, Oral Reading Fluency
- Grade 3-5 – Oral Reading Fluency

Progress monitoring instruments:

2007-2008 DIBELS Assessments 2 & 3:

- Kindergarten – Letter Naming Fluency, Initial Sounds Fluency, and Phoneme Segmentation Fluency, Nonsense Word Fluency
- Grade 1 – Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency
- Grade 2 – Nonsense Word Fluency, Oral Reading Fluency
- Grade 3-5 – Oral Reading Fluency

Houghton-Mifflin core curriculum program assessments  
School-developed Sunshine State Standards-based benchmark assessments  
District's Interim reading assessments

Diagnostic instrument:  
Diagnostic Assessment of Reading (DAR)

Outcome measure:  
2008 FCAT Sunshine State Standards Reading assessment

### 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*

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

### Mathematics Statement

All students will perform at or above grade level in Mathematics.

### Needs Assessment

Results obtained from the 2007 School Performance Accountability Report indicate that 72 percent of the students tested achieved high standards in mathematics, reflecting achievement Levels 3 or above. In comparison to the results from the previous year, the percentage of students meeting high standards increased by four percent.

Results obtained from the 2007 School Performance Accountability Report also indicate that 72 percent of students tested made learning gains, indicating a three percent increase from the previous year.

All Special Education and Limited English Proficiency subgroups met criteria.

Based upon the 2007 FCAT Mathematics students in third grade, who are now in fourth grade need to improve in Algebraic Thinking as evidenced by an average score of 50 percent. In addition, while the average scores in the Content Clusters of the third grade students is comparable to that of the District and State, the data indicates that in the area of Number Sense the average score was 58 percent which fell below the state average. The 2007 fourth grade mathematics data shows that students who are now in fifth grade need to improve in Number Sense and Geometry when compared to the District and State Results. The average scores in the areas of Measurement, Algebraic Thinking and Data Analysis were comparable to that of the District and State.

### NCLB Subgroup Target





# School Improvement Plan 2007-2008



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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standard in grades three through five will increase by 5 percentage points to 79 percent on the 2008 administration of the FCAT Mathematics test as compared to the 2007 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunity for students in grades K – 5 to work cooperatively using manipulatives and problem solving techniques in order to develop higher-order cognitive skills.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	6000
Provide teaching staff with professional development activities that include effective research-based mathematics instructional strategies.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Utilize the district developed Sunshine State Standards pacing guides to ensure that instruction of all grade level skills is introduced and reinforced continuously, in order for students to successfully master grade level standards.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Administer the District Interim Assessment in grades 3 – 5 as a tool to analyze data results and utilize as an instrument for instruction.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement intervention strategies and tutorial programs that build students' Mathematics skills , through extended learning opportunities.	Principal, Assistant Principal, Teachers, Paraprofessional tutors	08/20/2007	06/05/2008	Continuous Improvement Model	27000
Utilize the Successmaker computer-assisted instructional program to enrich and remediate students' application of mathematical skills, while monitoring performance.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	1000
Conduct parent workshops in order to equip families with strategies that can be used at home to support Mathematics achievement.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Improve Public Perception	0
Utilize the Mathematics Literature Connections guide in order to use literature as a springboard to spark student interest in mathematical concepts and engage them in authentic, "real world" experiences in which people use math for real purposes.	Classroom teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	

### Research-Based Programs

Houghton-Mifflin Core Curriculum Mathematics Program  
 Hands-on Equations Systems  
 Mathematics Literature Connections in the Classroom  
 Pearson Enterprise Successmaker Software Program  
 Riverdeep  
 FCAT Explorer  
 V-Math (Voyager Mathematics Intervention Program)

### Professional Development

Comprehensive Mathematics Program best practices  
 Analysis of assessment data  
 Differentiated mathematics instruction for all students  
 Pearson Enterprise SuccessMaker  
 Needs-based professional development

### Evaluation



# School Improvement Plan 2007-2008



Assessments to provide baseline data for the 2007-2008 school year:

2008 Florida Comprehension Assessment Sunshine State Standards Mathematics Test (FCAT SSS)  
2008 Stanford Achievement Test (SAT-10)

Progress monitoring:

School-developed Sunshine State Standards-based benchmark assessments  
District's interim mathematics assessments  
Students' classroom journals

Outcome assessment:

2008 FCAT Sunshine State Standards Mathematics test

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

All students will achieve high standards in Writing.

