

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Parkview Elementary School (4301)

Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Rosa Simmons, Ed.D.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Parkview Elementary School is located in a small, predominantly Black community in the city of Miami Gardens, Florida, which is located in Northwest Miami-Dade County Florida. The school was constructed in 1963 with an additional wing completed in 1998. The school has been retro-wired to provide internet access to 100 percent of the classrooms.

The student population for the 2007-2008 school year consists of approximately 449 students in pre-kindergarten through grade five, with an ethnic breakdown of 94 percent Black, 5 percent Hispanic, and less than one percent Asian/Indian/Multicultural/White. Parkview Elementary receives Title I funding.

Currently there is a total of 377 students qualifying for free or reduced priced lunch for an average of 84 percent. Three hundred twenty-nine students receive free-direct certified lunch and 48 students receive reduced payment lunch. There are 37 students enrolled in the Special Education Program (SPED). There are 27 Emotionally Handicapped students (73 percent), 8 Learning Disability students (22 percent), 2 Emotionally Handicapped (5 percent). Limited English Proficiency students constitute less than one percent of the enrollment.

On the FCAT Reading Assessment, 10 students in grades three scored at Level 1 and 20 students in grade five scored at Level 1. Thirteen students in grade four scored at Level 2 and 14 students in grade five scored at Level 2 on the FCAT Reading. NCLB subgroups in Reading consists of 14 Students with Disabilities (5 students in grade 5 at Level 1, 5 students in grade 3 at Level 1, 2 students in grade four at Level 2 and 1 Hispanic student at Level 2 in grade 5). The FCAT Mathematics results revealed that in the third grade 4 students are at Level 1, six students in grade four are at Level 1, and 25 students in grade five are at Level 1. Students identified as Level 2 in mathematics are as follows: there are 3 students in grade 3, 19 students in grade 4 and 13 students in grade 5. The school is able to provide two classrooms of Voluntary Pre-Kindergarten (VPK) and there are 11 students enrolled in a part-time Gifted Program at the school-site.

The Leadership Team consists of 1 principal, 1 assistant principal, 1 primary chairperson, 1 intermediate chairperson and 1 Title I Funded reading coach and 1 Reading First reading coach. The school employees 33 full-time instructional staff and 4 full-time paraprofessionals. There are 7 part-time instructional staff which consists of hourly teachers and paraprofessionals. The level of education of the full-time teaching staff is as follows: 1 teacher holds a Doctorate (3 percent); 4 teachers have received a Master's Degree (12 percent); 1 teacher holds a Specialist Degree (3 percent); 27 hold a Bachelor's Degree (82 percent).

The average class size ranges from 16-22 students which includes classroom teachers and special area teachers. Currently, the student teacher ratios are as follows: Pre-Kindergarten: 17:1, Kindergarten: 18:1, First grade: 21:1, Second grade: 19:1, Third grade: 21:1, Fourth grade: 20:1, and Emotionally Handicapped 9:1.

The average daily attendance for the 2006-2007 school year was 95.42 percent and 94.53 percent for the school. This average attendance rate includes kindergarten through grade five.

Parkview Elementary is a Title I funded school. The Comprehensive Research-Based Reading Plan (CRRP) is implemented throughout the school. In conjunction with CRRP there is a Special Education Inclusion Model and Self-Contained Model for students diagnosed with various disabilities; a Limited English Proficiency Program which provides instruction in English for Students of Other Languages; Building Education through Language and Literacy and the High Scope Program provides early learning strategies for four and five year old students; an Academic Excellence Program (AEP) that provides enrichment strands of instruction; after school tutorial programs for grades two, three, four and five; the Starfall computer assisted phonics program for non readers; Saturday Academy Preparatory Classes for Level 1 and 2 students who take the Florida Comprehensive Assessment Test (FCAT); supplemental reading and mathematics programs to increase reading and mathematics skills via computer assisted instruction include, Reading Plus, Riverdeep, Breakthrough to Literacy, for students in grades three through five.

Parkview Elementary School's retention rates are: twenty-four percent of third grade students were retained as a result of scoring Level 1 on the 2007 FCAT Reading. Three percent of students in grade four were retained, one percent of second grade students were retained and three percent of first grade students were retained. There were no retained students in kindergarten and grade five. One third grade student was promoted on Good Cause utilizing the portfolio.

Students from Parkview Elementary School are in the Miami Norland Senior High School Feeder Pattern. The students transition to Parkway Middle School for secondary education. Parkway Middle School has achieved a letter grade of 'D' for the 2006-2007 school year. Miami Norland Senior High is one of the superintendent's Schools in the Zone (SIZ). Miami Norland has achieved a letter grade of 'F' for the 2006-2007 school year.

