

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Irving and Beatrice Peskoe Elementary School (4391)

Feeder Pattern - Homestead Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Lilliana Albuerne

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In an effort to maintain its strong educational program, Irving and Beatrice Peskoe Elementary will continue to build an effective school climate which emphasizes student achievement. A curriculum instructional focus calendar in reading, science, writing, and mathematics will be implemented and utilized in all grades. All teachers will have common grade level planning time to collaborate on the development and implementation of best practices in teaching and learning. Low performing students in third through fifth grade will be provided with additional resources to ensure learning gains and academic success. Data from weekly assessments will be disaggregated and analyzed to ensure all students requiring additional intervention are identified and provided with remediation. All students will receive an hour of daily small group differentiated instruction utilizing research-based reading materials.

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

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

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

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

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

Given instruction based on the Sunshine State Standards, English Language Learners will increase their reading skills as evidenced by 58 percent meeting high standards 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 three through five will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will increase their mathematics skills as evidenced by an increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by a 1% increase in the number of students meeting high standards on the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five will increase by 25 percentage points to 42 percent on the 2008 Science as compared to the 2007 administration of the FCAT Science Test.

Given school wide attention to parental involvement, a five percent increase in the number of parents attending the Title I workshops and school wide activities will be evident, as documented by the 2007-2008 School wide activity parent sign-in logs.

Given increased attention to student attendance with all stakeholders, the students will improve their attendance percentage rate as evidenced by an increase of 1.0 percentage points on the 2007-2008 Percentage of Attendance Report.

Given increased attention to enhancing the use of technology at our school, Irving and Beatrice Peskoe Elementary will improve the number of students utilizing technology as a learning tool to 95 percent as evidenced by results on the needs assessments and surveys.



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Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness level, as evidenced by 50 percent of students attaining a FITNESSGRAM Award.

Given increased attention to after-school student enrichment opportunities for students, 41 percent of students will participate in an extra curricular activity as documented by the attendance logs.

Irving and Beatrice Peskoe Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 50th percentile in 2005 to the 51st percentile on the next publication of the index.

The Organizational Performance Improvement Snapshot, administered on May 2007, indicates that Irving and Beatrice Peskoe Elementary needs to address the areas of Strategic Planning and Process Management. In order to effectively address the needs of our internal customers and stakeholders as it relates to these two areas, Irving and Beatrice Peskoe Elementary will increase collaboration among all stakeholders through monthly grade level meetings with administration, weekly grade level meetings among teachers, and monthly staff meetings. The Literacy Leadership Team will meet quarterly to create capacity of reading knowledge within the school building and to address issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level. In addition, the staff will be encouraged to become active participants in the strategic planning of school wide initiatives. Feedback regarding Best Practices and student academic achievement will be provided continuously to encourage professional development and systemic growth.



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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.

4391 - IRVING AND BEATRICE PESKOE ELEMENTARY SCHOOL

VISION

VISION: Irving and Beatrice Peskoe Elementary endeavors to be a warm, creative learning environment where students will develop the strengths to overcome academic and social challenges.

MISSION

The mission of Irving and Beatrice Peskoe Elementary School is the development of our students' social and academic achievements in order to succeed in a multicultural diverse community. With the commitment of all stakeholders, our students will become productive citizens in a global society.

CORE VALUES

The core values for Irving and Beatrice Peskoe Elementary School are:

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.

School Demographics

Facility/Community:

Irving and Beatrice Peskoe Elementary School, built in 1993, is located at 29035 SW 144th Avenue, Homestead Florida on 11.88 acres. The fourteen year old campus has a one two-story building and a one level building surrounding two courtyards that contain 50 classrooms. In addition, a modular building was added three years ago with 11 classrooms. In order to accommodate our growing population, six additional portables will house additional classrooms, four of which were added this summer. The Media Center is equipped with a state of the art television studio. The school has a music and an art room.

Student Demographics:

Irving and Beatrice Peskoe Elementary School has a tri-ethnic student population with a mobility index of over 30 percent and a grade configuration of pre kindergarten through fifth grade with a current total enrollment of 1235 students, as well as 32 students in the pre-kindergarten program. The gifted program services 35 students. The English Language Learners (ELL) students constitute 20 percent of the student population. The ethnic breakdown of the schools is 4.9 percent White, 27.8 percent Black, 64.5 percent Hispanic, and three percent Other. The student population eligible to receive free or reduced priced meals is 90 percent. The special education student population comprises 18 percent of the enrollment. Our inclusion rate is approximately 42.07 percent with a total of 17 units. The school serves the SED students of five Regional Center VI schools. Seven percent of the students were retained for the 2006-2007 school year with eight percent of the student population having multiple retentions. In the Reading portion of the FCAT students in third through fifth grade scored the following; in third grade 35 percent scored a Level 1 and 19 percent scored a Level 2, in fourth grade 29 percent scored a Level 1 and 17 percent scored a Level 2, in fifth grade 36 percent scored a Level 1 and 25 percent scored a Level 2. In the Mathematics portion of the FCAT students in third through fifth grades scored the following; in third grade 18 percent scored a Level 1 and 21 percent scored a Level 2, in fourth grade 17 percent scored a Level 1 and 24 percent scored a Level 2, in fifth grade 32 percent scored a Level 1 and 40 percent scored a Level 2. In addition, students in the subgroups who scored below the state mastery level in mathematics were Black students, Students with Disabilities (SWD) and Economically Disadvantaged students. In Reading the following subgroups scored below the state mastery level; Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. The average daily attendance rate is 95.5 percent. In spite of the growth in the student population, the school maintained the same attendance rate during the 2006-2007 as the previous school year.

Unique Aspects: STRENGTHS

Irving and Beatrice Peskoe Elementary School faculty and staff work with the community in helping to improve the lives of our children and their families. We provide the community with basic literacy, English Language Learners (ELL) and computer skills classes through South Dade Adult Center, the community school that services our school. A collaborative relationship is shared with local universities, Barry University, Florida International University and University of Miami. Interns from these institutions share the latest educational trends with our teachers and students. Every classroom is equipped with four computer stations with Internet access and software programs that enhance the curriculum. Field trips are offered throughout the year sponsored with Title I funds that provide students with hands on learning experiences. The University of Miami Program, Promoting Science Among English Learners (PSELL) will be offered at our school for the fourth year giving teachers the opportunity to participate in professional development workshops to implement the specialized curriculum. In order to ensure that the school strengthens its reputation as a safe learning environment for students, the school implemented a uniform policy.

