

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Parkway Elementary School (4341)

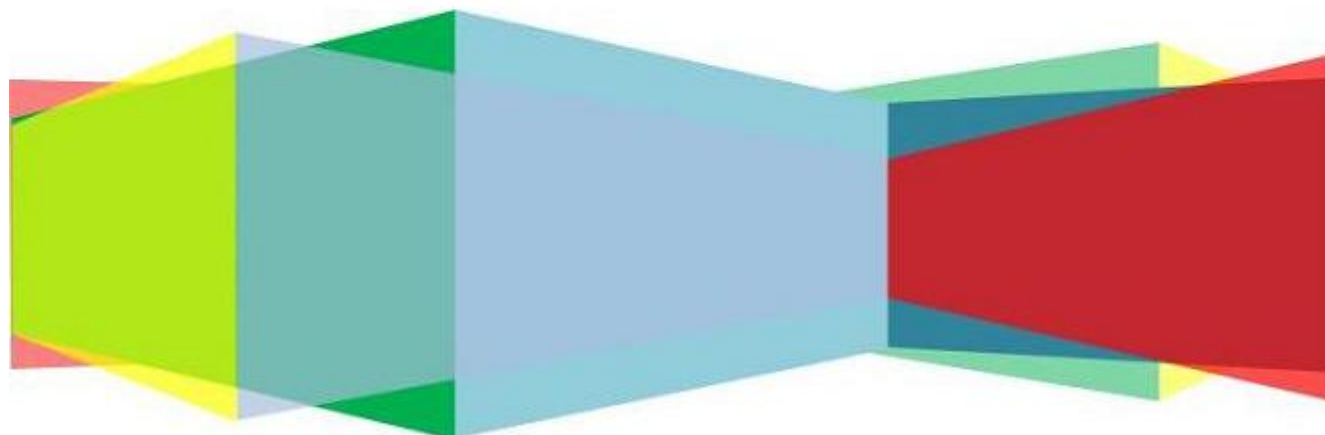
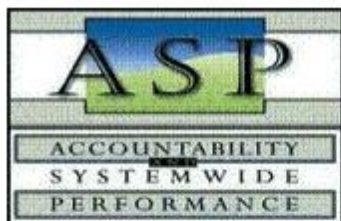
Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Tracie Abner

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Parkway Elementary School is a PK-5 center located at 1320 N.W. 188th Street, in Miami-Dade County, Florida. It is part of the Regional Center II Miami Norland Feeder Pattern, where the students feed into a zone middle school and zone high school. The school is utilized at 90% capacity and had an enrollment of 550 students at the end of the 2006-2007 school year. The student membership is 96% Black Non-Hispanic, which is reflected in the mostly African-American Community. Additionally, the remaining ethnic composition is comprised of 2% Hispanic and 2% other. The immediate neighborhood is made up of privately owned single family homes. A large majority of students also come from an area known as Cloverleaf, a neighborhood of multi-family dwellings that are primarily rentals. The socio-economic levels range from those in need of public assistance to college educated professionals. In the past, the parents in the community rated instructional leadership as the number one ingredient for an effective school.

Parkway Elementary School is located on seven acres in northern Miami-Dade County and was built in 1958 to accommodate approximately 540 students. Originally, the school population consisted of primarily White Non-Hispanic students in the middle-income socio-economic level. Over the years, several construction projects have been completed to address the expanding needs of the school. Six additional classrooms were constructed at the south end of the campus and three portable classrooms were added. In 1995, a major renovation project was completed to expand the media center, remodel the front office and cafeteria, and construct a new wing with three classrooms and a resource room. Six years ago the school was retrofitted to provide Internet and Intranet access to all the classrooms. Parkway Elementary has recently purchased several computers so that all classrooms are equipped with up-to-date computers. The school is also in the process of receiving a student-centered playground and a shelter for its physical education classes.

Parkway Elementary School employs a total of 56 full time staff members and 13 part time employees. Of this group, the school has 2 administrators, 25 classroom teachers, 3 special education teachers, 4 special area teachers (music, art, physical education), 2 bilingual instructional teachers, 1 media specialist, 1 gifted teacher, 1 guidance counselor, 2 reading coaches, 1 mathematics/science facilitator, 3 paraprofessionals (2 full-time, 1 hourly), 1 hourly writing teacher, 4 clerical employees, 4 custodians, 8 hourly cafeteria workers, 1 cafeteria manager, 1 Microsystems Technician, and 2 security monitors (one full-time and one hourly).

The instructional staff at Parkway Elementary is comprised of 32% White Non-Hispanic, 51% Black Non-Hispanic, and 17% Hispanic. Of the teaching staff 10% are new to the school, 75% have been teaching at this school for over 5 years, and 15% have been teaching in the system for over 20 years. The average length of teaching experience for the entire teaching staff is 14 years. Contract status indicates that 72% of teachers are on Professional Service or Continuing Contracts and 19% are on Annual Contracts. Advanced degrees have been earned by 46% of the teaching and administrative staff. In particular, 39% of the teachers and administrators earned master's or specialist degrees and 7% earned doctoral degrees.

Parkway Elementary School is a Title I funded school with 85% of the students receiving free or reduced price lunch. The school's population consists of 82% general education students, 8% special education students, 4% gifted students and 6% English Language Learners (ELL). The mobility rate of the school is 31%. A high percentage of students walk up to 1.8 miles to school. Therefore, school attendance is significantly impacted by inclement weather conditions and dismissal times for older siblings. In the 2006-2007 school year, 12% of students were absent 15 days or more. Six percent of students are attending Parkway Elementary School with approved out-of-area transfers.