Costco and Berry's Catering Service will serve as Dade Partners, assisting with school activities and Career Day.

Through the Office of Intergovernmental Affairs, Parkview Elementary participates in the Title I Grant Program. This grant provides supplemental funding to ensure that all disadvantaged children are afforded a fair and equal opportunity to achieve academic success. The school participates in the state funded Reading First Grant. This grant facilitates the implementation of the five components



School Improvement Plan 2007-2008



identified by the National Reading Panel as critical effective reading instruction. Parkview also participates in the Student Teacher Support Team Program (ST2). This program emphasizes the use of ongoing progress monitoring and focuses on interventions to target professional development meeting the specific instructional needs of at-risk students. The model features a school-based support team that includes a school-site administrator, a professional development specialist, a reading coach, a school psychologist, and an interventionist who is an hourly certified teacher. This team collaborates to build the capacity of the staff's skills, empowering them to have a major impact on all students in the school.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 60 percent scoring at Level 3 or higher on the 2008 FCAT Reading.

Given instruction based on the Sunshine State Standards, SPED students, in grades three through five, will increase their reading skills as evidenced by 60 percent scoring at Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five, will increase their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by 69% of the students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 60 percent scoring at Level 3 or higher on the 2008 FCAT Science.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction as evidenced by comparing logs for 2006-2007 and 2007-2008 school years.

Given the emphasis on the safety and environment, student behavior will improve as evidenced by a 3 percent 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 increase their usage of technology as evidenced by a 2 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness skills as evidenced by 2 percent increase in the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM.

Given emphasis on the benefit of learning art, the number of students participating on the school website Artsonia.com will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Parkview Elementary Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Based on the results of the Organizational Performance Improvement Snapshot survey, the two areas identified for improvement were Strategic Planning and Process Management. In the area of Strategic Planning, Parkview had an average score of 4.1 and had a score of 4.1 on Process Management out of a possible 5.0 score.

Ninety percent of the responses on the Organizational Perform Improvement Snapshot survey were in Agreement at 4.0 or higher. The average score of 4.0 indicates that overall the faculty feels comfortable in their involvement of the organization's plan.

Grade level chairpersons will act as liaisons between the administration and the faculty to ensure that information is disseminated quickly. Grade level and faculty meetings will provide an opportunity for disaggregating and analyzing student data. The meetings will help to foster a sense of learning communities as each individual begins to visualize their place in the organization.

In a fast growing 21st century, which utilizes technology to the fullest extent, there is always a need for more computers and other educational materials. In the future, the school will consider soliciting contributions from the community partners, encourage the Community Involvement Specialist (CIS) to obtain more Dade Partners, enlist the assistance of the Parent Teacher Association (PTA) and EESAC. The faculty and staff will be encouraged to write grant proposals in order to obtain additional support.



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.

4301 - PARKVIEW ELEMENTARY SCHOOL

VISION

Parkview Elementary School is dedicated to fostering a community of learners that engages all stakeholders in maximizing student's achievement through the use of individualized instruction, technological advancements, innovative strategies, and a research-based curriculum. Through our endeavors we will meet the needs of students, parents, and the surrounding community with the best possible educational experiences.

MISSION

Our MISSION is to meet the educational and emotional needs of all students in an ever changing society by utilizing innovative strategies, technological advancements, creating an awareness of their environment, building self-esteem, and actively seeking parental involvement, whereby all children will reach their maximum level of educational excellence, realizing success and fulfillment in school and in the community.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

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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.

School Demographics

Facility/Community

Parkview Elementary School is located in a small predominantly Black community in the city of Miami Gardens, Florida, which is located in Northwest Miami-Dade County. The school was constructed in 1963 with an additional wing completed in 1998. The school has been retro-wired to provide internet access to 100 percent of the classrooms.

Currently there is a total of 377 students qualifying for free or reduced priced lunch for an average of 84 percent. Three hundred twenty-nine students receive free-direct certified lunch and 48 students received reduced payment lunch. There are 37 students enrolled in the Special Education Program (SPED). There are 27 Emotionally Handicapped students (73 percent), 8 Learning Disability students (22 percent), 2 Emotionally Handicapped (5 percent). Limited English Proficiency students constitute less than one percent of the enrollment.

Student Demographics

The student population for the 2007-2008 school year consists of approximately 438 students in pre-kindergarten through grade five, with an ethnic breakdown of 94 percent Black, 5 percent Hispanic, and less than one percent Asian/Indian/Multicultural/White. The special education population consists of thirteen Varying Exceptionality students and thirty-two Emotionally Handicapped students. English Language Learners (ELL) constituted less than one percent of the enrollment.