Unique Aspects: AREAS OF CONCERN

Irving and Beatrice Peskoe Elementary School has identified several challenges. During the 2006-2007 school year our student population reached 1334 students. Every available space in the school was utilized to provide instruction for the students while maintaining the class size mandate. The increase in student population, teacher transfers and resignations led to the addition of 35 new teachers to the school. At the school site professional development workshops and a mentoring program were offered to assist the new teachers.

Teacher Demographics:

Irving and Beatrice Peskoe Elementary School has 150 faculty and staff members, six of whom are beginning teachers and thirty-two second year teachers. The ethnic breakdown of the staff is as follows: 35 percent White, 22 percent Black, 43 percent Hispanic, and two percent Asian. The staff includes one principal, two assistant principals, 56 classroom teachers, 18 Special Education teachers, one Special Education program specialist, two guidance counselors, two media specialists, one media clerk, one Title I Reading Coach, two speech therapists, 18 special area teachers, five paraprofessionals, one technology support staff, one full-time substitute teacher, seven full time custodians, two full time and five part time cafeteria workers, one part time zone mechanic and three part time security monitors. The instructional faculty at Irving and Beatrice Peskoe Elementary School holds approximately 40 advanced degrees: 36 masters, four specialists, and two National Board Certified teachers. The Leadership Team includes the principal, two assistant principals, one Reading Coach, one Mathematics coach, one Data facilitator and the grade level chairpersons.

Class Size/ Teacher-to Student Ratio:

Currently the pre kindergarten -3rd grade classes hold an average of 18 students per teacher, in the intermediate grades the ratio is 22 students per teacher.

Feeder Pattern:

Irving and Beatrice Peskoe belongs to the Homestead High School Feeder Pattern. Our elementary students can attend Homestead Middle School or Campbell Drive Middle School, which is a zone school.

Attendance Rate:

The average rate daily attendance rate is 95.5 percent. In spite of the growth in the student population, the school maintained the same attendance rate during the 2006-2007 from the previous school year.

Promotion/Graduation/Retention Rates:

Seven percent of the students were retained for the 2006-2007 school year with eight percent of the student population having multiple



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retentions.

Special Programs:

Special programs include a Special Education (SPED) program with a consultative/collaborative model; Bertha Abbess Children Center (BACC) a day treatment program for Emotional or Behavioral Disorder (EBD) students; English Language Learners Program for both Spanish and Haitian –Creole speakers, the Extended Foreign Language Program, and a Gifted Resource Program focusing on mathematics and science. The Academic Excellence Program provides our students with the opportunity to participate in enrichment activities through Drama or Journalism programs. Irving and Beatrice Peskoe Elementary is a Title I school that sponsors tutoring and enrichment opportunities. Furthermore, through Title I funding additional instructional materials and resources are made available to our students. We have also been the recipients of a Title III grant that provides us the Waterford technology program that services English Language Learners in four classrooms. In addition, for the fourth consecutive year, the University of Miami is implementing the Promoting Science Among English Learners (PSELL) grant at our school. Irving and Beatrice Peskoe Elementary School will continue to implement the Florida Continuous Improvement Model (FCIM), to allocate personnel resources to reduce class size, and provide opportunities for collaboration through cross-curricular grade group planning teams. Creating curriculum planning time blocks and vertical team planning for teachers will foster collegiality and encourage mentoring of new teachers.

During the 2006-2007 school year The Parent Academy, instituted by the district, attracted thirty parents for three workshops on parenting, the use of technology, and purchasing a home. The program will be expanded on a variety of topics for the 2007-2008 school year.

School Community Relations/Partners:

With the creation of the FAST (Facilitating Academic Success Together) Initiative, Regional Center VI has created a comprehensive and targeted plan designed to improve the region's lowest-performing schools, which centers on improving the quality of instruction in all schools. Irving and Beatrice Peskoe will be a part of the FAST Initiative.

Our Dade Partners include, Publix, Home Depot, Kmart, and Univision Channel 23. Through their support and contributions we will encourage all stakeholders to participate in our learning community.

Irving and Beatrice Peskoe Elementary School maintains an open line of communication with all parents and guardians. Parents were informed of the school performance grade in a timely manner via our school's website. The website also contains pertinent information concerning school activities, teachers, and administration.

Parents continue to be informed of the school's vision, mission, expectations, and resources through Open House, Title I Parent Meetings, Educational Excellence School Advisory Council (EESAC), and Parent Teacher Association (PTA) meetings. Other parental involvement activities include: monthly parent workshops and Curriculum Showcase Night.

The on-going communication with parents (in the student's home language) occur between the home and the school through the use of student progress reports, report cards, letters, flyers, monthly school newsletters, parent/teacher conferences, parent handbook, school's marquee, phone calls and Connect ED messages.

Since the school did not meet No Child Left Behind Act's Adequate Yearly Progress, parents were notified of their opportunity to utilize the Schools of Choice Plan and the Opportunity Scholarships. These documents were sent to parents in three languages; English, Spanish, and Haitian Creole. Assistance and support were provided to assist parents in understanding the dates and time for submission.

Grants

A recently awarded Title III ESOL Technology Grant will provide the Waterford program's hardware and software for ELL students to enhance their mastery of the English language through interactive technology.

School Foundation

Leadership:

The status of our school in the area of Leadership according to the Organizational Performance Self Assessment Survey administered on May 2007, states that our school ranked a 3.3 out of 5. The data indicates the need enhance our working environment by establishing a set direction, vision, and mission.

District Strategic Planning Alignment:

The status of our school in the area of Strategic Planning according to the Organizational Performance Self Assessment Survey administered on May 2007, states that our school ranked a 3.1 out of 5. The data indicates that all stakeholders need to be integrally involved in the setting of goals, developing school-wide initiatives and strategic planning.

Stakeholder Engagement:

The status of our school in the area of Customer and Market Focus according to the Organizational Performance Self Assessment Survey administered on May 2007, states that our school ranked a 3.9 out of 5. Data indicates that the level of customer satisfaction is adequately high.

Faculty & Staff:

The status of our school in the area of Human Resources Focus according to the Organizational Performance Self Assessment Survey administered on May 2007, states that our school ranked a 3.3 out of a 5. Data indicates staff members utilize a team approach to the overall functions of the school. In addition, data suggests the need to provide staff member with performance feedback.