The curriculum is designed so that all core subject areas are integrated through literature-based thematic units that support the Florida Sunshine State Standards. This approach includes cooperative learning, the use of technology as it applies to real-life situations and the support of our media center as the heart of all learning. The school has one TEAM class per grade level in grades one through five. Grade five classes are departmentalized, where the students have one teacher for math and science and a different teacher for reading and language arts. All gifted students are being serviced daily for reading and social studies under the content model. All students with Specific Learning Disabilities in and targeted students with mild mental handicaps are participating in inclusion classes. In addition, the school has a self-contained unit for child who are labeled as Educable Mentally Handicapped.

Reading Plus is utilized in the classrooms with all students in grades 3-5, as well as targeted students in grade 2. This program is specifically designed to increase each student's reading level. Accelerated Reader is networked throughout the school and used in conjunction with the media center to enhance achievement in reading. School-to-home connections are fostered through school wide monthly calendars, the PTA and a Parent Resource Center. Students in need of extra help in mastering the basic skills are serviced through pull-out small group instruction, with additional time dedicated to reading instruction, and after-school tutorial programs.

Scores on the 2007 FCAT Reading Assessment indicated that 59% of the students in grades 3 through 5 scored at or above FCAT Achievement Level 3, which is a decrease of 1 percentage point compared with the scores of the 2006 administration. Scores on the 2007 FCAT Reading Assessment indicate that 60% of the students in grades 3 through 5 demonstrated acceptable levels of learning gains in reading, which is an increase of 7 percentage points compared with the scores of the 2006 administration. Scores on the 2007 FCAT Reading Assessment indicated that 55% of the students scoring in the lowest 25 percent demonstrated acceptable levels of learning gains in reading, which is a decrease of 16 percentage points compared with the scores of the 2006 administration.

Scores on the 2007 FCAT Reading Assessment indicated that 41% of the students in grades 3 through 5 did not score at or above



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FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Assessment indicated that 40% of the students in grades 3 through 5 did not demonstrate acceptable levels of learning gains in reading. Scores on the 2007 FCAT Reading Assessment indicated that 45% of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in reading.

An analysis of the grade 3 and grade 5 reading achievement results indicated a need for increased instruction in the areas of Words/Phrases, Main Idea and Author's Purpose and Comparisons. An analysis of grade 4 reading achievement indicated a need for increased instruction in the areas of Words/Phrases and Comparisons. Increased scores in the grade 4 area of Main Idea and Author's Purpose and the grade 5 area of Reference and Research must be maintained by these groups.

Scores on the 2007 FCAT Mathematics Assessment indicated that 60% of the students in grades 3 through 5 have scored at or above FCAT Achievement Level 3, an increase of 6 percentage points over scores from the 2006 administration. Scores on the 2007 FCAT Mathematics Assessment indicated that 72% of the students in grades 3 through 5 demonstrated acceptable levels of learning gains in mathematics, which is an increase of 11 percentage points over scores of the 2006 administration. Scores on the 2007 FCAT Mathematics Assessment indicated that 71% of the students scoring in the lowest 25 percent demonstrated acceptable levels of learning gains in mathematics.

Scores on the 2007 FCAT Mathematics Assessment indicated that 40% of the students in grades 3 through 5 did not score at or above FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Assessment indicated that 28% of the students in grades three through five did not demonstrate acceptable levels of learning gains in mathematics. Scores on the 2007 FCAT Mathematics Assessment indicated that 29% of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in mathematics.

An analysis of the grade 3 mathematics achievement results indicated the need for increased instruction is needed in the areas of Number Sense and Algebraic Thinking. An analysis of the grade 4 mathematics achievement results indicated a need for increased instruction in the areas of Number Sense and Data Analysis. The students in grade 5 must maintain the gains they demonstrated in all content areas.

Scores on the 2007 FCAT Writing + Assessment indicated that 96% of the students in grade 4 scored at or above the state mastery level of 3.5, which is the same percentage as the prior year. The students achieved a combined mean score of 4.0. FCAT Writing + Expository results and FCAT FCAT Writing +Narrative results reflected a mean score of 4.0.

Scores on the 2007 FCAT Science Assessment indicated that 23% of the students scored at the mastery level of 3 or higher, compared with the district level of 34% and the state level of 42%. An analysis of the science achievement results indicated the need for increased instruction in all content areas.

Scores on the 2007 FCAT Science Assessment indicated that 77% of the students did not score at or above at or above FCAT Achievement Level 3. An analysis of the science achievement results indicated a need for increased instruction in all content areas. While the students demonstrated an increase in all content areas, they only demonstrated 50% achievement in the areas of Physical/Chemical Science, Life Environmental Science and Scientific Thinking. The students also demonstrated 47% achievement in the area of Earth Space Science.

Data from the Title 1 Parent Involvement Report indicated that the number of parents attending school activities increased from 734 in 2005-2006 to 1144 in 2006-2007. Based on the number of activities presented for parents, a reasonable percentage are still not attending school activities.

Parkway Elementary endeavors to link with the community by recruiting Dade Partners such as Dunkin Donuts, and ACE Beauty Supply, encouraging a strong Parent Teacher Association and providing parent workshops. Parkway Elementary, through Junior Achievement, is the official partner school of the Florida Marlins.