On the FCAT Reading 10 students in grades three scored at Level 1 and 20 students in grade five scored at Level 1. Thirteen students in grade four scored at Level 2 and 14 students in grade five scored at Level 2 on the FCAT Reading. NCLB subgroups in Reading consists of 14 Students with Disabilities (5 students in grade 5 at Level 1, 5 students in grade 3 at Level 1, 2 students in grade 4 at Level 2 and 2 students at Level 2 in grade 5) and 1 Hispanic student (grade 5 at Level 2). The FCAT Mathematics results revealed that in the third grade 4 students are at Level 1, six students in grade four are at Level 1, and 25 students in grade five are at Level 1. Students identified as Level 2 in mathematics are as follows: there are 3 students in grade 3, 19 students in grade 4 and 13 students in grade 5. The school is able to provide two classrooms of VPK and there are 11 students enrolled in a part-time Gifted Program at the school-site.

Unique Aspects: Advantages

Parkview Elementary is located a multi-generational neighborhood with families who have resided in the same location for several years. The school is able to provide two classes of VPK. The school also provides for SPED students through inclusion, self-contained and resource programs.

Unique Aspects: Areas of Concern

There are some areas of concern: foster parents, grandparents, and siblings are primary caregivers; therefore, parental involvement is extremely low. The Twelve percent of the teachers are beginning teachers who are new to Miami-Dade County. There is a absentee rate for students of approximately 5 percent on a daily basis.

Teacher Demographics

The Leadership Team consists of principal, assistant principal and 2 reading coaches. There are 33 full-time instructional staff and 4 full-time paraprofessionals employed at Parkview. There are 7 part-time instructional staff which consists of hourly teachers and paraprofessionals. The level of education of the full-time teaching staff is as follows: 1 teacher holds a Doctorate (3 percent); 4 teachers have received a Master's Degree (12 percent); 1 teacher holds a Specialist Degree (3 percent); 27 have hold a Bachelor's Degree (82 percent). The ethnic breakdown of the full-time instructional staff is 23 Black (70 percent); 4 Hispanic (12 percent) and 6 White (18 percent).

Class Size/Teacher to Student Ratio

The average class size ranges from 16-22 students which includes classroom teachers and special area teachers.

Currently, the student teacher ratios are as follows:

Pre-Kindergarten: 17:1

Kindergarten: 18:1

First grade: 21:1

Second grade: 19:1

Third grade: 21:1

Fourth grade: 20:1

Fifth grade: 20:1

EH Self-contained 9:1

Attendance Rate

The average daily attendance for the 2006-2007 school year was 95.42 percent and 94.53 percent for the school This average attendance rate includes kindergarten through grade five.

Promotional/Graduation/Retention Rates



School Improvement Plan

2007-2008



Parkview Elementary School retention rates are: twenty-four percent of third grade students were retained as a result of scoring Level 1 on the 2007 FCAT Reading. Three percent of students in grade four were retained, one percent of second grade students were retained and three percent of first grade students were retained. There were no retained students in kindergarten and grade five.

Feeder Pattern

Students from Parkview Elementary School are in the Miami Norland Senior High School Feeder Pattern. The students transition to Parkway Middle School for secondary education. Parkway Middle School has achieved a letter grade of 'D' for the 2006-2007 school year. Miami Norland Senior High is one of the superintendent's Schools in the Zone (SIZ). Miami Norland has achieved a letter grade of 'F' for the 2006-2007 school year.

Special Programs

The Comprehensive Research-Based Reading Plan (CRRP) is implemented throughout the school. In conjunction with CRRP there is a Title I program, Special Education Inclusion Models and Self-Contained Models for students diagnosed with various disabilities; a Limited English Proficiency Program which provides instruction in English for Students of Other Languages; Building Education through Language and Literacy and the High Scope Program provides early learning strategies for four and five year old students; an Academic Excellence Program (AEP) that provides enrichment strands of instruction; after school tutorial Programs for grades two, three, four and five; the Starfall computer assisted phonics program for non readers; Saturday Academy Preparatory Classes for Level 1 and 2 students who take the Florida Comprehensive Assessment Test (FCAT); supplemental reading and mathematics programs to increase reading and math skills via computer assisted instruction include, Reading Plus, Riverdeep, Breakthrough to Literacy, for students in grades three through five.

School Community Relations/Partners

Costco and Berry's Catering Service will serve as Dade Partners, assisting with school activities and Career Day.

