

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Palm Springs North Elementary School (4281)

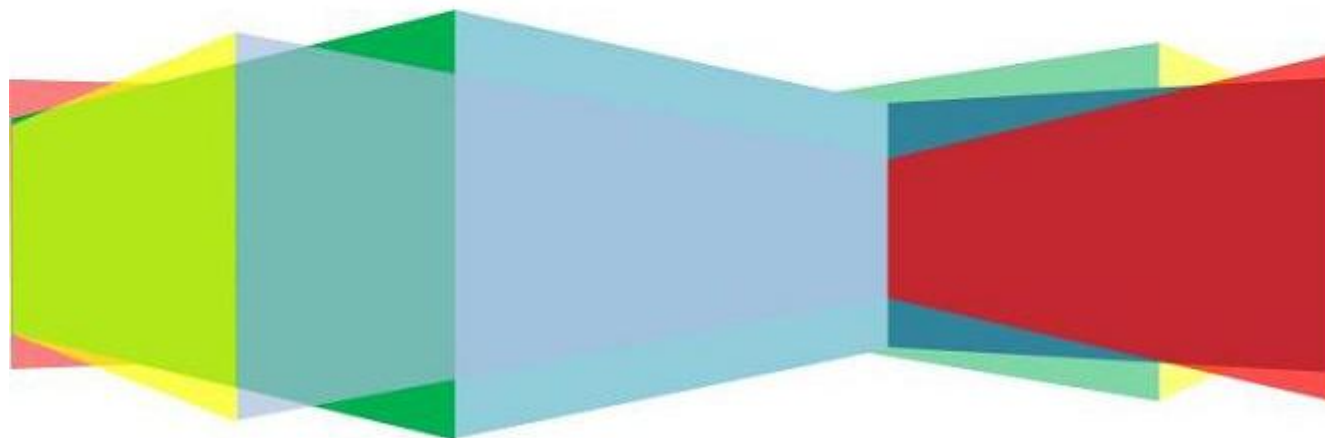
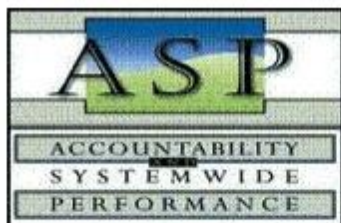
Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Manuel Sanchez

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Palm Springs North Elementary School (PSN) is located in a middle class community in the northwest section of Miami-Dade County. Our current school population of 1,085 students, enrolled in grades pre-kindergarten through fifth, consists of two percent Multicultural students, nine percent Black students, 80 percent Hispanic students, seven percent White students, and two percent Asian students. The percentage of students on free and reduced lunch is 62 percent. Palm Springs North Elementary is part of the American Senior High Feeder Pattern. There are currently 47 kindergarten-fifth grade teachers servicing students at Palm Springs North Elementary.

Our school houses a content based Gifted program which services 43 students, an Extended Foreign Language program which services 119 students, Special Education (SPED) program which services 48 students, a pre-kindergarten program which services 24 students, and an ELL program which services 59 students. Additionally, there is a Voluntary Pre-Kindergarten program which services 16 students. Palm Springs North Elementary made Adequate Yearly Progress for the past four years. Areas of strength include writing, reading and mathematics. Areas of concern include science and increasing the number of high performing students making annual learning gains.

Closing Paragraph

Based on the results of the Organizational Performance Improvement Snapshot survey tool, two areas have been identified for improvement: Strategic Planning and Process Management. The Strategic Planning category received an overall rating of 4.2 on a scale of one to five (one being highest and five being lowest). There were 167 responses of "Strongly Agree", 154 responses of "Agree" 36 responses of "Neither Agree or Disagree", 10 responses of "Disagree" and two responses for "Strongly Disagree". The Process Management category received an overall rating of 4.2, the lowest rating on the Organizational Performance Improvement Snapshot. There were 206 responses of "Strongly Agree", 210 responses of "Agree", 54 responses of "Neither Agree or Disagree", 20 responses of "Disagree" and two responses of "Strongly Disagree".

These two areas received the lowest ratings on the survey and therefore will be targeted throughout the school year.

In order to improve the areas of Strategic Planning and Process Management, the school administrative and leadership team will promote deeper involvement of faculty and staff for long-range planning and goal setting. Monthly meetings related to school objectives and issues particular to individual grade levels, business management and curriculum areas will be implemented to further improve these areas. This will empower the staff and faculty as stakeholders who have a voice in the direction and future of this organization. Additionally, a focus will be placed on providing teachers with the tools necessary to improve the educational outcomes of our 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 on the 2008 administration of the FACT Reading Test.