### **Needs Assessment**

The 2007 School Performance Accountability Report indicates that 66 percent of the students tested achieved high standards in writing, reflecting scores of 3.5 or above. The percentage of students meeting high standards reflected a two percent decrease from the 2006 School Performance Accountability Report.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide ongoing staff development and support for the use of effective writing strategies to improve students' writing skills, as reflected in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach, District Personnel	08/20/2007	06/05/2008	Academic Enrichment Opportunities	2900
Implement a school-developed instructional writing calendar, which provides a scope and sequence of writing targets for each grade level from Kindergarten-5th grades.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide supplementary instruction to targeted 4th grade students in the areas of expository and narrative writing, through extended day programs.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	7000
Utilize the six-point rubric established by the Florida Department of Education, to assess student writing and provide student feedback.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize calibrated writing samples, released from previous statewide writing assessments, as instructional and resource tools.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Administer monthly writing assessments to monitor development and mastery of writing skills.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide many opportunities for students to engage in different kinds of writing across the curriculum.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct a parent workshop consisting of effective strategies for developing essay writing including tips for performing functional writing tasks, in order to support student practice at home.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/2007	06/05/2008	Improve Public Perception	0

### Research-Based Programs

Houghton Mifflin Reading/Language Arts Program (Writing embedded)

6 Traits of Writing (Northwest Regional Educational Laboratory)

### Professional Development



# School Improvement Plan 2007-2008



Zelda Glazer Writing Institute

6 Traits of Writing

Effective writing practices (Routines for the daily instructional block)

Pre-writing plan strategies (Four-square, Storyboard, Fictional Narrative Story Map, Personal Narrative, Expository Plan, Outline)

Composition strategies for content, format, genre

Revision Strategies (to improve author's craft)

Editing Strategies (to improve conventions)

Florida six-point rubric holistic scoring procedures

Best Practices District Workshop

Melissa Forney Writing Workshop

## Evaluation

Baseline assessments/screening tools:

District's Expository and Narrative Writing Pre-tests (K-5)

District's Persuasive Pre-test (Grade 5)

Progress monitoring:

School-developed monthly writing prompts

District tests

Outcome measure:

2008 FCAT Writing+ test (Grade 4)

District's Expository and Narrative Writing Post-tests (K-5)

District's Persuasive Post-test (Grade 5)

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

**Science Statement**

Fifth grade students will perform at or above grade level in Science.

**Needs Assessment**

The 2007 School Performance Accountability Report indicates that 36 percent of the students tested achieved high standards in Science, reflecting achievement Levels 3 or above. Further analysis of the data indicates that the average score was 58 percent on the Physical/Chemical Content Cluster, 47 percent on Earth/Space Content Cluster, 50 percent Life/Environment Content Cluster, and 50 percent on Scientific Thinking. This data indicates a need for improvement overall, however, a greater emphasis on the Earth/Space and Life/Environment content clusters which were below the state average of 53 percent and 58 percent respectively.