Grants

Through the Office of Intergovernmental Affairs, Parkview Elementary participates in the Title I Grant Program. This grant provides supplemental funding to ensure that all disadvantaged children are afforded a fair and equal opportunity to achieve academic success. The school participates in the state funded Reading First Grant. This grant facilitates the implementation of the five components identified by the National Reading Panel as critical effective reading instruction. Parkview is also participates in the Student Teacher Support Team Program (ST2). This program emphasizes the use of ongoing progress monitoring and focused interventions to target professional development meeting the specific instructional needs of at-risk students. The model features a school-based support team that includes a school-site administrator, a professional development specialist, a reading coach, a school psychologist, and an interventionist who is an hourly certified teacher. This team collaborates to build the capacity of the staff's skills, empowering them to have a major impact on all students in the school.

School Foundation

Leadership:

The results of the 2007 Organizational Performance Improvement Snapshot identified Leadership with a score of 4.2 out of a possible 5 points. Bi-weekly leadership team meetings will be held to discuss and analyze data to ensure academic success.

District Strategic Planning Alignment:

The score for the District Strategic Planning Alignment component was 4.1 out of a total score of 5 points. The EESAC and Leadership Team will continuously monitor the School Improvement Plan to ascertain that student needs are being met and to ensure an alignment with District goals and objectives.

Stakeholder Engagement:

The results of the Organizational Performance Improvement Snapshot identified two areas of improvement; process management and strategic planning. Process management and strategic planning are dually important with ensuring that Parkview Elementary School take a holistic approach to manifesting the vision and mission of the school.

Faculty & Staff:

The score for this component of the survey was 4.3 out a total score of 5 points. Each new teacher is provided a Professional Growth Team (PGT). The PGT and mentor teacher meet frequently with the new teacher to provide valuable input to increase instructional proficiency. The Reading Coach and the Assistant Principal will facilitate modeling of all components of the CRRP and other subject areas to assist the teachers who need support in developing instructional techniques.

Data/Information/Knowledge Management:

The score for this component of the survey was 4.3 out a total score of 5 points. Each new teacher is provided a Professional Growth Team (PGT). The PGT and mentor teacher meet frequently with the new teacher to provide valuable input to increase instructional proficiency. The Reading Coach and the Assistant Principal will facilitate modeling of all components of the CRRP and other subject areas to assist the teachers who need support in developing instructional techniques.

Education Design:

The results of the Organizational Performance Improvement Snapshot indicates that teachers use data to drive instruction in their classrooms. This area scored a 4.4 on the snapshot. Teachers utilize the Student Performance Indicator (SPI) screen to analyze student performance on the 2007 FCAT. This information is used to provide interventions and differentiated instruction as needed. DIBELS, District Interim Assessments and bi-weekly assessments are used to monitor progress and identify benchmarks needing remediation.

Performance Results:

This component received a score a 4.2 out of a total score of 5 points. Students in grades K-5 are provided assistance within the school day with small group instruction. Bi-weekly results are reviewed to ensure that improvement is taking place.

Schools Graded 'C' or Below

Professional Development:

Parkview Elementary School recognizes the need to provide teachers with multiple instructional strategies so that students with various learning styles, abilities, interest and needs are able to experience equally appropriate ways to absorb, use, develop and present concepts as part of their daily learning process. Professional development activities will assist teachers in becoming diverse in their instructional styles as well as offer teachers an array of subject matter to enhance their knowledge.

Disaggregated Data :

The school staff will participate in school-wide data disaggregation activities throughout the school year. The Continuous Improvement Model and the review and analyzing of data will be a vital part of weekly discussions at grade level meetings to determine if students needs are being met and to ascertain that instructional strategies are appropriate.

Informal and Formal Assessments:

The formal assessments to be used during the school year to measure student progress in Reading and Mathematics will be the Florida Comprehensive Assessment Test (FCAT), the District's Interim Assessments, and DIBELS Assessment.

The informal assessments to be used during the school year to measure student progress in Reading and Mathematics will be weekly mathematics benchmark tests, bi-weekly assessments and FCAT monthly simulation tests.

Alternative Instructional Delivery Methods :

The alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies will include small group interventions, one-on-one individual teacher instruction, after school tutoring, Saturday Academy, cooperative learning groups, and hands-on instructional activities.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students in grades 3- 5 will read on grade level.

Needs Assessment

Fifty percent of the students in grades 3-5 scored a level 3 or higher on the 2007 FCAT Reading Assessment. An overall decrease of one percent when compared to the 2006 FCAT Reading Assessment.

Seventy-one percent of the Students with Disabilities subgroup did not meet AYP.

Thirty-one percent of the students in grades 3-5 did not make significant learning gains.

Thirty percent of the students in grades 3-5, in the lowest 25th percentile did not make significant learning gains.