The Parkway community is extremely proud of being awarded the Reading First Grant for the past few years, FCAT Enhancement funds from the district, being rated a "B" school for the 2006-2007 school year by the Florida Department of Education, and meeting Adequate Yearly Progress (AYP) among all subgroups under the federally mandated No Child Left Behind (NCLB) Act.

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

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

Given instruction based on the Sunshine State Standards, the number of students in grade 4 will demonstrate their skill proficiency in writing as evidenced by 97% of the students meeting high standards on the 2008 administration of the 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.



School Improvement Plan

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Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community participation in activities to 1258 or by 10% as evidenced by the 2007-2008 Title 1 Parental Involvement Report compared to 1144 as shown on the 2006-2007 Title 1 Parental Involvement Report.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of indoor and outdoor suspensions from 16 in 2006-2007 to 12 in 2007-2008.

Given an emphasis on the utilization of technology in education, based on the Accelerated Reader program, the percentage of students reading at or above grade level norm will increase from 10% to 50% based on the Accelerated Reader Progress Report Summary.

Given instruction based on the Sunshine State Standards, the number of students in grades 4 through 5 achieving mastery will increase to 67% on the 2008 FITNESSGRAM Test as compared to 64% on the 2007 administration of the FITNESSGRAM Test.

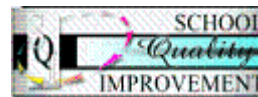
Given emphasis on the benefits of participating in extra-curricular programs, students participating in extra-curricular activities will increase by 10% to 67 students in the 2007-2008 school year as compared to 61 students in the 2006-2007 school year.

Parkway Elementary School will improve its ranking on the State of Florida ROI Index publication from the 23rd percentile in 2004-2005 to the 24th percentile on the next publication of the Index.

Based on the results of the 2006-2007 Organization Performance Improvement Snapshot (OPIS) survey, the school has identified two areas for improvement. The first area targeted for improvement is Process Management, which obtained a category score of 4.1. Administration will ensure that faculty and staff secure all the resources needed to be effective and feel comfortable with the processes used to achieve the goals. The second area targeted for improvement is Strategic Planning, which also obtained a category score of 4.0. Throughout the coming year the leadership team at Parkway Elementary will make it a priority to further solicit ideas from the faculty and staff, clarify the role each individual plays in meeting those goals, and give the faculty and staff members the tools to gauge their own status in meeting each goal and objective.



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.

4341 - PARKWAY ELEMENTARY SCHOOL

VISION

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Parkway Elementary students will accept and meet the challenges of the 21st Century.

MISSION

Through the use of technology and a comprehensive approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

CORE VALUES

We believe that all students can achieve academic excellence, develop an awareness of our social environment, and cultivate positive attitudes by applying, analyzing, and evaluating what they have learned. We believe that it is our responsibility to instruct the whole child in a technologically advanced academic environment and to develop happy, productive citizens in pursuit of excellence.

School Demographics

Parkway Elementary School is a PK-5 center located at 1320 N.W. 188th Street, in Miami-Dade County, Florida. It is part of the Regional Center II Miami Norland Feeder Pattern. The school is utilized at 90% capacity and had an enrollment of 550 students at the end of the 2006-2007 school year. The student membership is 96% Black Non-Hispanic, which is reflected in the mostly African-American Community. Additionally, the remaining ethnic composition is comprised of 2% Hispanic and 2% other. The immediate neighborhood is made up of privately owned single family homes. A large majority of students also come from an area known as Cloverleaf, a neighborhood of multi-family dwellings that are primarily rentals. The socio-economic levels range from those in need of public assistance to college educated professionals. In the past, the parents in the community rated instructional leadership as the number one ingredient for an effective school.

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Parkway Elementary School employs a total of 56 full time staff members and 13 part time employees. Of this group, the school has 2 administrators, 25 classroom teachers, 3 special education teachers, 4 special area teachers (music, art, physical education), 2 bilingual instructional teachers, 1 media specialist, 1 gifted teacher, 1 guidance counselor, 2 reading coaches, 1 mathematics/science facilitator, 3 paraprofessionals (2 full-time, 1 hourly), 1 hourly writing teacher, 1 hourly community involvement specialist, 4 clerical employees, 4 custodians, 8 hourly cafeteria workers, 1 cafeteria manager, 1 Microsystems technician, and 2 security monitors (one full-time and one hourly).

The school's leadership team consists of the Principal, Assistant Principal, Title 1 Reading Coach, Reading First Coach and the Mathematics/Science Facilitator

The instructional staff at Parkway Elementary is comprised of 32% White Non-Hispanic, 46% Black Non-Hispanic, and 22% Hispanic. Of the teaching staff 12% are new to the school, 75% have been teaching at this school for over 5 years, and 15% have been teaching in the system for over 20 years. The average length of teaching experience for the entire teaching staff is 11 years. Contract status indicates that 72% of teachers are on Professional Service or Continuing Contracts and 19% are on Annual Contracts. Advanced degrees have been earned by 45% of the teaching and administrative staff. In particular, 38% of the teachers and administrators earned master's or specialist degrees and 7% earned doctoral degrees.