### Measurable Objective

Given instruction based on the Sunshine State Standard, the number of students meeting high standards in grade 5 will increase by 25 percentage points to 61 percent on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer science interim assessments fifth grade students, in order to identify strengths and weaknesses corresponding to the Sunshine State Standards.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide opportunities for all students to interview professionals from a variety of scientific fields, to enhance the School to Career connection.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Utilize grade appropriate science content across the language arts curriculum, through the use of non-fiction text during shared or guided reading.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Departmentalize the instruction of Science in fifth grade.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct weekly hands-on, inquiry based investigations with students in grades three through five.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	500
Host a school-wide Science Fair in which every student participates by completing a project which requires use of the scientific method.	Principal, Assistant Principal, Science Department Chairperson, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Incorporate activities throughout the academic year in which students will be exposed to vital worldwide issues related to Science such as: Earth Day, AIDS Awareness, etc.	Principal, Assistant Principal, Teachers, Science Department Chairperson	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Offer second through fifth grade students participation in our school's SECME (Science, Engineering, Communications, Mathematics Enhancement) club, in order to enhance their exposure to science, increase concept knowledge, and application of science skills.	Principal, Assistant Principal Teachers, SECME Club Sponsors	08/20/2007	06/05/2008	Advanced Academics	4000
Utilize web-based programs, such as Brainpop.com and FCAT Explorer, to enrich and remediate students' application of scientific skills, while monitoring performance.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	1500

### Research-Based Programs

Scott Foresman Core Curriculum Science Program  
FOSS (Full Option Science Systems)

### Professional Development

Teachers will participate in any available science workshops approved by the Miami-Dade County Public School District and by the state of Florida.

### Evaluation

2008 FCAT Sunshine State Standards Science Assessment (Grade 5)



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

### **Parental Involvement Statement**

The administration and staff at Palm Springs Elementary will create a family-friendly school.

### **Needs Assessment**

The data reflected on the 2006-2007 Palm Springs Elementary's Family Reflection Annual Survey indicated a five percent increase, reflecting a total of 94 percent, in the ability of our school to develop programs that address the needs and interests of families and community members. In addition, the survey indicated an 18 percent increase, reflecting a total 93 percent, in which parents stated that they had many opportunities to express their opinions about important school issues. The Parental Involvement Participation logs indicate an average of 12 parent participants in ESOL (English for Speakers of Other Languages) education courses. The logs also indicate that there was 27 percent parent participation in grade level-based parent night workshops. Strategies to increase the level of parental and community-based organization involvement will become a primary focus in order to ensure increased support in academic achievement efforts.

### Measurable 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 school's hourly sign-in logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer on-going workshops to enhance parents' ability to help their children with their educational needs as well as social/emotional development at home.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Schedule duplicate bilingual workshops in the morning and evening hours, so that parents may participate in workshops that meet their schedules.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Coordinate parent-and-child workshops with the Bilingual Outreach Program, designed to increase academic achievement.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Plan and facilitate special Family Night activities such as Open House, Title I Parent Orientation, Mathematics/Science Family Olympiad, Test Preparation Workshops and transition meetings from grade to grade.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Maintain on-going communication with school families through our Community Involvement Specialist, Monthly Calendars, Newsletters, Flyers and use of the Telesoft Corporation telephone system.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Monitor the participation of parents and community organizations by maintaining sign-in sheets as logs of attendance and delivery of services.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Survey parents' educational needs, prioritize the areas of greatest concern, and plan activities which meet our community's interests.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Provide ample opportunities for individual parent-teacher conferences year-round including specific day and evening sessions.	District, Principal, Assistant Principal, Teachers	10/2007	06/2008	Improve Public Perception	

### Research-Based Programs

National PTA Standards for Parental Involvement.

### Professional Development

Parents will be encouraged to actively participate in the following activities:

- Annual Title I Parent Orientation meeting
- ESOL Adult classes
- Grade Level transition workshops
- Science Fair Night
- Family Reading Night
- Mathematics and Science Olympiad
- Bilingual Outreach workshops
- Parental Involvement Workshops that enhance parents' ability to help their children education needs
- Parental Involvement Workshops that equip or enhance parents' life and parenting skills

### Evaluation

Tally data obtained from activity and workshop sign-in sheets and sign-in logs.

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

### **Discipline & Safety Statement**

Palm Springs Elementary will improve overall school attendance.

### **Needs Assessment**

Palm Springs Elementary averaged 96.31 percent in overall attendance during the 2006-2007 school year. The school seeks to improve its attendance.