Data/Information/Knowledge Management:

The status of our school in the area of Measurement, Analysis, and Knowledge Management according to the Organizational Performance Self Assessment Survey administered on May 2007, states that our school ranked a 3.9 out of a 5. The survey indicates the staff's ability to utilize data to monitor the progress of initiatives and make data driven decisions.

Education Design:

The status of our school in the area of Process Management according to the Organizational Performance Self Assessment Survey administered on May 2007, states that our school ranked a 3.3 out of 5. Students in need of intervention and enrichment are afforded the opportunity to participate in mathematics remediation, reading tutoring, the English Language Learners Tutoring Program, Saturday Academy, and science enrichment programs .We provide our students with the highest quality education to empower them to be lifelong learners and responsible citizens.

Performance Results:

The status of our school in the area of Business Results according to the Organizational Performance Self Assessment Survey administered on May 2007, states that our school ranked a 3.4 out of 5. Utilizing the Continuous Improvement Model (CIM), Irving and Beatrice Peskoe Elementary will foster systemic growth. Our goal is to create an efficient and effective organization and an institution built on promoting high academic achievement. These efforts will yield determined, responsible, life learners who nurture their creativity and individuality.

Schools Graded 'C' or Below

Professional Development:

Voyager Passport training will be provided to all teachers and paraprofessionals servicing intervention students in the classroom, Reading Lab and SPED classrooms. Voyager Passport is an intensive, targeted reading program for struggling readers who scored High Risk and Strategic on the DIBELS. Voyager Passport will supplement the core reading instruction of all students scoring "Intensive" on the spring 2007 administration of DIBELS, as well as all Tier 2 students.

Reading Plus training will be provided to all Reading/Language Arts teachers in grades two through five. New teachers will receive initial training, while all previously trained teachers will receive a review session. Reading Plus is a comprehensive, evidence based software that develops foundational fluency skills.

Data to Guide and Improve Instruction (DIBELS, Interims, Writing Plus, STAR, FCAT, SAT-10, and bi-weekly/weekly assessments) will be examined and interpreted during grade level planning time/learning communities. Teachers in Kindergarten through fifth grade will be provided assistance in using this data to monitor student progress, focus instruction, and adjust differentiated reading groups. Teachers will identify trends in grade levels, and research and implement effective instructional practices to reflect upon the impact on student achievement.

With Literacy Centers, all Reading/Language Arts teachers in Kindergarten through fifth grade will be provided instruction in creating and managing meaningful differentiated literacy centers, as determined by needs, through assessment data. The use of the Florida Center for Reading Research (FCRR) Student Center Activities Binders allow for the use of the "crosswalk" correlating deficient skills with Literacy Center Activities.

DAR Training - All Kindergarten through fifth grade teachers of Reading/Language Arts will be trained in administering and interpreting results of the Diagnostic Assessment of Reading (DAR). DAR is a diagnostic assessment administered to any student who is a part of an intervention, and still not making progress in the classroom.

Improving Writing Achievement - Kindergarten through fifth grade teachers will be presented training on various strategies to improve writing instruction and improve student performance. Topics include responding to prompts, understanding the rubric, the need for planning, improving vocabulary and grammar, and use of the anchor papers to improve writing.

FCAT Strategies - All teachers in grades third through fifth will be provided various approaches to maximize test preparation, such as: question analysis, identifying key words, use of task cards, reciprocal teaching strategies, and text structures. Lessons using these strategies will be modeled.

Houghton Mifflin Overview - A summary of the core reading series will be provided to familiarize all teachers of Reading/Language Arts, Kindergarten through fifth grade on the various components of the series, assessments provided, and the use of various Handbooks to provide differentiated instruction.

Vocabulary Instruction - All teachers will be provided training in the importance of critical vocabulary and strategies in teaching vocabulary, through the use of district-provided materials (Wild About Words and Bringing Words to Life)

Disaggregated Data :

Weekly grade level meetings/focus groups with a member of the curriculum team, and/or administrator will provide a basis for analysis of data from weekly (kindergarten and first grades), and bi-weekly assessments (second through fifth). Students not mastering the benchmarks will be provided small-group remediation during the Reading/Language Arts block. Teachers will identify trends within the grade level, and research and implement effective instructional practices to reflect the impact on student achievement.

Ongoing analysis and discussion of Interim Assessments, DIBELS, and STAR data will take place monthly to focus on strengths as well as identify curricular areas of concern.

Informal and Formal Assessments:



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Baseline/Placement Tests in reading, grades kindergarten through fifth, provide initial placement for differentiated instruction and small group work.

Bi-weekly/weekly assessments in reading and mathematics will be created through EduSoft, and administered to students in kindergarten through fifth grade.

Interim Assessments in reading and mathematics will be administered three times a year to students in grades three through five.
FCAT: Sunshine State Standards, FCAT Norm-Referenced Test, FCAT Writing Plus

Core: Weekly Skills Test, FCAT Daily Practice, Theme Skills Test, Selection Test

DIBELS will be administered three times per year for all students in Kindergarten through third grade, and Level 1 and Level 2 students in grades four and five.

SAT-10 will be administered to all students in second grade.

Florida Kindergarten Readiness Survey (FLKRS) will be administered to all Kindergarten students

Alternative Instructional Delivery Methods :



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All student subgroups will be provided differentiated instruction during the Reading/Language Arts block, and are grouped homogeneously. Voyager Passport will provide instruction for all Tier 2 and Intensive students. In addition, ELL and SPED students will be provided tutoring after school. All students in grades three through five will be given the opportunity for additional services through Saturday School Tutoring. Students with Disabilities are serviced additionally through either a pull-out or inclusion method for improving academic achievement, in addition to after school tutoring and Saturday Academy

Irving and Beatrice Peskoe Elementary School will offer various learning opportunities for all students. Special tutorial and enrichment programs to address the specific needs of subgroups will occur during school, after school, and on Saturdays. A summer reading camp will be made available to all third graders scoring Level 1 on the reading portion of the FCAT.

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in after school and Saturday school programs. The assessment data or Individual Education Plans will be utilized when selecting the appropriate intervention.

CRP #10. Elementary School

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or Individualized Education Plan (IEP) will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed .

12. Summer Reading Camps

Florida requires that all third graders scoring Level 1 on the reading portion of the FCAT must have a summer reading camp made available to them. Following the guidance provided to you in the guidance document. Please input your summer reading camps at www.justreadflorida.com. You will not need to paste them into this template.

If a District decides to expand summer reading camp services to students other than Level 1 third graders, please detail those services here.