Parkway Elementary School is a Title I funded school with 85% of the students receiving free or reduced price lunch. The school's population consists of 82% general education students, 8% special education students, 4% gifted students and 6% English Language Learners (ELL). The mobility rate of the school is 31%. A high percentage of students walk up to 1.8 miles to school. Therefore, school attendance is significantly impacted by inclement weather conditions and dismissal times for older siblings. The school has also experienced decreased enrollment and a high truancy rate among selected students. In the 2006-2007 school year, 12% of students were absent 15 days or more. Six percent of students are attending Parkway Elementary School with approved out-of-area transfers.

In addition, to receiving financial assistance as a Title 1 School, Parkway Elementary has received the Reading First Grant for the past five years.

The curriculum is designed so that all core subject areas are integrated through literature-based thematic units that support the Florida Sunshine State Standards. This approach includes cooperative learning, the use of technology as it applies to real-life situations and the support of our media center as the heart of all learning.

In the area of Advanced Academics, all gifted students are being serviced daily for reading and social studies under the content model. The school has one Teaching Enrichment to Minorities (TEAM) class per grade level in grades two through five. Additionally, the school has the Academic Excellence program (AEP) to provide after school enrichment.

Grade five classes are departmentalized, where the students have one teacher for math and science and a different teacher for reading and language arts. All students with Specific Learning Disabilities and targeted students with mild mental handicaps are participating in inclusion classes.

School Foundation

Leadership:

The category of "Measurement, Analysis and Knowledge Management and "Leadership" scored equally the highest on the survey and reflects that the faculty and staff is clear on the organization's mission and vision and that the mission is used to guide processes. It further reflects that the supervisor uses the organization's values to guide them and create a work environment to help them do their job.

District Strategic Planning Alignment:

Strategic Planning scored second to the lowest on the survey and reflects a need to solicit more ideas from staff and clarify the roles each individual plays in meeting the goals. The need also arises in giving the faculty and staff the tools to gauge their status in meeting each goal and objective.

Stakeholder Engagement:

The Survey results indicate that Customer and Market Focus is strong. The faculty and staff communicate regularly and have a good rapport with customers. More feedback is needed from the customers, however, to assess their satisfaction with our work.

Faculty & Staff:



School Improvement Plan 2007-2008



The survey results also indicate that Human Resource Focus is strong. Faculty and staff feel safe at their workplace, enjoy working with their team members and feel empowered to make changes that will improve their work. They also feel recognized for their efforts and are encouraged to further develop their job skills and prepare for advancement.

Teacher Mentoring Programs:

All teachers new to the profession and/or to Miami-Dade County Public Schools (M-DCPS) participate in the district's New Teacher Orientation Program. Five days of workshops provide all participants an overview of district policies, procedures, initiatives, best practices and contact information.

Each new teacher on annual contract status is assigned a Professional Growth Team (PGT) as required by the district's Professional Assessment and Comprehensive Evaluation System (PACES). The PGT is comprised of at least two colleague teachers who mentor the beginning teacher during the first three years of teaching. The process offers collaborative planning, classroom observations by each of the PGT members, and post observation sessions focusing on professional growth, feedback, and ongoing assistance.

M-DCPS and the United Teachers of Dade (UTD) jointly sponsor the New Educator Support Team (NEST). The purpose of this team is to provide mentoring and assistance to first year teachers. On-site assistance and support is available to all new teachers. The NEST includes sessions that are designed to assist new teachers in attaining the initial requirements and skills for early professional success.

The district offers all new teachers the opportunity to be matched with a retired veteran teacher. The veteran teacher mentors and guides the beginning teacher throughout the entire school year. New teachers benefit from the veteran teacher's years of experience and find their mentor a valuable resource for professional support.

At Parkway Elementary all new teachers are assigned a colleague teacher who provides direction and assistance with planning, setting goals, effective classroom management, teaching techniques, the learning process and policies of the school. Professional mentoring relationships are highly beneficial and provide much needed support and guidance.

Parkway Elementary utilizes block scheduling which provides the opportunity for teachers to participate in weekly grade level planning periods. Beginning teachers benefit from the collaborative efforts of grade level chairpersons at each grade level and team members receive ongoing assistance and support. Administrative assistance is provided and coupled with the team approach, the grade level meetings provide an ongoing positive and rewarding mentoring experience for beginning teachers.

Data/Information/Knowledge Management:

This category also ranked highest on the survey and reflects the faculty's strength in analyzing data and making instructional decisions based on data collected.

Education Design:

Education Design:

Survey results indicate the need to give faculty and staff the tools to be proactive in the collection of their own data and in resource acquisition. Additionally, staff feel they do not have control over their work processes.

Extended Learning Opportunities:

Parkway Elementary provides a multitude of extended learning opportunities to all students. Small group tutorial sessions addressing the specific needs of each subgroup occur during the day. Other services that are offered include intensive small group writing sessions, Teaching Enrichment Activities to Minorities (TEAM) classes, inclusion model and self-contained classes for special education (SPED) students, speech and language therapy, occupational and physical therapy, classes for Gifted students, individual and small group counseling and mentoring. Technological resources utilized include the Accelerated Reader program, FCAT Explorer, Riverdeep, Reading Plus and Voyager Learning Systems.

After school learning and enrichment activities include an Academic Excellence Program divided into two tracts.

One tract specializes in Hands-On Science strategies and the other in Broadcast and Media Communication. In addition, an on-site YMCA program offers tutoring and assists students with their home learning assignments. The district provides summer school sessions for students lacking mastery in the basic skills, as well as extended school year services for special education students. Parkway also offers a summer reading camp for interested students.