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 on the 2008 administration of the FACT Mathematics Test.

Given instruction using the Sunshine State Standards, the number of students in grade four will improve their writing skills as evidenced by 95% or more meeting high standards on the 2008 FCAT Writing+.

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 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 hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10-percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction in motor skill development and movement patterns, concepts, principles, strategies and tactics, students in grades four and five will achieve an average score of 12 inches on the Sit-and-Reach portion of the FITNESSGRAM.



# School Improvement Plan 2007-2008



Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by a 10 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Palm Springs North Elementary School will increase its ranking on the State of Florida ROI Index publication to the 80th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey tool, two areas have been identified for improvement: Strategic Planning and Process Management. The Strategic Planning category received an overall rating of 4.2 on a scale of one to five (one being highest and five being lowest). There were 167 responses of "Strongly Agree", 154 responses of "Agree", 36 responses of "Neither Agree or Disagree", 10 responses of "Disagree" and two responses of "Strongly Disagree". The Process Management category received an overall rating of 4.2, the lowest rating on the Organizational Performance Improvement Snapshot. There were 206 responses of "Strongly Agree", 210 responses of "Agree", 54 responses of "Neither Agree or Disagree", 20 responses of "Disagree" and two responses of "Strongly Disagree".

These two areas received the lowest ratings on the survey and therefore will be targeted throughout the school year.

In order to improve the areas of Strategic Planning and Process Management, the school's administrative and leadership team will promote deeper involvement of faculty and staff for long-range planning and goal setting. Monthly meetings related to school objectives and issues particular to individual grade levels, business management and curriculum areas will be implemented to further improve these areas. This will empower the staff and faculty as stakeholders who have a voice in the direction and future of this organization. Additionally, a focus will be placed on providing teachers with the tools necessary to improve the educational outcomes of our students.



# 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.

## 4281 - PALM SPRINGS NORTH ELEMENTARY SCHOOL

### VISION

Palm Springs North Elementary School enriches the community through the provision of outstanding educational experiences and services to our students and the surrounding community. We consistently meet the needs of the community by embracing success and achievement through cultural diversity and community partnerships.

### MISSION

We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals.

### CORE VALUES

Palm Springs North Elementary School firmly believes in providing quality in service, relationships, and communications. We are dedicated to richly impacting the lives of all students and the surrounding community. We believe that we are the positive and underlying force that prepares, bridges, and binds the learners to a world beyond the classroom walls.

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## ***School Demographics***

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Palm Springs North Elementary (PSN) went through a major transition this summer. With the opening of Spanish Lake Elementary, the student population at PSN was cut by 500. Students at Spanish Lake Elementary will be housed at PSN until their building is complete. PSN has achieved Adequate Yearly Progress under federal No Child Left Behind (NCLB) legislation. Additionally, the school has been a recipient of a National Blue Ribbon School of Excellence award. Built in 1969, the school is located in a middle class community in the northwest section of Miami-Dade County on approximately 9 acres. The school is currently undergoing a major renovation project. A fully functional cafeteria, bus loop, and parking lot are being built to accommodate our students, parents, and staff members. We currently have 20 portables on our campus being utilized by Spanish Lake Elementary.

The current school population of 1,085 students enrolled in grades pre-kindergarten through fifth consists of two percent Asian students, two percent Multiracial students, seven percent White students, nine percent Black students, and 80 percent Hispanic students. The percentage of students qualifying for free or reduced meals is 62 percent. PSN had a 95% attendance rate in the 2006-2007 school year. Palm Springs North Elementary is part of the American Senior High Feeder Pattern. Our fifth grade learners transition in 6th grade to Country Club Middle School and Lawton Chiles Middle School. Our retention rate in 2006-2007 was one percent. In the primary grades PSN has an average class size of 18 students. In the intermediate grades there are 22 students per class.

The school houses a content based Gifted program, which consists of 43 students, an Extended Foreign Language Program, which services 119 students, an SPED program which currently services 48 students, and a pre-kindergarten program which serves 24 students with varying exceptionalities. The school successfully utilizes the inclusion model for servicing our Exceptional Student Education population. The 59 ELL students are serviced by two self-contained ELL teachers, two resource teachers, and ESOL endorsed classroom teachers.

The instructional leadership team of Palm Springs North Elementary School consists of one principal and two assistant principals. The instructional staff consists of 72 females and 5 males. The staff membership is 16 percent Black, 25 percent White, and 60 percent Hispanic. Forty-one percent of the staff hold Masters Degrees and 8 percent of the instructional staff hold Specialist or Doctoral Degrees. The average number of years of teaching experience of the staff is 13 years. Five percent of the teachers are new to the school system.