An intensive supplemental reading and mathematics program will be provided for 20 days to eligible students in Grades three to five. Enrollment criteria will be as follows:

Third grade: Incoming third grade students who demonstrated performance at or below the first quartile on the 2007 Stanford Achievement Test, Tenth Edition;

The Intensive Instructional Routine will consist of multiple opportunities for engagement in reading:

- Fluency practice utilizing Quick Reads print material;
- Teacher-Directed grade level selected literature and non-fiction passages; and
- Differentiated instruction in small groups utilizing Voyager Passport

CRP #11. Elementary School

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based.



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

Reading Statement

Students at Irving and Beatrice Peskoe Elementary School will continue improving reading skills as measured by the Florida Comprehensive Achievement Test (FCAT).

Needs Assessment

Results obtained from the School Accountability Report indicate 56 percent of the students tested in reading scored a Level 3 or higher, 48 percent of the students did not make learning gains. The 2008 school performance in reading will need to demonstrate an increase in students achieving high standards by five percentage points. Students in grade three received the least amount of percentage points in Main Idea / Purpose with 53 percent, Comparisons with 53 percent, and Reference/Research Clusters with 50 percent. Fifty six percent was attained in Words/ Phrases by students in grade three. Students in grade four received the least amount of percentage points in Comparison with 53 percent, and Reference/Research Clusters with 50 percent. Sixty percent in Words/ Phrases and 56 percent in Main Idea/ Purpose was attained by students in grade four. Students in grade five received the least amount of percentage points in the Main Idea / Purpose Cluster with 43 percent, Words/Phrases with 44 percent, and Comparisons with 44 percent. Fifty Percent was attained in Reference/Research by students in grade five. Therefore, these specific clusters, that yielded the least amount of percentage points, will be the focus. In accordance with the No Child Left Behind Act (NCLB), all tested subgroups for Irving & Beatrice Peskoe Elementary failed to meet Adequate Yearly Progress (AYP) with 38 percent of Black students, 50 percent of Hispanic students, 44 percent of Economically Disadvantage students, 44 percent of English Learners and 19 percent of Students With Disabilities scoring at or above grade level. Forty-nine percent of the lowest 25 percent demonstrated learning gains in reading. Remediation programs targeting these students will be closely monitored for individual student gains.

NCLB Subgroup Target

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



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Measurable Objective

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

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

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

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

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

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

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Feeder Pattern Reading Instructional Focus Calendar, with bi-weekly assessments.	Principal, Assistant Principal, Teachers, Reading Coach, and Reading Facilitator	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize weekly "cold reads" that support item specifications.	Principal, Assistant Principal, Teachers, and Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	0
Utilize technology based programs that support reading instruction (e.g., FCAT Explorer Accelerated Reader, Reading Plus, STAR Reading, and Voyager Passport).	Principal, Assistant Principal, Teachers and Reading Coach	08/14/07	05/30/08	Other/ Not Applicable	2500
Provide differentiated instruction within the reading program, focusing on students' specific needs with particular emphasis on Black students and Students with Disabilities.	Principal, Assistant Principal, Teachers, Paraprofessionals, Reading Coach, and Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	0
Provide school-wide motivational and enrichment reading activities.	Principal, Assistant Principal, Teachers, Reading Coach and Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	20000
Provide differentiated instruction through intensive focus in guided reading as documented in the teacher's daily lesson plans.	Principal, Assistant Principal, Teachers, Reading Coach, and Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	0
Provide tutoring through the Saturday Academy for FCAT Levels 1 and 2 students to improve reading comprehension skills.	Principal, Assistant Principal, Teachers, Reading Coach, and Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	118952
Implement the Florida Continuous Improvement Model (FCIM) eight-step process and incorporate Kagan Structures with students in kindergarten through fifth grade during Language Arts instruction.	Principal, Assistant Principal, Teachers, Reading Coach, and Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	0
Utilizing FCIM, disaggregate and analyze data from the 2007 FCAT Reading test and bi-weekly Benchmark Assessments to identify strengths and weaknesses that will be targeted in differentiated instruction.	Principal, Assistant Principal, Teachers, Title I Paraprofessionals, Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	0
Implement instruction with fidelity to Houghton-Mifflin Core Comprehensive Reading Program (CCRP).	Principal, Assistant Principal, Teachers, Reading Coach and Reading Facilitator	08/14/07	05/30/08	Other/ Not Applicable	0
Provide Reading Endorsement classes and other professional development opportunities on- site to assist teachers in analyzing data, providing intervention to targeted students, and becoming highly qualified and skilled teachers of reading.	Principal, Assistant Principal, Teachers, Reading Coach	08/14/07	05/30/08	Other/ Not Applicable	18000
Monitor and maintain students scoring Level 3 or higher by providing enrichment strategies throughout the Language Arts instructional block.	Principal, Assistant Principal, Teachers, Reading Coach	08/20/07	05/30/08	Other/ Not Applicable	0
Implement the Academy of English Language Learners to provide remediation and enrichment in reading	Principal, Assistant Principal, Teacher, Reading Coach	08/20/07	05/30/08	Other/ Not Applicable	0
Provide tutoring opportunities through Rocket Learning (Title I, School Extended Services (SES) Provider) for Economically Disadvantaged Students.	Principal, Assistant Principal, Teachers, Reading Coach	10/04/07	05/30/08	Other/ Not Applicable	0
Provide tutoring during school hours, for Students with Disabilities to improve reading comprehension skills.	Principal, Assistant Principal, Teachers, Reading Coach	08/20/07	05/30/08	Other/ Not Applicable	0
Provide differentiated instruction to provided remediation in reading to students which special emphasis on Black students.	Principal, Assistant Principal, Teachers, Reading Coach	08/20/07	05/30/08	Other/ Not Applicable	0
Disaggregate the data to identify the academic strengths and weaknesses of students which special emphasis on Hispanic students.	Principal, Assistant Principal, Teachers, Reading Coach	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading Series (Core curriculum), Houghton-Mifflin, Invitation to Literacy (Grade three, Tier 2 and 3 students), Voyager Passport, Quick Reads (Grade three to five ; Saturday Academy), and Soar-to-Success (Grade three/ Tier 3).

CRP #1 Elementary School

1. Describe the research based instructional materials used in the reading program.

Include a description of how each of the following will be integrated.

The instructional materials include strategies and accommodations that meet the needs of all students, including English Language Learners (ELL) and Students With Disabilities (SWD), as well as advanced and gifted students.

a. Core Reading Program

Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.

b. Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups will be flexible and leveled text provided by and included in the Houghton Mifflin CCRP collection, along with other leveled texts will be used to instruct these groups.