School Improvement Plan 2007-2008



Performance Results:

Survey results indicate room for improvement in the area of Performance Results. Specifically, the administration keeps the staff abreast of the school finances, assisting the community, and removing obstacles that impede progress.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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 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 type="checkbox"/>

Reading Statement

Parkway Elementary will achieve high standards in reading will increase annually.

Needs Assessment

Scores on the 2007 FCAT Reading Assessment indicated that 41% of the students in grades 3 through 5 did not score at or above FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Assessment indicate that 40% of the students in grades 3 through 5 did not demonstrate acceptable levels of learning gains in reading. Scores on the 2007 FCAT Reading Assessment indicated that 45% of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in reading. An analysis of the grade 3 and grade 5 reading achievement results indicated a need for increased instruction in the areas of Words/Phrases, Main Idea and Author's Purpose and Comparisons. An analysis of grade 4 reading achievement indicated a need for increased instruction in the areas of Words/Phrases and Comparisons. Increased scores in the grade 4 area of Main Idea and Purpose and the grade 5 area of Reference and Research must be maintained for these groups.

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 3 through 5 will increase to 62% on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze pre, progress and posttests and utilize the data to guide instruction in grades one through five.	Principal Assistant Principal Reading Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement a schedule of school-wide reading objectives aligned with the Sunshine State Standards on a weekly basis for grades Kindergarten through five.	Principal Assistant Principal Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the Voyager Program with all Tier 2 and 3 students and rising grade 3 students who scored below the 25th percentile on the Stanford Achievement Test.	Principal Assistant Principal Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	1800
Implement weekly grade level instruction using best practices strategies where teachers and students on each grade level (K through 5) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Principal Assistant Principal Reading Coach	8/27/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the Lexia program with students scoring in the lowest 25 percentile in an after school tutorial program.	Principal Assistant Principal Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Accelerated Reader Program in grades 2 through 5.	Principal Reading Coach Media Specialist	9/03/2007	6/05/2008	District-wide Literacy Plan	0
Facilitate program effectiveness through the Florida Literacy and Reading Excellence frameworks.	Principal Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the Reading Plus Program for Grades 3 through 5 and targeted students in grade 2.	Principal Assistant Principal Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0

Research-Based Programs

- * Houghton Mifflin Reading Series
- * Reading Plus
- * Comprehensive Core Reading Program (CCRP)
- * Accelerated Reader
- * Voyager Passport
- * Quick Reads

Professional Development

- * Regional and district support on Best Practices
- * Houghton Mifflin Training
- * Voyager Passport Training
- * DIBELS Training
- * Training in the Comprehensive Core Reading Program (CCRP)
- * Reciprocal Teaching Strategies
- * Creating Independence through Student Owned Strategies (CRISS)
- * FCAT Explorer
- * In-services on data driven analysis, and District /Regional Center initiatives
- * Student-centered activities - Florida Center for Reading Research
- * Test Item Specifications
- * Reading Plus Training

Evaluation

- * District Interim Assessments
- * DIBELS
- * STAR Assessments
- * Weekly performance based assessments
- * 2008 FCAT Reading Assessment

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

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Needs Assessment

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An analysis of the grade 3 mathematics achievement results indicated the need for increased instruction is needed in the areas of Number Sense and Algebraic Thinking. An analysis of the grade 4 mathematics achievement results indicated a need for increased instruction in the areas of Number Sense and Data Analysis. The students in grade 5 must maintain the gains they demonstrated in all content areas.

An analysis of third grade showed improvement in the areas of Number Sense and Algebraic Thinking and a decline in the areas of Measurement and Geometry. The students demonstrated no change in the area of Data Analysis. An analysis of fourth grade showed improvement in the areas of Geometry, Algebraic Thinking and Data Analysis. The students further demonstrated a decline in the area of Number Sense and no change in the area of Measurement. In grade five, the required level of performance did not improve in any of the areas of Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis. Increased and continuous instruction is needed in all areas, especially in the area of Measurement where no improvement was shown among any targeted grade level.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement weekly grade level instruction using best practices strategies where teachers and students collaborate on each grade level (K through 5) group together, align instruction to the Sunshine State Standards, and focus on skills taught.	Principal Assistant Principal Classroom Teachers	8/27/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Implement an uninterrupted daily 60 minute block of mathematics instruction in grades Kindergarten through five, utilizing District Pacing Guides.	Principal Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Implement a mathematics Problem of the Day in grades Kindergarten through five on a daily basis to increase critical thinking skills.	Principal Assistant Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Analyze District Interim Assessments through the use of Edusoft and utilize the data to guide instruction in grades three through five.	Principal Assistant Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement weekly grade level/team planning to provide an opportunity for teachers to share ideas, strategies, best practices activities and to articulate students' progress.	Principal Assistant Principal Grade Level Chairs	8/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate a school-site, mathematics/science facilitator to guide academic processes.	Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the Problem-Solving and Advanced Skills framework through Harcourt program.	Principal Assistant Principal Mathematics/Science Facilitator	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Analyze pre, progress and posttests and utilize the data to guide instruction in grades one through five.	Principal Assistant Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

- * District Interim Assessments
- * Formative assessments on weekly and monthly objectives
- * 2008 FCAT Mathematics Assessment

Professional Development

- * Monthly Staff Workshops
- * Grade-level presentations of best practices
- * Comprehensive Mathematics Plan
- * In-service trainings based on teachers' needs, data driven analysis, and District/Regional Center II initiatives
- * Math item-specifications and standards
- * Saxon Program (Primary Math Study)

Evaluation

- * District Interim Assessments
- * Formative assessments on a weekly and monthly objectives
- * 2008 FCAT Mathematics Assessment

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 type="checkbox"/>	<input 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

Parkway Elementary will achieve high standards in writing will be maintained.