These results indicate a need to focus on the overall third through fifth grade population with an emphasis on Student with Disabilities and students in the lowest twenty-fifth percentile.

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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 60 percent scoring at Level 3 or higher on the 2008 FCAT Reading.

Given instruction based on the Sunshine State Standards, SPED students, in grades three through five, will increase their reading skills as evidenced by 60 percent scoring at Level 3 or higher on the 2008 FCAT Reading.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide small group intervention for students who did not make sufficient learning gains in grades three, four and five.	Principal, Teachers, Reading Coaches, Paraprofessionals	8/27/2007	6/4/2008	District-wide Literacy Plan	0
Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement Classroom Walkthrough schedule to ensure that all Guided Reading components are implemented and accurately delivered.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement Voyager, Reading Plus, Accelerated Reader (AR) as immediate intervention reading programs focusing on low performing students' needs.	Assistant Principal, Reading Coaches, Classroom Teachers, Media Specialist	8/20/2007	6/4/2008	District-wide Literacy Plan	3000
Provide Voyager and Soar to Success, for targeted Level 1 and Level 2 students in grades three, four and five.	Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	2000
Monitor students' independent reading through the Accelerated Reader Program.	Principal, Media Specialist	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide remedial assistance to Level 1, Level 2, and Students With Disabilities.	Principal, Reading Coaches, Classroom Teachers, SPED Teachers	8/20/2007	6/4/2004	Inclusion of SWD	0
Use the Continuous Improvement Model (CIM) to organize bi-weekly leadership learning community meetings in order to guide instruction and facilitate collection and disaggregation of data, establish timetables, instructional focus, formative assessments, interventions through tutorials and program monitoring to meet the individual needs of the students.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide FCAT strategies for parents to use at home that support reading.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2006	6/4/2008	District-wide Literacy Plan	0
Provide tutoring for all students, in all subgroups, scoring in the lowest 25th percentile, Tuesday and Thursday after school and Saturday Academy.	Principal, Assistant Principal, Classroom Teachers, SES Provider	10/15/2007	5/29/2008	District-wide Literacy Plan	5000

Research-Based Programs

Houghton Mifflin Reading Series

Comprehensive Research-Based Reading Plan (CRRP)

Continuous Improvement Model (CIM)

Voyager Passport

Accelerated Reader

Reading Plus

FCAT Explorer



School Improvement Plan 2007-2008



Professional Development

CIM

Reading First

Voyager Passport

Reading Plus

Edusoft

Classroom Management

CRISS

Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring by the reading coaches and the professional growth team.

Evaluation

Formative:

District Interim Assessments

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (administered three times yearly)

Diagnostic Assessments of Reading (DAR) (as needed)

Houghton-Mifflin Assessments (bi-weekly)

Accelerated Reader

STAR (as needed)

Summative:

The 2008 FCAT Reading

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Parkview Elementary will increase student performance for all subgroups, in mathematics.

Needs Assessment

The 2007 FCAT Mathematics Assessment indicated an overall increase of 5 percentage points in the number of students in grades three through five who scored at a Level 3 and above when compared to the 2006 administration of the FCAT Mathematics Assessment.

The 2007 FCAT Mathematics data trends indicated students in grades three, four and five experienced difficulty in all categories and are in need of additional intensive instruction.

Grade-level and content cluster data indicated that third grade students performed as follows: Number Sense (58 percent), Measurement (50 percent), Geometry (43 percent), Algebraic Thinking (66 percent), Data Analysis (57 percent).

Grade-level and content cluster data indicated that fourth grade students performed as follows: Number Sense (50 percent), Measurement (50 percent), Geometry (57 percent), Algebraic Thinking (57 percent), Data Analysis (57 percent).

Grade-level and content cluster data indicated that fifth grade students performed as follows: Number Sense (46 percent), Measurement (45 percent), Geometry (46 percent), Algebraic Thinking (45 percent), Data Analysis (42 percent).

Students with Disabilities did not make AYP.