The school offers many opportunities for students to expand their knowledge base at all levels. The school doors remain open until 9:00 p.m., Monday through Thursday nights. The school houses a very successful Community School program. Through this program, the school is able to open to the entire northwest Miami-Dade County community. Many classes are offered after school through the Community School. Classes such as dance, sports, computers, art, music and ESOL are offered to not only the students of Palm Springs North Elementary, but also to anyone in the community who is interested. The school houses the local Boy Scout/Girl Scout troops for this area, as well as providing a meeting place for the community. The Media Center is open every Tuesday and Thursday night in order to provide services to the community to access books, literature, and the Internet. This year, the school will continue to sponsor very successful monthly Family Nights in which parent/child activities will be presented in a fun way. Additionally, child care will be provided free of charge to those parents wishing to enroll in ELL classes. PSN offers many opportunities for the students to participate in a variety of school sponsored activities such as Cheerleading, Dance Line, Drama Club, Student Council, Academic Excellence Program, Youth Crime Watch, Art Club, Chorus, Music Ensemble, Jump Rope Team, Runners Club and Television Production. This year, a program of study in Mandarin Chinese will be offered after school, in order to further expand the knowledge and skills of the students at Palm Springs North Elementary. An advanced tutoring class will be established to ensure that high achieving students make annual learning gains.

Palm Springs North Elementary School has a very active, involved and supportive Parent Teacher Association. The leadership of this group is exceptionally dedicated to the continued excellence of the school. They have been instrumental in providing much needed materials and supplies that enhance the academic program of this school. The School Volunteer and Dade Partner Programs are also very actively involved in the day-to-day functions of the school. The school is proud of the attainment for 23 consecutive years of the Golden School Award for volunteerism. The school's business partnerships have additionally provided everything from school supplies and uniforms to needy students to materials for the school and manpower in the form of mentors and tutors.

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## ***School Foundation***

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### **Leadership:**

The Leadership category was the second highest ranked category in the Organizational Performance Snapshot Survey with an average ranking of 4.4 on five point scale. The results showed that the staff felt that administration shares information about the entire organization and that the values of the organization are used to guide in the attainment of school goals. The staff felt confident in their knowledge of the mission of the school and that there is a work environment conducive to achieving this mission. Additional information from this category yields that the staff is encouraged to take on leadership opportunities and advance in their careers. The organization has clearly communicated to the staff what is critical to maintain successful practices.

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

Although this was one of the lowest ranking categories with an average score of 4.2 on the Organizational Performance Snapshot Survey, this area indicates that the staff feels a need to have more input in the overall success of the organization. Training and implementation of the Continuous Improvement Model should assist in improving this area. This is the third year that this category scored on the lower part of the survey.

### **Stakeholder Engagement:**

This area was the third highest ranked category with an average score of 4.4 on the Organizational Performance Snapshot Survey. The staff has knowledge of their customers and makes a conscientious effort to communicate regularly with them. It is felt, however, that a greater effort needs to be made to find out how to better meet the needs of the customer and to assist the customers in solving problems more effectively.

### **Faculty & Staff:**

This was an area, as indicated on the Organizational Performance Snapshot Survey, which shows a cohesive staff with an average ranking of 4.6 on the survey. The majority felt that the staff works as a team to meet a common goal. Teachers work cooperatively and take on a variety of leadership roles within the school. National Board Certified Teachers additionally assist in leading mentoring activities with both experienced and beginning educators. The school frequently hosts interns from area colleges and universities.

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

This was tied as the highest ranked category in the Organizational Performance Snapshot with an average score of 4.6 on the survey. The majority of the staff strongly felt comfortable in their ability to measure the quality of their work. Additionally, they are able to analyze the quality of their work and determine whether changes need to be made and use data to drive instruction.

### **Education Design:**

Palm Springs North Elementary School has identified several issues concerning challenges in process involvement. Process Management was the lowest ranking area of the 2006 - 2007 Organizational Performance Snapshot. Palm Springs North Elementary School's primary goal is to reduce the number of students scoring at Level 1 by five percent in each area of the Sunshine State Standards portion of the Florida Comprehensive Assessment Test (FCAT). In order to do so, the school will continue to retain a high level of teacher morale by involving the faculty and staff in long-range planning and goal setting. This will empower the staff and faculty as stakeholders who have a voice in the direction and future of this organization and facilitate the development of new strategies that can increase student performance in diversified classrooms. Palm Springs North Elementary will continue to provide teacher training and staff development workshops to increase the quality of instruction.

### **Performance Results:**

Palm Springs North Elementary School has identified several areas of impact in its education design and process involvement.