Needs Assessment

Scores on the 2007 FCAT Writing + Assessment indicate that 4% of the students in grade 4 did not score at the state at or above FCAT Achievement Level 3.5. The students achieved a combined mean score of 4.0. FCAT Writing + Expository results and FCAT Writing + Narrative results reflected a mean score of 4.0.

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 in grade 4 will demonstrate their skill proficiency in writing as evidenced by 97% of the students meeting high standards on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote effective writing and career awareness in grades one through five by utilizing Multicultural Curriculum and writing about the various careers of famous people.	Principal Assistant Principal Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the FCAT Fast Track materials from the Miami Herald to provide additional practice to students in grade 4.	Principal Assistant Principal Classroom Teachers	9/04/2007	6/05/2008	District-wide Literacy Plan	0
Implement a school-initiated, pen-pal program with Bay Harbor Elementary.	Principal Assistant Principal Reading Coach	9/24/2007	5/16/2008	District-wide Literacy Plan	0
Utilize the Houghton Mifflin Language Arts/Reading program writing component with all students in grades K through 5.	Principal Assistant Principal Reading Coach Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize District assessments to analyze students' writing skills and use the data to drive instruction.	Principal Assistant Principal Reading Coach Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement monthly grade level/team planning to provide an opportunity for teachers to share ideas, strategies, best practices, activities and to articulate students' progress.	Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Analyze pre, progress and posttests and utilize the data to guide instruction in grades one through five.	Principal Assistant Principal Reading Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

- * Houghton Mifflin Reading Series
- * Harcourt Brace Literature Series

Professional Development

- * In-service training on the teaching and assessment of Narrative Writing prompts
- * In-service training on the teaching and assessment of Expository Writing prompts

Evaluation

- * Narrative and Expository district Pretest, Progress test and Posttest Assessments
- * Monthly writing prompts
- * 2008 FCAT Writing + Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Parkway Elementary will achieve high standards in science for all students.

Needs Assessment

Scores on the 2007 FCAT Science Assessment indicated that 77% of the students did not score at or above at or above FCAT Achievement Level 3. An analysis of the science achievement results indicated a need for increased instruction in all content areas. While the students demonstrated an increase in all content areas, they only demonstrated 50% achievement in the areas of Physical/Chemical Science, Life Environmental Science and Scientific Thinking. The students demonstrated 47% achievement in the area of Earth Space Science.

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
Coordinate a Science Fair involving the entire school to enhance problem-solving, cognitive thinking skills and the use of the scientific process.	Principal Assistant Principal Mathematics/Science Facilitator	4/14/2007	5/16/2008	Academic Enrichment Opportunities	0
Utilize the Scott Foresman FCAT Series to enhance science concepts and critical thinking skills in grades K through 5.	Principal Assistant Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	Seamless PreK- 12 Curriculum	0
Facilitate class science project twice a year in grades Kindergarten through five to further the understanding of science process skills.	Principal Assistant Principal Mathematics/Science Facilitator Classroom Teachers	11/01/2007	5/23/2008	Academic Enrichment Opportunities	0
Provide departmentalized science instruction, concurrent with mathematics instruction for grade 5 students.	Principal Assistant Principal	8/20/2007	6/05/2008	Seamless PreK- 12 Curriculum	0
Incorporate a school-site, mathematics/science facilitator to guide academic processes.	Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the District Pacing Guides in grades Kindergarten through five.	Principal Assistant Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide science-centered enrichment activities to students participating in the Academic Excellence Program.	Principal Assistant Principal AEP Teachers	9/17/2007	5/30/2008	Academic Enrichment Opportunities	0
Analyze pre, progress and posttests and utilize the data to guide instruction in grades one through five.	Principal Assistant Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

- * Scott Foresman Science Series
- * Foss Science Kits

Professional Development

- * Item-Specification Training
- * In-service training and facilitation of Scott-Foresman Series.
- * In-service training on the use of hands-on science kits.

Evaluation

- * FCAT Simulation Assessment.
- * Weekly performance based assessments
- * 2008 FCAT Science Assessment
- * District Interim Assessments

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

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

Parental Involvement Statement

Involvement of Parkway Elementary parents in school activities will increase in order to enhance student achievement.