There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin CCRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time: QuickReads - is a program for Second through Fourth graders that is specifically designed to improve students' fluency, and has strong comprehension, vocabulary and background knowledge elements as well. The prescribed lesson format includes three re-readings of the same passage within an instructional period of approximately fifteen minutes.

Elements of Reading: Vocabulary - is an oral vocabulary instructional program designed for kindergarten through third graders. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.

c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the two to three hour literacy instructional block.

Early Success – is an intervention program designed for first and second graders who are below grade level. The daily lessons are patterned after a three step model: rereading for fluency, reading a new book, and working with words and sentences.

Soar to Success – is an intervention for third through eight graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

Voyager Passport – is an intervention for kindergarten – 3rd graders who encounter reading difficulty and are performing below grade level. The goal of

Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CCRP, the program can be delivered by a trained teacher, or paraprofessional.

Earobics – provides students help in developing the foundational skills to become successful readers. The primary goals of this program are to give teachers effective strategies for teaching reading and to give students practice developing skills not found in the CCRP through the combined use of software, teacher directed activities, manipulatives and books.

d. Materials and programs, including educational software, to provide additional support in reading growth for all children.

Educational software must supplement and not supplant instruction by a highly qualified instructor.

In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).

e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries

Professional Development

Professional Development for all teachers will include District and in-house trainings, such as Houghton Mifflin Reading, Project Right Beginnings, BEAR, OWL, FLKRS, Project DRAW, Integrated Curriculum Learning Community, Best Practices, Reading Standards, and Kagan Structures of Cooperative Learning. Additionally, in-services will include model lessons and continuous

mentoring of teachers by the Curriculum Assistance and Professional Growth Teams.

Goal: Reading – Professional Development Aligned with this Objective
Leadership #2 (l-o)(use h-k), #4 (a-b), #6 (a-c) of the CRP Template

2. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions.

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2007-08 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares kindergarten through third grade school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.

To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

4. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

Evaluation

There will be ongoing monitoring of progress on weekly benchmark assessments and redirecting of learning activities, utilizing the Continuous Improvement Model (CIM). District Interim Assessments will be monitored by the Reading Curriculum Assistance Team. DIBELS and STAR will be administered. Teachers will administer state adopted reading textbook assessments. Achievement of the objective will be attained if 58 percent of students in grades three through five score a Level 3 or higher, as documented by scores of the 2008 FCAT Reading Test.

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

Mathematics Statement

Students at Irving and Beatrice Peskoe Elementary School will continue improving mathematics skills as measured by the Florida Comprehensive Achievement Test (FCAT).

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 61 percent of students scored a Level 3 or above, and 53 percent of students tested made learning gains. The 2008 school performance in mathematics will need to demonstrate an increase in students achieving high standards by ten percentage points. Students in grade three received the least amount of percentage points in the Number Sense with 50 percent and Algebraic Thinking Clusters with 50 percent. Sixty three percent in Measurement, 57 percent in Geometry and 57 percent in Data Analysis was attained by students in grade three. Students in grade four received the least amount of percentage points in Number Sense with 55 percent, Algebraic Thinking with 57 percent and Data Analysis Clusters with 57 percent. Seventy one percent in Geometry and 63 percent in Measurement was attained by students in grade four. Fifth grade students demonstrated the least improvement in mathematics. Students in grade five received the least amount of percentage points in the Number Sense with 31 percent, Measurement with 36 percent, and Algebraic Thinking with 36 percent. Forty six percent was attained in Geometry and 42 percent in Data Analysis by students in grade five. Therefore, these specific clusters will be targeted to improve on the 46 percent making learning gains and 34 percent meeting high standards on the 2007 Fifth Grade FCAT Mathematics Assessment. In accordance with the No Child Left Behind Act, all tested subgroups for Irving & Beatrice Peskoe Elementary achieved Adequate Yearly Progress (AYP) with the exception of 40 percent of Black students, 51 percent of Economically Disadvantage students and 32 percent of Students With Disabilities scoring at or above grade level. Sixty-two percent of the lowest 25 percent displayed learning gains in mathematics. Remediation programs targeting these students will be closely monitored for individual student gains.

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

Measurable Objective

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

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will increase their mathematics skills as evidenced by an increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Florida Continuous Improvement Model (FCIM) eight-step process with students in kindergarten through fifth grade during Mathematics instruction.	Principal, Assistant Principal, Teachers, and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Provide School-wide enrichment activities in mathematics (e.g.) contests, televised problem solving, assemblies).	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	6000
Provide differentiated instruction within the mathematics program, focusing on students' specific needs, giving particular attention to Black students and Students With Disabilities.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Facilitate Title I Parent Workshops, FCAT and Mathematics Family Night, to provide strategies and assist parents in understanding how to implement hands on activities in order to enhance the student's FCAT skills.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	10/10/07	05/30/08	Other/ Not Applicable	15000
Disaggregate and analyze data from the 2007 FCAT Mathematics test and Weekly Benchmark Assessments to identify strengths and weaknesses of students with special emphasis on Economically Disadvantaged students.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Conduct discussions during weekly grade level meetings to assist in individualizing instruction.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Monitor and maintain students scoring a Level 3 or higher by providing enrichment strategies utilizing FCAT Explorer during the Mathematics instructional block.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Continue the implementation of bi-weekly mathematics benchmark tutoring to students in third through fifth grade, giving particular attention to Black students and Students With Disabilities. Tutored students will be reevaluated to demonstrate mastery of week's benchmark.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Provide Saturday School and after school tutoring for Lower Quartile students in third through fifth grade.	Principal, Assistant Principal, Teachers, and Mathematics Facilitators	10/21/07	02/23/08	Other/ Not Applicable	118952
Provide tutoring opportunities through SES Provider for Economically Disadvantaged Students.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	10/14/07	05/30/08	Other/ Not Applicable	0
Implement the core Mathematics series Scott Foresman in grades Kindergarten to grade five with fidelity.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Continue to focus on the five mathematics strands through the daily morning mathematics FCAT-style questions in first through fifth grade.	Principal, Assistant Principal, Teachers and Mathematics Facilitator	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize Feeder Pattern Instructional Focus Calendar for kindergarten through fifth grade.	Principal, Assistant Principal, Teachers and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	
Utilize materials and support mathematics instruction through (e.g., FCAT Explorer and Riverdeep.	Principal, Assistant Principal, Teachers, and Mathematics Facilitators	08/20/07	05/30/08	Other/ Not Applicable	2500

Research-Based Programs

Scott Foresman Mathematics Program and Riverdeep

Professional Development



School Improvement Plan

2007-2008



Professional development in-services will include training on the use of the Scott Foresman Mathematics program, Riverdeep, and FCAT Explorer. Teachers will be provided with the opportunity to attend in-services based on data driven analysis by the Mathematics Facilitators including model lessons and mentoring of teachers.