An area of concern with performance results is the learning gains of higher achieving students. Students scoring three and above were regressing. In order to address this issue, tutoring will be offered targeting higher performing students. An additional emphasis will be placed on the Academic Excellence Program.

Another area of concern is student attendance. An attendance reward system with incentives and special recognition will be given to individual students who attend school on a daily basis and to students who show improvement in attendance.





# 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 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 in Kindergarten through fifth grade will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

### **Needs Assessment**

The disaggregated data from the results of the 2007 School Performance Accountability Report on FCAT Reading indicated that 81 percent of students in grades three through five met high standards, 66 percent of students made learning gains, and 56 percent of students scoring at the lowest 25 percent made adequate progress. These scores represent a decrease from the 2007 FCAT administration. A content cluster analysis indicated that 3rd grade students had a relative weakness in Reference/Research and Main Idea/Author's Purpose. Fourth and fifth grade learners needed improvement in Words/Phrases and Main Idea/Author's Purpose.

### **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 on the 2008 administration of the FACT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide first through fifth grade teachers with daily vocabulary activities in order to improve vocabulary development as it relates to reading comprehension and critical thinking skills.	Administration, Reading Coach	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Align the Kindergarten through fifth grade curriculum to ensure uniform instruction of the eight tested reading benchmarks of the Sunshine State Standards.	Administration, Reading Coach	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model utilizing the eight-step process.	Administration	8/20/2007	6/04/2008	Continuous Improvement Model	0
Disaggregate data from school-developed monthly assessments using the EDUSOFT system to monitor student growth and deficiencies and provide acceleration and targeted intervention.	Administration, Reading Coach	8/20/2007	6/04/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2006 FCAT Reading test, school-developed monthly assessments to identify deficiencies in student performance and guide instructional practice.	Administration, Reading Coach	8/20/2007	6/04/2008	Continuous Improvement Model	0
Continue to implement the Comprehensive Research-based Reading Plan and the District scope and sequence in Kindergarten through fifth grade with an intensive focus on the five essential components of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary.	Administration, Language Arts Teachers, Grades K-5	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Provide teachers with weekly phonic activities to improve word recognition and fluency.	Administrative Staff, Reading Coach	8/20/2007	6/04/2008	Other/ Not Applicable	
Identify at risk students in the primary grades to implement intervention strategies that address their instructional needs.	Administrative Staff, Reading Coach	8/20/2007	6/04/2008	Continuous Improvement Model	

### Research-Based Programs

Houghton Mifflin

### Professional Development

Reciprocal Teaching  
Phonemic Awareness/Phonics Learning Strategies/Activities  
FCAT Item Specifications/ Sunshine State Standards  
Vocabulary Wild About Words  
Best Practices in Teaching Reading  
Small Group Instruction  
Continuous Improvement Model

### Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: The results of the 2008 FCAT Reading Assessment, District Interim Assessments, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Diagnostic Assessment of Reading (DAR).

## 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 type="checkbox"/>

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

#### **District Strategic Plan**

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

### **Mathematics Statement**

All students in Kindergarten through fifth grade will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

### **Needs Assessment**

Results of the 2007 FCAT-Mathematics indicated 76 percent of the students grades 3 through 5 met high standards and 54 percent of the students made learning gains. The scores reflect a 1 percentage point decrease in students that met high standards and a 15 percentage point decrease in students making learning gains. A content analysis indicated that Number Sense and Algebraic Thinking were two areas of relative weakness. Approximately 22 percent of the students performing at a high level in mathematics did not make learning gains.

### **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 on the 2008 administration of the FACT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer pre, progress and post tests in grades K through five to evaluate student strengths and opportunities for improvement.	Administration, Math Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement a collaborative grade level planning time involving all Kindergarten to fifth grade teachers where they will receive ongoing training in the utilization of effective techniques and share best practices aimed at improving teachers' effectiveness and student achievement.	Administration, Math Chairperson	8/20/2007	6/04/2008	Exchange Meaningful Information	0
Utilize Internet web sites such as Riverdeep and FCAT Explorer to improve mathematical skills as defined in the Sunshine State Standards.	Administration, Teachers	8/20/2007	6/04/2008	Education Innovation	0
Institute two parent Mathematics nights in which hands-on activities will be demonstrated for use at home in order to prepare students for the world of work.	Administration, Math Chairperson	11/06/2007	2/28/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model utilizing the eight step process.	Administration	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide Mathematics remedial instruction through during and after school programs for students in the lowest quartile. Pre and post-test results will be utilized to determine learning gains.	Administration, Math Chairperson	10/2/2007	2/16/2008	Other/ Not Applicable	7000
Develop and implement grade level specific pacing guides and the District scope and sequence to ensure all Sunshine State Standard benchmarks are being taught prior to the administration of the FCAT test.	Administration, Math Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement a tutoring program for students who scored a "3" or above on the mathematics portion of the 2007 FCAT in order to achieve learning gains.	Administrative Staff, Math Coach	10/01/2007	3/27/2008	Continuous Improvement Model	4000