Needs Assessment

Data from the Title 1 Parent Involvement Report indicates that the number of parents attending school activities increased from 734 in 2005-2006 to 1144 in 2006-2007. Based on the number of activities presented for parents, a reasonable percentage are still not attending school activities.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community participation in activities to 1258 or by 10% as evidenced by the 2007-2008 Title 1 Parental Involvement Report compared to 1144 as shown on the 2006-2007 Title 1 Parental Involvement Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule pre-kindergarten orientation sessions to familiarize parents with classroom teachers and the school.	Principal Assistant Principal	8/11/2007	8/12/2007	Exchange Meaningful Information	0
Conduct family workshops in reading, mathematics, writing and science in conjunction with the PTA and include social activities during the workshops.	Principal Assistant principal PTA President Mathematics/Science Facilitator	10/9/2007	5/11/2008	District-wide Literacy Plan	0
Provide parents with a monthly calendar listing workshops and other school-wide events.	Principal Assistant Principal School Counselor	8/20/2007	5/4/2008	Exchange Meaningful Information	0
Conduct a computer-based parent workshop monthly to encourage parents to develop their computer skills and their knowledge of the Internet to support their child's academic progress.	Principal Assistant Principal Media Specialist Reading Coaches	9/21/2007	5/11/2008	Education Innovation	0
Increase communication with parents, update and utilize the Parkway Website as a means of keeping parents informed of events at the school.	Principal Assistant Principal Microsystems Technician Media Specialist	8/20/2007	6/07/2008	Exchange Meaningful Information	0
Encourage parents to participate in "Career Day," as monitored by an attendance log.	Principal Assistant Principal	4/01/2008	4/28/2008	Exchange Meaningful Information	0
Involve the school in the Junior Achievement Program.	Principal Assistant Principal	11/13/2007	4/18/2008	Business Process Redesign	0

Research-Based Programs

*National PTA Standards

Professional Development

- * Support training for Community Involvement Specialist
- * Strategy sharing by district and school PTA Representatives
- * Parent workshops

Evaluation

- * Title 1 Parental Involvement End-of-Year Report
- * Monthly Title 1 Community Participation Reports

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Parkway Elementary will provide students with the knowledge, skills, and competencies needed to increase their compliance to school rules on discipline and safety.

Needs Assessment

An analysis of the 2006-2007 Student Case Management System Executive Summary indicates that a total of 16 suspensions were served. This data indicates a need to reduce causative behavior that necessitates the removal of students from class or school. There is a need to implement a variety of alternatives to result in a reduction in the number of suspensions that is used to develop goals, objectives and action steps to impact student achievement.

Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease in the number of indoor and outdoor suspensions from 16 in 2006-2007 to 12 in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Proudly Infusing Nonviolence (PIN) program in grades kindergarten, two, and four.	Principal School Counselor Classroom Teachers	10/9/2007	5/11/2008	Student Wellness	0
Conduct classroom instruction on the Code of Student Conduct.	Principal Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0
Implement a cafeteria behavior management plan.	Principal Assistant Principal Cafeteria Monitors	8/20/2007	6/05/2008	Student Wellness	0
Implement a Peer Mediation Program.	Principal Assistant Principal School Counselor	9/10/2007	6/05/2008	Student Wellness	0
Inform the parents of various safety concerns that may occur throughout the school year.	Principal Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Fund an additional part-time security monitor.	Principal Assistant Principal EESAC	8/20/2007	6/05/2008	Student Wellness	9000
Implement assertive discipline plans in classrooms.	Principal Assistant Principal Guidance Counselor	8/20/2007	6/05/2008	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

- * Conflict Prevention Seminar
- * Proudly Infusing Nonviolence (PIN) program
- * Assertive Discipline training
- * Peer Mediation Program

Evaluation

- * Quarterly and annual reports related to the Student Case Management System Executive Summary
- * School Climate Survey

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 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 type="checkbox"/>

Technology Statement

Parkway Elementary will increase student usage of technology.

Needs Assessment

Initial assessment of students in grades 3 - 5 indicate that only 10% of the students showed progress through the use of the Accelerated Reader Program.

Scores on the 2007 FCAT Reading Assessment indicated that 41% of the students in grades 3 through 5 did not score at or above FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Assessment indicate that 40% of the students in grades 3 through 5 did not demonstrate acceptable levels of learning gains in reading. Scores on the 2007 FCAT Reading Assessment indicated that 45% of the students scoring in the lowest 25 percent did not demonstrate acceptable levels of learning gains in reading. An analysis of the grade 3 and grade 5 reading achievement results indicated a need for increased instruction in the areas of Words/Phrases, Main Idea and Author's Purpose and Comparisons. An analysis of grade 4 reading achievement indicated a need for increased instruction in the areas of Words/Phrases and Comparisons. Increased scores in the grade 4 area of Main Idea and Author's Purpose and the grade 5 area of Reference and Research must be maintained for these groups.

Measurable Objective

Given an emphasis on the utilization of technology in education, based on the Accelerated Reader program, the percentage of students reading at or above grade level norm will increase from 10% to 50% based on the Accelerated Reader Progress Report Summary.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for teachers, whose students will be participating in the Accelerated Reader program.	Principal Assistant Principal Media Specialist Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement and monitor the schedule for implementing the Accelerated Reader program.	Principal Assistant Principal Media Specialist Reading Coach	8/27/2007	5/30/2008	District-wide Literacy Plan	0
Utilize the STAR Assessment to obtain the Zone of Proximal Development (ZPD) scores of students in the Accelerated Reader Program.	Principal Assistant Principal Technology Facilitator	8/20/2007	5/30/2008	Continuous Improvement Model	0
Monitor student progress in the Accelerated Reader and facilitate corrective action.	Principal Assistant Principal Technology Facilitator Reading Coach Classroom Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