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 checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five, will increase their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide remedial assistance that address the Sunshine State Standards for Students with Disabilities.	Assistant Principal, Classroom Teachers	8/23/2007	6/2/2008	Inclusion of SWD	0
Provide instruction that focuses on short and extended item responses in all grades grade to align them to monthly tested benchmarks.	Assistant Principal, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide FCAT strategies for parents to use at home that support mathematics.	Classroom Teacher, Assistant Principal, Principal	9/27/2007	5/13/2008	District-wide Literacy Plan	0
Provide tutoring on Tuesday and Thursday, in grades one through five, in all subgroups scoring in the lowest twenty-five percentile as monitored by school-site assessments.	Assistant Principal, Classroom Teachers, SES Providers	10/15/2007	5/29/2008	District-wide Literacy Plan	0
Use the Continuous Improvement Model (CIM) to organize bi-weekly leadership learning community meetings in order to guide instruction and facilitate collection and disaggregation of data, establishment of timetables, instructional focus, formative assessments, interventions through tutorials and program monitoring to meet the individual needs of the students.	Principal, Assistant Principal, Reading Coaches	8/16/2007	5/30/2008	Continuous Improvement Model	0
Provide teachers with District Mathematics Pacing Guide to assist in classroom activities.	Principal, Assistant Principal	8/16/2007	5/30/2008	District-wide Literacy Plan	0
Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Principal, Assistant Principal, Reading Coaches	8/14/2007	5/28/2008	District-wide Literacy Plan	0
Utilize manipulatives and problem solving strategies to improve student performance.	Classroom Teachers, Assistant Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	2000

Research-Based Programs

Harcourt Brace Mathematics Series

Continuous Improvement Model (CIM)

FCAT Explorer

Professional Development

CIM

Harcourt Brace Mathematics Series

CRISS

Edusoft

Mathematics Manipulatives

District staff development workshops specific to their assigned grade level.

Beginning teachers and/or teachers new to the school or grade will received continuous training and mentoring by the professional growth team.



School Improvement Plan 2007-2008



Evaluation

Formative:

District Interim Assessments

Harcourt Brace Assessments (bi-weekly)

Summative:

The 2008 FCAT Mathematics

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Student achievement, for all subgroups, in writing will increase.

Needs Assessment

The 2007 FCAT Writing+ indicated that 68 percent of the students in grade 4 scored a 3.5 or higher while 54 percent of the students scored a 4.0 or higher for a combined score mean essay score of 3.7.

The 2007 FCAT Expository results indicated that 76 percent of the students in grade 4 scored a 3.5 or higher while 57 percent scored a 4.0 or higher for a mean essay score of 3.8.

The 2007 FCAT Narrative results indicated that 60 percent of the students in grade 4 scored a 3.5 or higher while 51 percent scored a 4.0 or higher for a mean essay score of 3.5.

The results indicate opportunities for improvement in fourth grade writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by 69% of the students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the revision technique by allowing the students to edit and revise for the purpose of increasing the same writing piece to the next level of the rubric.	Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide instruction that focuses on grammar skills within a prompt.	Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Conduct and monitor monthly writing simulations.	Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement school-wide writing journals to improve students' writing skills.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	100
Organize weekly leadership team meetings to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate collection and disaggregation of data, establish timetables, assess instructional focus, interventions and tutorials and program monitoring to meet the individual needs of the student.	Principal, Assistant Principal, Grade Level Chairpersons, Reading Coaches	8/14/2007	6/4/2008	Continuous Improvement Model	0
Encourage writing across the curriculum and integrate writing skills into all content areas.	Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin Reading Series writing component

CIM

Professional Development

CIM

Houghton-Mifflin Reading Series writing components

District FCAT Writing+ Workshops

Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring, to include holistic scoring by the Reading Coaches and the Professional Growth Team.

Evaluation

Formative:

Assessment of third and fourth grade monthly narrative and expository writing prompts.

Summative:

The 2008 FCAT Writing+

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

The results from the 2007 FCAT Science Assessment indicates that 41 percent of students met high standards.

Student performance in the content clusters: Physical/Chemical (58 percent), Earth Space Science (47 percent), Life/Environment (58 percent), Scientific Thinking (42 percent).

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 60 percent scoring at Level 3 or higher on the 2008 FCAT Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate open-ended questioning, authentic and performance based assessments into the science curriculum.	Assistant Principal, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide instructors with District Science Resource Guides to assist in classroom activities and project-based learning which includes: laboratory (hands-on), cooperation, grouping and problem solving strategies to further the development of science process skills.	Classroom Teachers, Assistant Principal	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Use the Continuous Improvement Model (CIM) to organize bi-weekly leadership learning community meetings in order to guide instruction and facilitate collection and disaggregation of data, establishment of timetables, instructional focus, formative assessment, interventions through tutorial and program monitoring to meet the individual needs of students.	Principal, Assistant Principal	8/14/2007	5/30/2008	Continuous Improvement Model	0
Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Principal, Assistant Principal	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Explore science topics in multiple media forms such as: movies, simulations and Internet sites.	Assistant Principal, Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Scott Foresman Science Series
FOSS Science Kits
Continuous Improvement Model

Professional Development

CIM
CRISS
Scientific Process
Edusoft
District staff development workshops specific to their assigned grade level.
Beginning teachers and/or teachers new to the school or grade will receive training and mentoring through the professional growth team.