### Research-Based Programs

Scott Foresman Mathematics Program

### Professional Development

Scott Foresman Series Training  
 SPI Data analysis training  
 FCAT Explorer  
 Riverdeep  
 CRISS strategies  
 District/ Region Center initiatives  
 Continuous Improvement Model

### Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: Scott The results of the FCAT Mathematics Assessment as evidenced by 78 percent scoring at a Level 3 or higher, Scotts Foresman Benchmark Assessments, school wide pre and post tests and the District Interim Assessments.

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

### Writing Statement

Students in Kindergarten through fifth grade will master the elements of the writing process for expository and narrative writing based on their grade level expectations as mandated by the Sunshine State Standards.

### Needs Assessment

The results of the 2007 FCAT Writing+ indicated 95 percent of fourth grade students met high standards in writing by scoring 3.5 or higher, an increase of 1 percentage point over the 2006 administration. Further analysis showed that the mean score of the FCAT Writing + Narrative portion was 3.9 and the Expository portion 4.2.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction using the Sunshine State Standards, the number of students in grade four will improve their writing skills as evidenced by 95% or more meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a writing portfolio, of monthly samples of student work reflecting all stages of the writing process in order to identify strengths and weaknesses.	Administration, Language Arts Teachers, Grades 1-5	8/20/2007	6/04/2008	Continuous Improvement Model	0
Analyze data from the essay-draft Fall Writing Pretest using the EDUSOFT system to identify areas of weaknesses in student performance and provide strategies to enhance and support effective writing.	Administration, Reading Coach	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement an instructional model based on the writing process with emphasis on mini-lessons, teacher modeling, peer and teacher conferences.	Administration, Language Arts Teachers, Grades 1-5	8/20/2007	6/04/2008	Continuous Improvement Model	0
Administer the FCAT Writing+ pretest in grades 3 and 4 and analyze data using the EDUSOFT system to provide strategies to increase performance on this multiple choice assessment.	Administration, Language Arts Teachers, Grades 1-5, Reading Coach	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement a school-wide grammar skill of the week activity for all grade levels.	Administrative Staff, Reading Coach	10/01/2007	06/04/2008	Other/ Not Applicable	

### Research-Based Programs

Houghton Mifflin

### Professional Development

Writing Process  
Primary Writing Workshops  
FCAT Writing+ Strategies  
Continuous Improvement Model

### Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: The results of the 2008 FCAT Writing +, school developed monthly assessments and holistic assessment will be implemented through the use of student portfolios.

## 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**

#### **District Strategic Plan**

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

### **Science Statement**

All students in Kindergarten through fifth grade will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

### **Needs Assessment**

Scores on the 2007 FCAT-Science indicate that 32 percent of the fifth grade students met high standards. A content cluster analysis indicated that Palm Springs North Elementary had a relative weakness in Earth/Space. All of the clusters were at the District's average.



### Measurable 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 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a yearly Science Fair in grades 3-5.	Administration, Science Chairperson	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Incorporate hands-on Science experiments including using supplemental materials during Science instruction aligned with the Sunshine State Standards.	Administration, Science Chairperson, Teachers	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Utilize technology as an instructional tool in order to strengthen student achievement in Science.	Administration, Teachers	8/20/2007	6/04/2008	Education Innovation	0
Implement collaborative planning time in fifth grade where teachers will receive ongoing training aimed at increasing their content knowledge and the utilization of effective techniques in Science education.	Administration	8/20/2007	6/04/2008	Exchange Meaningful Information	0
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Teachers	8/20/2007	6/04/2008	Continuous Improvement Model	0
Utilize the District scope and sequence pacing guide in order to cover all science objectives that are pertinent to the FCAT Science Assessment.	Administration, Science Chairperson	8/20/2007	6/04/2007	Other/ Not Applicable	0
Create a science lab to serve as a model classroom for implementing hands-on science activities.	Administration/Science Chairperson	8/20/2007	6/04/2008	Education Innovation	3000
Maintain a monthly experiment log documenting classroom activities on the scientific approach.	Administrative Staff, Math/Science Leader	8/20/2007	6/04/2008	Other/ Not Applicable	

### Research-Based Programs

Harcourt-Brace Science Program  
FOSS Science Program

### Professional Development

Inquiry-Based Teaching Method  
Harcourt Brace series  
SPI Data Analysis Training  
Riverdeep  
FCAT Explorer  
FOSS Science Kit  
CRISS Strategies  
District/Regional Center Initiatives  
Continuous Improvement Model

### Evaluation

The evaluation tools to monitor and assess the progress of the school's objective are the following: The results of the 2008 FCAT Science Assessment as evidenced by 57 percent scoring at a Level 3 or higher, Science Sample Pre and Post Tests and Monthly Experiment Logs.