### Measurable Objective

Given an emphasis on a safe and orderly environment, Palm Springs Elementary's student attendance will improve by one percent, as evidenced by the school's overall student attendance outcome of 97.31 percent during the 2007-2008 school year, as compared to 96.31 percent in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an attendance incentive program to motivate and reward both individual students and classrooms of students for their consistent daily attendance.	Principal, Assistant Principal, Student Services Personnel	08/20/2007	06/05/2008	Continuous Improvement Model	1000
Maintain communication and collaboration with parents to ensure attendance program success.	Principal, Assistant Principal, Student Services Personnel	08/20/2007	06/05/2008	Improve Public Perception	0
Monitor quarterly reports of school-wide student attendance.	Principal, Assistant Principal, Student Services Personnel	08/20/2007	06/05/2008	Continuous Improvement Model	0
Participate in the school-developed Truancy Intervention Program (TIP).	Principal, Assistant Principal, Student Services Personnel	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilization of the Community Involvement Specialist to bridge communication between the school and home, with respect to attendance and related issues.	Principal, Assistant Principal, Title I Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Provide individual and small group counseling for at-risk students.	Principal, Assistant Principal, Student Services Personnel	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct team conferences to address ongoing attendance difficulties.	Principal, Assistant Principal, Student Service Personnel Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Parent-Teacher Association (PTA)  
Truancy Intervention Program (TIP)

### Professional Development

Data analysis of the quarterly District reports on regular attendance.  
Data analysis of the quarterly District reports on exceptional attendance.  
Data analysis of the quarterly District reports on truant attendance.  
Effective utilization of the Excelsior Electronic Gradebook attendance component.  
Training and support in knowledge of the attendance requirements as delineated by the District and State standards.  
Training and support in the implementation of the Attendance Incentive Program.  
Continuous monitoring of students' attendance.

### Evaluation

Palm Springs Elementary School will maintain or improve its overall attendance as evidenced by the following reports:

2007-2008 quarterly District reports on attendance  
2007-2008 year-end District reports on attendance

## 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"/>

#### *Miami-Dade County Public Schools*

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

### Technology Statement

Student use of technology will increase through the use of mobile laptop labs.

### Needs Assessment

Based on the media center logs during the 2006-2007 school year, the mobile technology labs were utilized in classes a total of 15 times.

### Measurable Objective

Given an emphasis on the use of technology in education, the frequency with which the mobile labs will be utilized for classroom activities will be increased by at least 25 percent from 15 in 2006-2007 to 20 in 2007-2008, as evidenced by the entries in the media center's checkout log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development and support for the use of mobile laptop labs.	Principal, Assistant Principal, Media specialist	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize online educational resources that will support curricular objectives.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize online educational resources that will develop students' skills.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Conduct internet research which supports curricular objectives	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Increase opportunities for students to apply navigating and skills in a supportive classroom environment.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Increase opportunities for students to apply research skills in a supportive classroom environment.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

North Central Regional Educational Laboratory research: A Meta-Analysis of the Effectiveness of Teaching and Learning with Technology on Student Outcomes  
 Intel: Mobile Computing: A K-12 Notebook and Wireless LAN Deployment Case Study

### Professional Development

Miami-Dade County Public School District-sponsored technology application workshops  
 School site-based workshops given by the media specialist, technology specialist, or technology committee such as:

- Pearson Enterprise Successmaker
- FCAT Explorer
- Riverdeep
- How to use the Internet to conduct research
- How to conduct a WebQuest

to include a collection of online resources for teachers and students in all areas of the curriculum.

### Evaluation

The media center's technology checkout log will be utilized to monitor use of the mobile laptop labs.

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

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

### **Health & Physical Fitness Statement**

Fourth grade students will pass the mile run component of the Miami-Dade County Physical Fitness Gram.

### ***Needs Assessment***

Whereas 73% of the 4th grade student passed the Mile Run component of the 2006-2007 Fitness Gram, twenty-seven percent of the fourth grade students did not pass. Studies indicate that children's cardiovascular fitness can be enhanced with a daily run.

### Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, 17% students in grade four will improve their cardiovascular fitness as evidenced by 90% meeting high standards on the Mile Run test on the 2007-2008 administration of the Fitness Gram Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement progressive cardiovascular training.	Principal, Assistant Principal, Physical Education Department	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Maintain an increased level of physical fitness and awareness.	Principal, Assistant Principal, Physical Education Department	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Monitor students fitness levels quarterly.	Principal, Assistant Principal Physical Education Department	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Host seasonal sports and fitness events in which students participate in physical fitness activities.	Principal, Assistant Principal, Physical Education Department	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Expose students to health and fitness articles with information related to cardiovascular fitness.	Principal, Assistant Principal, Physical Education Department	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Implement the Healthy Kids program where students participate in making dietary healthy choices in their school lunch.	Principal, Assistant Principal, Food Service Manager	08/20/2007	06/05/2008	Healthcare & Healthy Choices	

### Research-Based Programs

Physical Fitness Gram

### Professional Development

Miami-Dade County Public School District-sponsored physical education workshops

### Evaluation

The results from the Miami-Dade County Physical Fitness Gram will indicate that 90% of students will master the Mile Run test, after training has been implemented. A timed mile-run test after training has been implemented.



## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

### **Electives & Special Areas Statement**

Palm Springs Elementary will increase student participation in music programs including the school chorus program, the school strings program, and the District-wide Superintendent's Honors Music Festival.

### **Needs Assessment**

During the 2006-2007 school year, 30 students were selected to participate in our school chorus. It is evident that students need more opportunities to expand, develop, and express their talents in the area of music. To develop their skills, students' need to increase their ability to fluently read rhythmic and melodic notation. Equally, students need to increase their ability to read standard rhythmic and melodic notation on the treble clef in 2/4, 3/4, and 4/4 meters. In addition, the music program will expand its program to include a strings program, in order to enable students additional opportunities to participate in music activities and express their talents.

### Measurable Objective

Given emphasis on the arts, 40 students in grades three through five will be given the opportunity to participate in supplemental afterschool music programs such as chorus and the strings program, during the 2007- 2008 school year, as evidenced by attendance rosters and sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide ongoing opportunities for students read musical notes through rhythmic notation.	Principal, Assistant Principal, Music Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Increase opportunities for students to read assigned musical scores, identifying line notes, space notes, and their correct place on a staff.	Principal, Assistant Principal, Music teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Showcase students' talents in various performances throughout the year.	Principal, Assistant Principal, Music teachers, newsletter committee	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Implement activities where students can perform body percussion and rhythmic body movement activities.	Principal, Assistant Principal, Music teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Incorporate regular activities for students to play musical instruments including the recorder, bells, pianicas, and violins, by following assigned parts.	Principal, Assistant Principal, Music teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Incorporate dictation of rhythmic and melodic notation.	Principal, Assistant Principal, Music Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Reinforce note reading skills using melodic and rhythmic instruments.	Principal, Assistant Principal, Music Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize the sanfranciscosymphony.org website as a resource to improve note reading skills.	Principal, Assistant Principal, Music Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Encourage student participation in our school chorus and strings program.	Principal, Music teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	3000

### Research-Based Programs

MacMillan/McGraw Hill Share the Music Program  
 LA Cinerentola Opera Booklets for grades 3-5  
 Imagine That Music Composers - 5th grade  
 Silver Burdett Music Connection - K-5

### Professional Development

Opera Fun-time Workshops  
 University of Miami Music Education Day  
 The Music Teachers National Conference

### Evaluation

Attendance rosters and sign-in sheets will be utilized to monitor participation of the 40 students involved in our chorus and strings programs throughout the school year.

Palm Springs Elementary School students will have been selected to participate in the District Superintendent's Honors Music Festival, as reported by the Festival's decision-making committee. Success in the vocal and instrumental components will be further evidenced by student participation in these categories.

## Return On Investment Goal

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

#### **Florida Education Priorities**

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

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

### **Return On Investment Statement**

Palm Springs Elementary will rank above the 63rd percentile statewide in the Return On Investment (ROI) Index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in the 2004-2005 school year, Palm Springs Elementary ranked at the 63rd percentile on the State of Florida Return on Investment Index (ROI).