Evaluation

Formative:
District Interim Assessments
Scott Foresman chapter tests and unit tests
Summative:
The 2008 FCAT Science

Parental Involvement Goal

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

Parental Involvement Statement

Parkview Elementary will increase parental involvement to successfully raise and maintain high student achievement.

Needs Assessment

Based on past attendance at parent workshops, there is a low level of parental involvement. There needs to be more emphasis placed on parental involvement in academic programs among all subgroups.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction as evidenced by comparing logs for 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to conduct monthly EESAC meetings to involve parent representatives in decision making issues.	EESAC Chairperson	8/22/2007	5/30/2008	District-wide Literacy Plan	0
Provide FCAT strategies for parents to use at home that support reading, mathematics, writing, and science.	Classroom Teachers, Reading Coaches, CIS	9/4/2007	5/30/2008	Exchange Meaningful Information	0
Provide families with websites that are created especially for students.	Media Specialist	8/20/2007	9/28/2008	Exchange Meaningful Information	0
Provide and maintain a parent resource area providing materials for parent check-out to support parents in assisting children.	Community Involvement Specialist, Principal, Assistant Principal	8/14/2007	5/30/2008	Exchange Meaningful Information	0
Utilize the Community Involvement Specialist (CIS) to visit homes, mail communications, and coordinate monthly parent workshops, in order to improve student achievement.	Community Involvement Specialist, Reading Coaches, Assistant Principal	9/4/2007	5/30/2007	District-wide Literacy Plan	0

Research-Based Programs

Parent Teacher Student Association (PTSA)

Professional Development

Monthly EESAC meetings

CIS Workshops

Reading Workshops for parents

Mathematics workshops for parents

Technology workshops for parents

Writing workshops for parents

Evaluation

Monthly EESAC Attendance logs

Workshop Attendance logs

Title I Community Involvement Specialist logs

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Parkview Elementary will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

According to the 2006–2007 Outdoor Suspension Report, Parkview students were suspended for a total of 101 days. After further disaggregating this data more than 65 percent of the 101 total suspension dates were given to three students for severe infractions. Therefore, an emphasis on the reduction of outdoor suspensions will be the focus for the 2007-2008 school year.

Measurable Objective

Given the emphasis on the safety and environment, student behavior will improve as evidenced by a 3 percent 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
Implement school developed Behavior Contracts for students who are misbehaving.	Counselor, Behavior Management Teacher, Classroom Teacher, Assistant Principal	8/20/2007	6/4/2008	Safe and High-quality Facilities	0
Implement re-entry counseling and parent conferences for suspended students.	Assistant Principal, Counselor	9/4/2007	5/30/2008	Safe and High-quality Facilities	0
Enlist parental support through weekly progress reports and home visits for all students.	Assistant Principal, Classroom Teachers, CIS, Counselor	9/4/2007	5/30/2008	Safe and High-quality Facilities	0
Conduct workshops on the Code of Student Conduct for students.	Counselor, Classroom Teachers, Assistant Principal	8/20/2007	9/24/2007	Safe and High-quality Facilities	0
Implement after school detention programs for students who violate the Code of Student Conduct.	Assistant Principal, Classroom Teachers, Security, Counselor	9/4/2007	5/30/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Classroom Management Workshop

Peer Mediation

Workshops on Code of Student Conduct for parents, teachers and students

Evaluation

2008 Cognos Suspension Report

Technology Goal

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

Florida Education Priorities

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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

Parkview Elementary will promote and increase student access to the use of technology as a learning tool.

Needs Assessment

Number of students utilizing the computer is limited; therefore, there is a need to increase computer literacy in the 2007-2008 school year.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of technology as evidenced by a 2 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use multiple media forms to enhance and assist with differentiated instruction.	Classroom Teachers, Media Specialist, Assistant Principal	8/27/2007	6/4/2008	District-wide Literacy Plan	0
Monitor the use of computer assisted instruction programs such as Reading Plus, Starfall and RiverDeep.	Principal, Assistant Principal, Classroom Teachers	8/27/2007	6/4/2008	District-wide Literacy Plan	0
Schedule and monitor weekly computer time.	Classroom Teachers , Assistant Principal	8/27/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Not Applicable

Professional Development

Starfall

FCAT Explorer

Accelerated Reader

RiverDeep

Reading Plus

Evaluation

Accelerated Reader

RiverDeep

Reading Plus

Health & Physical Fitness 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health & Physical Fitness Statement

Parkview Elementary will promote the overall health and fitness of students.