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

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

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

### Parental Involvement Statement

Increase parental involvement.

### Needs Assessment

The data reflected in sign-in sheets and teacher logs from the 2006 - 2007 school year indicate that fewer than 39 percent of parents actively participated in two or more school-related activities. Well-planned and highly focused activities will need to be implemented in order to meet our goal.

### 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 hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain ongoing communication in the students' native language, between the school and home via school web-site, phone calls, flyers, monthly calendars, marquee, e-mail, progress reports and parent/teacher conferences.	Administration, grade level and department chairpersons, teachers	8/20/2007	6/04/2008	Improve Public Perception	0
Plan and implement Open House/Orientation activities for parents and families.	Administration, Parent Involvement Committee	9/06/2007	9/06/2007	Improve Public Perception	0
Encourage active participation in parent groups such as PTA, EESAC and school volunteers.	Administration, Parent Involvement Committee and PTA Board members	8/20/2007	6/04/2008	Improve Public Perception	0
Monitor sign-in sheets and teacher logs at all parent involvement activities, meetings, workshops, and volunteer opportunities.	Administration, Parent Involvement Committee, teachers	8/20/2007	6/04/2008	Other/ Not Applicable	0
Plan and implement volunteer orientation sessions to train parents and familiarize them with opportunities to help the school and students.	Administration, Parent Involvement Committee	9/18/2007	9/18/2007	Other/ Not Applicable	0
Plan and implement parent workshops designed to provide parents and caregivers with strategies to assist their children at home in the areas of reading, writing, mathematics and science.	Administration, Grade level and department chairpersons	9/11/2007	5/30/2008	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center in the school's media center that would include up-to-date information and flyers on parenting activities.	Administration, Parent Involvement Committee	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement, in conjunction with the Palm Springs North Elementary Community School, monthly Family Night activities in order to promote fun activities that families can participate in together.	Administration, Parent Involvement Committee, Community School Assistant Principal	8/20/2007	6/04/2008	Other/ Not Applicable	0
Plan and implement parent workshops designed to equip parents and caregivers with skills to access technology.	Administration, Technology Department chairperson and committee	1/16/2008	4/19/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Parent Involvement Committee	8/20/2007	6/04/2008	Continuous Improvement Model	0

### Research-Based Programs

PTA

### Professional Development

School staff will participate in a workshop presented by administration and counselors on proper procedures for utilizing volunteers. They will also work via committees on the expansion of current volunteer and parent participation activities utilizing the National PTA Standards.

### Evaluation

Parental involvement will show a five percentage point increase in the number of parents participating in two or more school-related activities when comparing the 2007-2008 school year rates as reflected by sign-in sheets and teacher 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 North Elementary School will provide a safe and conducive environment for students to reach their full academic and social potential.

### **Needs Assessment**

Based on data reflected in the Executive Summary of Student Case Management Systems report, there were 23 outdoor suspensions for the 2006 - 2007 school year. Through the implementation of the "Bully-Free" school and conflict resolution programs, conflicts will decrease and thereby the number of outdoor suspensions will decrease for the 2007 - 2008 school year.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10-percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit and train parent volunteers through the "Listeners" and/or "Oyentes" program to assist students with social and/or emotional needs.	Student Services staff	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement the "Bully Free" school program in grades two through five.	Administration, Student Services staff	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide character education lessons in grades Kindergarten through Five in order to promote an understanding of appropriate and responsible behavior.	Administration and staff	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement instructional strategies in grades Kindergarten through Five that incorporate the school district's "Code of Student Conduct" and ensure compliance with said document.	Administration and staff	8/20/2007	6/04/2008	Other/ Not Applicable	0
Facilitate mediation between students in conflict through peer and counselor mediation.	Student Services staff	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model utilizing the eight step process.	Principal	8/20/2007	6/04/2008	Continuous Improvement Model	0
Train selected staff members in the district's Critical Incident Response Team (CIRT) procedures.	Administration	8/20/2007	6/04/2008	Other/ Not Applicable	0

### Research-Based Programs

Bully-Free school program

### Professional Development

It Did Not Have To Happen  
 Conflict Resolution  
 Peer Mediation  
 Critical Incident Response Team Training  
 Continuous Improvement Model

### Evaluation

The number of outdoor suspensions will decrease by ten percentage points when measuring data from the 2006 - 2007 Executive Summary of Student Case Management Systems report to the 2007 - 2008 report.