Evaluation

STAR Mathematics, District Interim tests, and bi-weekly benchmark assessments will monitor student progress, as well as guided instruction. Interim assessments will be directed and monitored by the teachers and Mathematics Facilitator. Compiled and analyzed data will be shared with administrators and classroom teachers. Achievement of the objective will be attained if 62 percent of students in grades three through five score Level 3 or higher, as documented by scores of the 2008 FCAT Mathematics Test.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Students at Irving and Beatrice Peskoe Elementary School will continue improving writing skills as measured by the 2007 FCAT Writing Test.

Needs Assessment

The 2007 School Performance Accountability Report indicates 94 percent of students tested met the state standard of 3.5 or above in writing. The scores reflect a six percentage point increase when compared to the 2006 FCAT Writing+ Test results. Students will need to show a percentage point gain. The data revealed improvement is needed in expository writing. Though data dictates the strength is narrative writing, continuous instruction is required as we seek to raise student achievement levels. On-going data conversations amongst grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as vocabulary development and using the rubric to score student writing will be addressed.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by a 1% increase in the number of students meeting high standards on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement school wide Word of the Week, WOW, program on the morning announcements to assist in the acquisition of vocabulary.	Principal, Assistant Principal, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize the Feeder Pattern Writing Instructional Plan.	Principal, Assistant Principal, Reading Coaches, and Language Arts/Reading Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize provided school-wide writing curriculum	Principal, Assistant Principal, Reading Coaches, and Language Arts/Reading Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Administer District Writing Pre and Post Test and determine proficiency level to modify instruction if needed.	Principal, Assistant Principal, Reading Coaches, and Language Arts/Reading Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Participate in various local, district, state, and national writing contest.	Principal, Assistant Principal, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	08/20/07	05/24/08	Other/ Not Applicable	0
Utilize word processing software as a tool to improve spelling, grammar, and format.	Principal, Assistant Principal, Reading Coaches, and Language Arts/Reading Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Provide differentiated instruction utilizing the Houghton Mifflin Core Reading Program's writing component.	Principal, Assistant Principal, Reading Coaches, and Language Arts/Reading Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Maintain writing portfolios with samples of pre-writing strategies, narrative and expository writing used to guide instruction.	Principal, Assistant Principal, and Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Implement small group tutoring to target and remediate students' areas in need of improvement.	Principal, Assistant Principal, and Teachers	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional development training for teachers will include: modeled Narrative and Expository writing lessons, Project Right Beginnings, weekly curriculum planning meetings, holistic scoring of student writing samples using the county and state rubric, and the opportunity to participate in the Zelda Glazer Writing Institute.

Evaluation



School Improvement Plan 2007-2008



District provided narrative and expository writing tests will be used to monitor student progress and develop a diagnostic remediation plan for students. Scores from these prompts will be analyzed to evaluate student mastery and to develop a plan to ensure effective writing practices are in place. Achievement of the objective will be attained if the number of students scoring a Level 3.5 or higher increases by 1%, as documented by scores on the 2008 FCAT Writing+ Test.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Irving and Beatrice Peskoe Elementary will increase the scientific knowledge of all fifth grade students.

Needs Assessment

Results of the 2007 Science FCAT administration indicate 39 percent of the students scored a Level 3 or higher. The greatest area of need was Earth and Space Science with 40 percent of the responses correct. Students in grade five earned 42 percent correct of questions in the Life and Environmental Science, Scientific Thinking, and Physical and Chemical Science content clusters. Professional development is necessary in the areas of experimental design, scientific thinking, and integrating science across the curriculum. In addition, instruction needs to focus on improving the students' academic.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five will increase by 25 percentage points to 42 percent on the 2008 Science as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide enrichment activities to include participation in the Science Engineering Communication Mathematics Enhancement Program (SECME) for all fifth grade students.	Principal, Assistant Principal, Teachers, SECME Sponsor	08/20/07	05/30/08	Other/ Not Applicable	0
Provide technology/media to expose students to real world experiences that link to the science curriculum.	Principal, Assistant Principal, Science facilitator, teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Implement the University of Miami P-SELL program in fourth and fifth grades as prescribed by district directives for participating schools.	Principal, Assistant Principal, Fourth Grade Teachers, Fifth Grade Teachers, and Science facilitator	08/20/07	05/30/08	Other/ Not Applicable	0
Provide science lab activities that promote inquiry based science investigations in third through fifth grade.	Principal, Assistant Principal, Teachers and Science Facilitator	08/20/07	05/30/08	Other/ Not Applicable	0
Provide students with the opportunity to explore and gain further understanding of scientific concepts through local field trips.	Principal, Assistant Principal, Teachers, and Science facilitator	08/20/07	05/30/08	Other/ Not Applicable	5000
Implement the Scott Foresman Science Program with fidelity in Kindergarten through third grades.	Principal, Assistant Principal, Teachers, and Science facilitator	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize the Scott Foresman Science Core Program as supplemental material for the After School Enrichment Tutorial.	Principal, Assistant Principal, Teachers, and Science Facilitator	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Core Science Series (Florida Edition)

Professional Development

Professional Development will include: Promoting Science among English Language Learners (P-SELL) training for third, fourth, and fifth grade teachers, Science Engineering Communication Mathematics Enhancement Program (SECME), and District In-services and the new Scott Foresman Science Series.

Evaluation

Third, fourth, and fifth grade teachers will administer P-SELL unit tests to monitor student performance. Fifth grade teachers will facilitate bi-weekly assessments to monitor student progress. Achievement of the objective will be attained if 50 percent of fifth grade students score a Level 3 or higher, as documented by the 2008 FCAT Science Test.

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

Parental Involvement Statement

The faculty and staff at Irving and Beatrice Peskoe Elementary School will increase communication and parental involvement.