- * Accelerated Reader
- * Reading Plus

Professional Development

- * FCAT Explorer
- * Reading Plus
- * Riverdeep
- * Accelerated Reader

Evaluation

- * Accelerated Reader Reports

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

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

Needs Assessment

Scores on the 2007 FITNESSGRAM indicate that 64% of the students in 4th and 5th grade achieved at or above mastery level. One hundred percent of the 148 students were tested, 33% of those students were Gold award recipients, and 59% of those students were Silver award recipients for a total of 92 award recipients. Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the number of students in grades four through five achieving mastery will increase to 67% on the 2008 FITNESSGRAM Test as compared to 64% on the 2007 administration of the FITNESSGRAM Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students in grades 4 through 5 achieving mastery will increase to 67% on the 2008 FITNESSGRAM Test as compared to 64% on the 2007 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Teach all students in health classes to make healthier choices in eating habits.	Principal Physical Education Teacher School Counselor	8/20/2007	6/05/2008	Student Wellness	0
Enhance specificity in training by implementing physical education activities directly aligned to assessment component items.	Principal Assistant Principal Physical Education Teacher	8/20/2007	6/05/2008	Student Wellness	0
Schedule a minimum of 2.5 hours of instruction per week dedicated to fitness related activities.	Principal Assistant Principal Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Provide healthier lunches and snacks for the students to eat in the cafeteria at lunch time.	PrincipalAssistant PrincipalCafeteria Manager	8/20/2007	6/05/2008	Student Wellness	0
Expose students to a variety of sports related activities in order to discover each student's strength, increase self-esteem, and ultimately encourage lifetime fitness for daily living and overall wellness.	PrincipalAssistant PrincipalPhysical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

- * Participation in District meetings on physical education
- * Training on use of FITNESSGRAM

Evaluation

- * Pre and post progress tests
- * FITNESSGRAM results

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

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

Needs Assessment

Records from 2006-2007 school year indicate that there was a total of 61 students in extra curricular programs. Focus for the 2007-2008 will be to increase the number of students in extra curricular programs to 67 students.

Measurable Objective

Given emphasis on the benefits of participating in extra-curricular programs, students participating in extra-curricular activities will increase by 10% to 67 students in the 2007-2008 school year as compared to 61 students in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Teaching Enrichment Activities to Minority Children (TEAM) with students in grades one through five.	Principal Assistant Principal Team Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in grades one through grade five.	Principal Assistant Principal Reading Coach Mathematics/Science Facilitator	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement the Academic Excellence Program (AEP) with students in grades three through five, as monitored by attendance logs.	Principal Assistant Principal AEP Teachers	9/17/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement the use of the hands-on science Foss Kits in grades two through five.	Principal Assistant Principal Mathematics/Science Facilitator	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

- * Foss Science Kits

Professional Development

- * TEAM and AEP teachers District and Region professional development
- * In-services on the facilitation of critical thinking skills
- * In-house professional development from Mathematics/Science Facilitator
- * In-services on the implementation of the Scott Foresman Science Series

Evaluation

- * AEP Attendance logs
- * Student outcome products

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Parkway Elementary School will rank at or above the 24th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Parkway Elementary ranked at the 23rd percentile on the State of Florida ROI Index.

Measurable Objective

Parkway Elementary School will improve its ranking on the State of Florida ROI Index publication from the 23rd percentile in 2004-2005 to the 24th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Understand the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC	8/20/2007	6/05/2008	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Reconfigure existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Collaborate with local businesses to recruit additional Dade Partners.	Principal Assistant Principal EESAC	8/20/2007	6/05/2008	Improve Public Perception	0
Partner with community agencies regarding the shared use of resources.	Principal Assistant Principal EESAC	8/20/2007	6/05/2008	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

- * Preparation for Budget Training Meeting for principal
- * Money Matters Training for principal
- * In-service training for stakeholders on efficiency and effectiveness of programs

Evaluation

- * State of Florida ROI Index publication

EESAC Compliance

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

Budget:

The EESAC recommended to submit a proposal for an Alternative Supplement Model for staff; purchase additional security utilizing the \$10 allocation per student; to purchase software for reading, mathematics, and science; and to enhance Accelerated Reader by purchasing additional books and incentives for students.

Training:

The EESAC recommended to provide adequate and appropriate training for the Houghton Mifflin Reading Series; support personnel who are new to the school; to provide ongoing training on Best Practices and the Sunshine State Standards.

Instructional Materials:

The EESAC reviews and considers instructional materials to be used in the core subject areas; supports all curriculum programs; recommended the purchase of additional software for reading, mathematics, and science; and recommended the increase of circulation of books for the Accelerated Reader program in the media center.

Technology:

The EESAC recommended to continue to enhance and expand e-communications, to continue to implement the Reading Plus program in grades 3-5; and to increase the number of computers in the classrooms.

Staffing:

The EESAC recommended to fund a Technology Facilitator, to fund a full-time Mathematics/Science Facilitator and to fund an Hourly Writing Instructor for targeted students who need assistance.

Student Support Services:

The EESAC recommended enhancing and upgrading the media center to provide resources for additional interventions and small group remediation, and to provide on-site therapeutic counseling services for selected students.

Other Matters of Resource Allocation:

The EESAC recommended expanding the Academic Excellence Program and selected clubs as enrichment activities after school.

Benchmarking:

The EESAC recommended implementing quarterly EESAC meetings directed at monitoring the School Improvement Plan; to implement meetings for all grade levels/teams on a monthly basis; to continue FCAT benchmarking activities on a weekly basis.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC makes recommendations to enhance school safety and discipline. The EESAC approved the funding for the cost of an additional hourly security monitor.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	1800
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	9000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	10800



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