### Measurable Objective

Palm Springs Elementary will improve its ranking on the State of Florida Return on Investment (ROI) Index publication from the 63rd percentile in 2005 to the 65th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Houghton-Mifflin Reading  
Houghton-Mifflin Mathematics  
Scott-Foresman Science  
Harcourt Social Studies

### Professional Development

Houghton-Mifflin Reading Professional Development  
CREating Independence through Student-owned Strategies (CRISS)  
Science and Mathematics Integrated with Literary Experiences (SMILE)

### Evaluation

On the next State of Florida ROI Index publication, Palm Springs Elementary will show progress toward reaching the 65th percentile.

**EESAC Compliance**

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

**Budget:**

The EESAC committee reviews the school's budget and makes recommendations and decisions relative to the expenditure of funds to implement all aspects of the School Improvement Plan.

**Training:**

The EESAC developed the School Improvement Plan (SIP) ensuring that every objective listed in the plan includes a strategy related to staff development. Workshop topics include: Houghton-Mifflin Reading, 6 Traits of Writing, Houghton-Mifflin Mathematics, Scott Foresman Science, Science, Engineering, Communication, & Mathematics Enhancement (S.E.C.M.E.) and the Professional Assessment and Comprehensive Evaluation System (P.A.C.E.S.). Workshop topics and content span instruction for grades Pre-K through 5th grade, targeting strategies for all students, including Limited English Proficient (LEP) students and Special Education students (SPED). EESAC has already funded professional development in the area of writing for third and fourth grade teachers.

**Instructional Materials:**

The EESAC surveyed teachers and staff regarding instructional materials needed to implement the SIP. Materials that were purchased to enhance the curriculum include Write Traits kits and subscriptions to educational magazines such as Storyworks, Social Studies Weekly, Time For Kids, and Spider Magazine.

**Technology:**

The EESAC continues to identify technology as an integral tool for supporting curricular objectives which also enhances media literacy and real-life skills. To ensure capability and accessibility, additional computers were recently purchased to replace and increase the number of computers being utilized by students. These computers, both stationed and mobile, are used for: computer-assisted instruction using Pearson Enterprise Successmaker in the areas of Reading and Mathematics, for the BrainPop internet-based science program, for the Accelerated Reader motivational reading program, and as an online resource for Internet research activities. In addition, EESAC just funded a web-based Accelerated Reader license for students to access from any computer.

**Staffing:**

EESAC has recommended an increase in the number of paraprofessionals utilized as tutors in the areas of Reading, Writing, and Mathematics.

**Student Support Services:**

The EESAC has identified specific strategies, listed under specific objectives, to address instructional service needs such as the utilization of tutorial programs for intervention, and additional materials to support instruction in the area of writing. Parent conferences, school support teams, staffings, and counseling are also services that provide student support. Additional assistance is also provided by the Title I Community Involvement Specialist and school business partners.

**Other Matters of Resource Allocation:**



# School Improvement Plan

## 2007-2008



The members of the EESAC make recommendations and decisions relative to the spending of EESAC funds, state matching funds and grant funds.

### **Benchmarking:**

In order to ensure compliance with the objectives of the School Improvement Plan, the EESAC periodically monitors implementation of the strategies and activities identified in the plan. Subcommittees are formed to gather implementation status data periodically. The committee exchanges ideas and feedback corresponding to the progress being made as the year progresses.

### **School Safety & Discipline:**

The EESAC supports the school's strict enforcement of the Code of Student Conduct and schoolwide discipline plan which provides an environment that is safe, secure, and orderly. EESAC also supports students' participation in safety and disciplinary programs such as DARE, Red Ribbon Week, and Safety Patrols. Furthermore, EESAC has taken the initiative to purchase V-soft technology, which is a system that tracks visitors, contractors, and volunteers at the school, in order to provide a safer, more monitored environment for the students.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	148500
Mathematics	34000
Writing	9900
Science	6000
Parental Involvement	0
Discipline & Safety	1000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3000
Return On Investment	0
<b>Total</b>	<b>202400</b>



# 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*