Needs Assessment

2007 Title I Parent workshop logs indicated that forty-five percent of parents participated in the school's activities. Strategies will be implemented to increase parental awareness and participation in order to impact student achievement. The school will increase the number parent involvement opportunities and analyze Title I sign in logs to identify captivating topics and frequently requested activities.

Measurable Objective

Given school wide attention to parental involvement, a five percent increase in the number of parents attending the Title I workshops and school wide activities will be evident, as documented by the 2007-2008 School wide activity parent sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide multi-lingual services to parents in home-based Mathematics and Reading activities which support student achievement at Title I monthly workshops.	Principal, Assistant Principal, Community Involvement Specialist, PTA, Math and Reading Facilitators	08/20/07	05/30/08	Other/ Not Applicable	0
Continue the implementation of family literacy workshops to assist parents at home with FCAT preparation in the areas of reading, mathematics, writing, and science.	Principal, Assistant Principal, and Community Involvement Specialist	08/20/07	05/30/08	Other/ Not Applicable	0
Provide notices to parents of School Advisory Council meetings, PTA meetings, Educational Excellence Advisory Council (EESAC) and all school activities in appropriate languages on a regular basis.	Principal, Assistant Principal, Community Involvement Specialist, and PTA	08/20/07	05/30/08	Other/ Not Applicable	0
Promote school expectations through the Parent Handbook, school's website, and the monthly Pilot Press Newsletter.	Principal, Assistant Principal, and Community Involvement Specialist	08/20/07	05/30/08	Other/ Not Applicable	0
Provide Parenting Education resources through the Community Involvement Specialist (CIS), THE PARENT ACADEMY, and South Dade Adult Center.	Principal, Assistant Principal, and Community Involvement Specialist	08/20/07	05/30/08	Other/ Not Applicable	0
Continue and enhance the implementation of Title I Parent Outreach Program and parent volunteers.	Principal, Assistant Principal, and Community Involvement Specialist	08/20/07	05/30/08	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center with instructional materials to be checked out and used at home.	Principal, Assistant Principal, and Community Involvement Specialist	08/20/07	05/20/08	Other/ Not Applicable	0

Research-Based Programs

PTA.org National Standards: Communicating and Advocacy, Center for Effective Parenting, and Families Building Better Readers

Professional Development

Parents will be encouraged to participate in all school-site activities including: Parent-Teacher Association (PTA), Title I Instructional Fair, Open House, and Educational Excellence School Advisory Council (EESAC). These activities increase parent-teacher communication, and promote participation in THE PARENT ACADEMY.

Evaluation

This goal will be evaluated by: Title I parent workshop sign-in sheets, school wide activity parent sign in logs, PTA membership, increased volunteer program registration, School Climate Survey, monthly Pilot Press, and parenting educational pamphlets. Achievement of the objective will be attained during the 2007-2008 school year if there is a two percent increase in parent involvement in comparison to the 2006-2007 parent participation logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Provide a safe and disciplined environment for all students.

Needs Assessment

An assessment of the 2006-2007 Percentage of Attendance Report depict that Irving and Beatrice Peskoe Elementary has a 95.27 average daily percent attendance. The report reflects the school is 0.11 percentage points below the district's 95.38 percentage of attendance. Although the attendance percentage showed an increase of 0.05 points from the 2005-2006 school year, student attendance continues to be a strong focus at Irving and Beatrice Peskoe Elementary.

Measurable Objective

Given increased attention to student attendance with all stakeholders, the students will improve their attendance percentage rate as evidenced by an increase of 1.0 percentage points on the 2007-2008 Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide the parents with the Student/Parent Handbooks describing the district's and school's attendance policy.	Principal, Assistant Principal, Teachers, and Parents	08/20/07	05/30/08	Other/ Not Applicable	0
Notify parents of any student absence via the Connect-Ed system.	Principal, Assistant Principal, Teachers, Counselors, and Students	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize the school counselor and Community Involvement Specialist for providing intervention after a student has accumulated five absences.	Principal, Assistant Principal, Teachers and Counselors	08/20/07	05/24/08	Other/ Not Applicable	0
Inform the parents that after ten unexcused absences a child's grade may be withheld until the Attendance Committee meets to review student's attendance history.	Principal, Assistant Principal, Teachers and Counselors	08/20/07	05/30/08	Other/ Not Applicable	0
Schedule a conference with the Assistant Principal and Parent to review the attendance pattern of students with seven or more absences.	Principal, Assistant Principal, and Counselors	08/20/07	05/30/08	Other/ Not Applicable	
Monitor the Attendance Bulletin daily.	Principal, Assistant Principals, and Counselors	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Positive Behavior Support Program (PBS)

Professional Development

Professional development will focus on monitoring and increasing student attendance at Irving and Beatrice Peskoe Elementary for the 2007-2008 school year. The administrative staff, clerical staff and school support staff will attend District training. The information attained will be shared with the entire learning community in order to make everyone a contributing member in the achievement of fostering students with responsible attendance habits. Parent workshops will provide insight on the correlation between attendance and academic performance and their responsibilities to ensure daily student participation in school.

Evaluation

The 2007-2008 Percentage of Attendance Report will depict that Irving and Beatrice Peskoe Elementary has a 95.77 average daily percent attendance or above.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Irving and Beatrice Peskoe Elementary will promote the use of technology to enhance teacher's productivity and professional practice.

Needs Assessment

Technology is a valuable tool in the education of students and the increase in student achievement. An increase in the ratio of computers to students in the classroom, 1:8, and the replacement of obsolete equipment has been a stepping stone in facilitating the access to software programs and web based programs. The increase of LCD projectors and laptop computers has enabled students to infuse technology into the classroom and instruction. Limited space precludes the additions of further computer labs at Irving and Beatrice Peskoe Elementary; therefore, limiting the time students spend engaged in web-based programs.