Needs Assessment

Seventeen percent of the students in grades four and five were awarded the Gold award. In order to improve in this area in grades four and five, FITNESSGRAM results will be discussed with students to increase their health awareness.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness skills as evidenced by 2 percent increase in the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and review individualized goal setting contract with students to assist them in meeting their individual personal fitness objectives.	Physical Education Teachers	8/20/2007	5/30/2008	Student Wellness	0
Analyze FITNESSGRAM data to improve and monitor the fitness levels of students in grades four and five.	Assistant Principal, Physical Education Teachers	8/20/2007	5/30/2008	Student Wellness	0
Organize a school wide Field Day to promote physical fitness.	Physical Education Teachers, Classroom Teachers, Assistant Principal	9/14/2007	5/9/2008	Student Wellness	0

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM

Evaluation

2007-2008 administration of the FITNESSGRAM assessment.

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

Electives & Special Areas Statement

To increase the number of student art work pieces posted on Artsonia.com

Needs Assessment

The number of pieces on Artsonia.com will increase by 3 percent from the 2006-2007 when compared to the 2007-2008 school year for an average of 20 pieces of artwork displayed monthly. This reflects a need to continue exposing individual students and giving notoriety for their talent, allowing them to work towards an income earning goal and ensures a diverse curriculum which produces more well-rounded students.

Measurable Objective

Given emphasis on the benefit of learning art, the number of students participating on the school website Artsonia.com will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse new ideas to be developed into original art presentations.	Art Teacher, Classroom Teacher, Assistant Principal	8/27/2007	6/4/2008	Academic Enrichment Opportunities	0
Increase awareness and participation in art through special events and contests.	Art Teacher, Classroom Teacher, Assistant Principal	8/27/2007	6/4/2008	Academic Enrichment Opportunities	0
Teach different styles of art such as: texture, pen/ink and patterns.	Art Teacher, Classroom Teacher, Assistant Principal	8/27/2007	6/4/2008	Academic Enrichment Opportunities	0
Display Artsonia projects throughout the school.	Art Teacher, Classroom Teacher, Assistant Principal	9/25/2007	6/4/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

Art Workshops

Evaluation

The number of art pieces posted on Artsonia.com

Return On Investment 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 type="checkbox"/>

Return On Investment Statement

Parkview Elementary School will rank at or above the 15th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The FLDOE Return on Investment (ROI) indicates that in 2005-2006 Parkview Elementary ranked at the 13th percentile. The school is in the middle third of all elementary schools in the state on the ROI measure.

Measurable Objective

Parkview Elementary Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use purchased programs and school resources effectively to increase student achievement.	Principal, Assistant Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Collaborate with the district on resource allocations.	Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal	8/14/2007	5/30/2008	District-wide Literacy Plan	0
Reallocate school resources to better implement teaching, learning and class-size mandates.	Principal, Assistant Principal	8/21/2007	5/30/2008	District-wide Literacy Plan	0
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal, Reading Coaches	8/21/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Budget Preparation meeting for principals

Inservice for all stakeholders on efficiency and effectiveness of programs

Evaluation

Parkview Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

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 budget is reviewed at bi-monthly meetings. Proposals with rationals are brought to EESAC to discuss and vote on by EESAC membership for approval at meetings.

Training:

The EESAC follows the guidelines put forth by the Office of Performance Improvement. Additionally, the EESAC Chairperson or delegated member attends School Improvement Planning Meetings. The principal shares all correspondences related to EESAC issues and budget with the EESAC Chairperson and EESAC members.

Instructional Materials:

The EESAC reviews acceptable instructional materials according to the guidelines set forth by the District. It is the intent of the EESAC to monitor and implement the School Improvement Plan with compliance to District guidelines.

Technology:

The EESAC supports the efforts of Parkview Elementary School to increase the use of technology throughout the curriculum. Reading Plus is utilized by teachers to assess student achievement.

Staffing:

The EESAC supports the effort to attract and retain highly qualified teachers and paraprofessionals.

Student Support Services:

The EESAC values Student Support Services and its members work closely with the school counselor, staffing specialist, and school psychologist to ensure that all students access all academic opportunities in place at the school site.

Other Matters of Resource Allocation:

The EESAC provided incentives to encourage student attendance.

Benchmarking:

The EESAC supports all Sunshine State Standards, and complies with its enforcement of the School Board approved School Improvement Plan. EESAC members worked with the administrative team and staff to develop and implement the SIP.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC supports and encourages all stakeholders to strive for a safe environment and enforces the Student Code of Conduct and School-wide Discipline Plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10000
Mathematics	2000
Writing	100
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	12100



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