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

### **Technology Statement**

The focus of the Technology Plan is the integration of technology into the existing instructional program. Students will be provided with the knowledge to use technology as a communication and information tool that supports critical thinking and problem solving.

### **Needs Assessment**

A needs assessment survey of staff, administration, students, and parents will be conducted. The survey will assess perceived needs of all stakeholders. The survey will assess levels of technology knowledge, software needs, hardware needs, and training needs. FCAT Explorer will provide supplemental information to students on specific benchmarks in mathematics and reading. The results will be used to develop a time line for resolution of the needs within the spectrum of this technology plan. Additionally, results from the 2006 - 2007 STAR Survey will be utilized to gauge the needs of the school in the area of technology.

### Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize FCAT Explorer, Riverdeep, and other school based software such as Accelerated Reader, Reading Academy, Kidspiration, and Accelerated Math to improve reading and mathematics skills as defined in the Sunshine State Standards.	Administration, Teachers	8/20/2007	6/04/2008	Other/ Not Applicable	3000
Establish parent nights throughout the school year to provide hands-on activities for use of technology skills at home.	Administration, Technology Coordinator	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model, utilizing the eight step process.	Administration, Technology Coordinator	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide ongoing training for teachers in the areas of FCAT Explorer, Riverdeep, Accelerated Reader, Brainchild, STAR Reading, STAR Early Literacy, SPI, Edusoft, FCRR to increase their content knowledge.	Administration, Technology Coordinator	8/20/2007	6/04/2008	Other/ Not Applicable	0
Identify students scoring in the lowest quartile in order to provide instructional technology intervention during scheduled periods during the school day. Pre and post-test results will be utilized to measure learning gains.	Administration, Technology Coordinator, Reading Coach	8/20/2007	6/04/2008	Other/ Not Applicable	0
Utilize the Dell TechKnow Program to teach students in grade five the mechanics of a computer.	Administration	8/14/2006	5/30/2007	Other/ Not Applicable	5000

### Research-Based Programs

Riverdeep  
FCAT Explorer  
Accelerated Reader

### Professional Development

Riverdeep  
FCAT Explorer  
Brainchild  
Accelerated Reader  
SPI  
Edusoft  
Power Point  
Kidspiration  
Continuous Improvement Model

### Evaluation

This objective will be evaluated by the results of School-developed assessments, which will provide summative and formative data that will be used to monitor progress toward the objective. Additionally FCAT Explorer usage will be monitored by the technology coordinator. Assessment will be ongoing throughout the school year.



## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

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

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

Through participation, Palm Springs North Elementary School will assist students in developing interests and skills that promote and encourage lifetime fitness for daily living and overall wellness.

### **Needs Assessment**

To properly assess both student fitness performance and program success, a pre and post-post test will be administered through the implementation of the FITNESSGRAM test program. During the 2006 - 2007 school year, students averaged 10 inches on the sit and reach portion of the FITNESSGRAM.

### Measurable Objective

Given instruction in motor skill development and movement patterns, concepts, principles, strategies and tactics, students in grades four and five will achieve an average score of 12 inches on the Sit-and-Reach portion of the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor assessment components regularly.	Administration	8/20/2007	6/04/2008	Student Wellness	0
Emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance activities on a daily basis.	Administration, Kindergarten, first grade and Physical Education teachers.	8/20/2007	6/04/2008	Student Wellness	0
Insure that stated goals are being met.	Administration, Physical Education teachers	8/20/2007	6/04/2008	Student Wellness	0
Utilize FITNESSGRAM, a health-related fitness test. A pre-test will be administered to all fourth and fifth grade students to determine base-line measures. A post-test will be administered to determine whether goals and objectives have been met.	Administration, Physical Education Teachers	8/20/2007	6/04/2008	Student Wellness	0
Implement the Continuous Improvement Model utilizing the eight step process.	Administration, Physical Education Teachers	8/20/2007	6/04/2008	Student Wellness	0

### Research-Based Programs

National Standards for Physical Education  
FITNESSGRAM

### Professional Development

Kindergarten, first grade and physical education teachers will be trained on an as-needed basis in order to implement the Competency Based Curriculum and Sunshine State Standards in the area of Physical Education.

### Evaluation

The 2007 - 2008 FITNESSGRAM will be administered to all fourth and fifth grade students in order to determine mastery of objectives. Students will average 12 inches on the Sit-and-Reach portion of the FITNESSGRAM.

## Electives & Special Areas Goal

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

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

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

Palm Springs North Elementary will increase membership in the Academic Excellence Program for the 2007-2008 school year.

### **Needs Assessment**

The 2006-2007 summative attendance data reflect that 28 students joined the AEP. Attendance decreased throughout the year with an average of 40 % of the students attending AEP courses.

### Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by a 10 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a chess program within AEP	Administrators/AEP Teachers	8/20/2007	6/04/2008	Advanced Academics	300
Encourage fourth and fifth grade homeroom teachers to nominate students that would be an asset to AEP.	Administrators/AEP Teachers	8/20/2007	9/10/2007	Advanced Academics	0
Participate in chess competitions throughout the year.	Administrators/AEP Teachers	8/20/2007	6/04/2008	Advanced Academics	150
Provide students with incentives for attending AEP classes.	Administrators/AEP Teachers	9/11/2007	6/04/2008	Advanced Academics	100

### Research-Based Programs

FCAT Explorer

### Professional Development

The Academic Excellence Program (AEP) teachers will participate in professional development to implement a chess program within the AEP.

### Evaluation

Summative attendance data and membership data will be used to determine if the objective was met.

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

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

### **Return On Investment Statement**

Palm Springs North Elementary School Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004 - 2005, Palm Springs North Elementary School ranked at the 79th percentile on the State of Florida ROI index. We will continue to use data to analyze the cost effectiveness of our programs.

### Measurable Objective

Palm Springs North Elementary School will increase its ranking on the State of Florida ROI Index publication to the 80th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Take advantage of volunteer networks, grants, and community resources.	Administration	08/20/2007	6/04/2008	Other/ Not Applicable	0
Review and recognize existing resources.	Adminisitation	8/20/2007	6/04/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administration	8/20/2007	6/04/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model utilizing the eight-step process.	Administration and EESAC	8/20/2007	6/04/2008	Other/ Not Applicable	0

### Research-Based Programs

FCRR.org  
 Houghton-Mifflin Reading Program  
 Scott Foresman Mathematics  
 FOSS Kits  
 Harcourt Science

### Professional Development

Staff will be presented with information on how the ROI is formulated and its impact on student achievement, school progress and tax dollars spent. Additional Professional Development will take place in the areas of Reading, Writing, Mathematics, Technology, and Science instruction. District budget trainings will be attended by administrators.

### Evaluation

On the next State of Florida ROI index publication, Palm Springs North Elementary School will increase its ranking to the 80th percentile of effectiveness.

**EESAC Compliance**

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

**Budget:**

The EESAC has met and has recommended that the Student Achievement Enhancement Program money be used to employ hourly certified teachers and temporary teachers to work with small groups of identified students in the areas of Reading, Writing, Science and Mathematics.

**Training:**

The EESAC has met and recommended that training continue to take place on a regular basis in the areas of Reading, Writing, Mathematics, Science and Technology to further student achievement in these areas.

**Instructional Materials:**

The EESAC has met and recommended that instructional materials be purchased and utilized in the area of primary reading instruction and has allocated funds to purchase supplemental reading materials for use in Kindergarten and first grade

**Technology:**

The EESAC has met and recommended that resources be purchased and implemented to further student achievement in the areas of Reading, Writing, Mathematics and Science integrating the use of instructional technology.

**Staffing:**

The EESAC has met and has recommended that the Student Achievement Enhancement Program money be used to employ hourly certified teachers and temporary teachers to work with small groups of identified students in the areas of Reading, Writing and Mathematics.

**Student Support Services:**

The EESAC has met and recommended that student support services work with staff to implement the Student Support Team (SST) model of providing intervention strategies to students not meeting grade level standards.

**Other Matters of Resource Allocation:**

The EESAC has no additional recommendations at this time.

**Benchmarking:**

Benchmarking activities will be conducted in accordance with school and district schedules.





# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

The EESAC has met and recommended that staff continue to implement the school-wide zero-tolerance on bullies program. Additionally, staff will continue to implement a conflict resolution and mediation program in grades two - five. Staff will be trained in the "It Did Not Have to Happen" program. Selected staff members will work with district personnel in implementing Critical Incident Response Training (CIRT) programs.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	0
Mathematics	11000
Writing	0
Science	3000
Parental Involvement	0
Discipline & Safety	0
Technology	8000
Health & Physical Fitness	0
Electives & Special Areas	550
Return On Investment	0
Total	22550



# 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*