Measurable Objective

Given increased attention to enhancing the use of technology at our school, Irving and Beatrice Peskoe Elementary will improve the number of students utilizing technology as a learning tool to 95 percent as evidenced by results on the needs assessments and surveys.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the ratio of computer to students in the classroom setting.	Principal, Assistant Principal, and Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Facilitate the use of LCD Projectors as instructional tools.	Principal, Assistant Principal, and Teacher	08/14/07	05/30/08	Other/ Not Applicable	0
Utilize the computer lab for technology assisted instruction and the Destiny web-based software to search for instructional materials.	Principal, Assistant Principal, and Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Encourage students and teachers to use the District web-based Educational Portal.	Principal, Assistant Principal, and Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Monitor student achievement through web-based programs such as FCAT Explorer, and Riverdeep.	Principal, Assistant Principal,	08/14/07	05/30/08	Other/ Not Applicable	0
Foster collaboration and communication through the use of e-mails.	Principal, Assistant Principal, Teachers, and Computer Specialist	08/14/07	05/30/08	Other/ Not Applicable	
Utilize Edusoft as part of student data management.	Principal, Assistant Principal, Teachers, and Curriculum Assistance Team	08/14/07	05/30/08	Other/ Not Applicable	0
Continue the implementation of Reading Plus.	Principal, Assistant Principal, Teachers, and Reading Leader	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Riverdeep, Technology component of the Scott-Foresman Mathematics Resource Kit, and Attainment Software

Professional Development

Professional development will focus on teachers implementing the use of instructional software such as Destiny, FCAT Explorer, and Riverdeep. Further staff in-services will be provided on the implementation of the computer lab for technology assisted instruction and the implementation of Reading Plus.

Evaluation

Riverdeep, FCAT Explorer, AR, and Reading Plus reports will indicate 95 percent of students are using technology as an instructional tool at Irving and Beatrice Peskoe Elementary.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Increase awareness and improve student health and physical fitness.

Needs Assessment

One hundred percent of eligible students were assessed using the FITNESSGRAM during the 2006-007 school year. Results of the 2006-2007 FITNESSGRAM indicate 43 percent of students in grades four and five did not pass 83 percent or more. Fifty-seven percent of students in grades four and five received the FITNESSGRAM Gold or Silver Award. The school's Physical Education department promotes collaboration. Annual field day activities are provided for all students in kindergarten through fifth grade as a means to encourage cooperation within grade levels. An effort will be made to introduce character education into the physical education instruction.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness level, as evidenced by 50 percent of students attaining a FITNESSGRAM Award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assign students to walk/run daily developing their cardio-fitness	Principal, Assistant Principal, Physical Education and Homeroom Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Provide all students in kindergarten through fifth grade 30 minutes of physical education activity on a daily basis.	Principal, Assistant Principal, Physical Education and Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Assign curl-up exercise weekly to develop a student's abdominal muscles.	Principal, Assistant Principal, Physical Education Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Provide instruction on healthy eating habits.	Principal, Assistant Principal, Physical Education Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Modify physical fitness activities for students with varying abilities.	Principal, Assistant Principal, Physical Education Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Utilize the WHALE TALE Program to teach students about water safety.	Principal, Assistant Principal, Physical Education Teachers, and teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Participate in the "Jump Rope for Heart" Program.	Principal, Assistant Principal, and Physical Education Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Monitor student athletic performance monthly through fitness tests.	Principal, Assistant Principal, Teachers, and Physical Education Coaches	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

"Moving into the Future: National Standards for Physical Education"

Professional Development

Professional development will focus on the implementation of the Walk Home Safe Program, Jump for Heart program, WHALE TALE Program, and a physical fitness program that incorporate aerobic exercise and

Evaluation

Weekly, monthly, and quarterly assessments will monitor student progress and redirect learning activities on an on-going basis. Achievement of the objective will be considered when students demonstrate acceptable fitness levels, as evidenced by 70 percent of students attaining a FITNESSGRAM Award on the 2008 assessment.

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

Electives & Special Areas Statement

Irving and Beatrice Peskoe Elementary will increase student enrollment and participation in community sponsored events through the chorus/recorder program.

Needs Assessment

Opportunities to pursue areas of interest and special talents were afforded to all students during the 2006-2007 school year. Thirty- one percent of students participated in some extra-curricular activity during the 2006-2007 school year. Limited transportation reduces the number of students who can participate in after school activities.

Measurable Objective

Given increased attention to after-school student enrichment opportunities for students, 41 percent of students will participate in an extra curricular activity as documented by the attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Chorus to develop students' critical thinking skills and hands-on exposure.	Principal, Assistant Principal, and Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Continue to perform at various neighborhood businesses such as nursing home facilities and homeless shelters.	Principal, Assistant Principal, and Music Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Implement an Academic Excellence Program in Drama to develop students' performing arts skills	Principal, Assistant Principal, and AEP Teachers	08/14/07	05/30/08	Other/ Not Applicable	0
Encourage student membership in the Future Educators of America Club.	Principal, Assistant Principal, and FEA facilitator	08/14/07	05/30/08	Other/ Not Applicable	0
Provide training for students participating as Safety Patrols.	Principal, Assistant Principal, and Safety Patrol coordinator	08/14/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

Share the Music by MacMillan McGraw-Hill and Modern Classroom Recorder by Sandy Feldstein

Professional Development

Professional development will be provided by Advanced Academics in the implementation of the Drama and Hands-on Science programs. After School Care leaders will be provided with 10 hours of in-service training in the areas of arts and crafts, technology, and dance.

Evaluation

The 2007-2008 extra-curricular sign-in logs for Irving and Beatrice Peskoe Elementary will depict that 40 percent of the students school-wide are participating in an after school extra curricular activity.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Irving and Beatrice Peskoe Elementary school will rank at or above the 80th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Irving and Beatrice Peskoe Elementary ranked at the 50 percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Irving and Beatrice Peskoe Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 50th percentile in 2005 to the 51st percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/14/07	05/30/08	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal, Assistant Principal	08/14/07	05/30/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/14/07	05/30/08	Other/ Not Applicable	0
Use student performance data to influence decision-making.	Principal, Assistant Principal, and Curriculum Assistance Team	08/14/07	05/30/08	Other/ Not Applicable	0
Use student data to target specific areas for improvement and make purchases that will assist.	Principal, Assistant Principal, and Curriculum Assistance Team	08/14/07	05/30/08	Other/ Not Applicable	0
Consider planned use of facilities, partnering with community agencies.	Principal, Assistant Principal	08/14/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Irving and Beatrice Peskoe Elementary will show progress toward reaching the 80th percentile.

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 was provided an in-depth presentation of the school budget and the steps involved in the budgeting process. Opportunities to make recommendations were provided. As a result, a consensus was reached regarding a spending plan for funds.

Training:

The EESAC provides funds for teacher registration fees for professional development in-services.

Instructional Materials:

The EESAC members have made recommendations for instructional school wide needs.

Technology:

The EESAC members were informed of current technology upgrades for kindergarten through fifth grade classroom computers and the computer lab.

Staffing:

The EESAC recommended the continuation of the school wide staff development plan to support reading, writing, mathematics, and science instruction. The committee made staffing inquiries and recommendations as they relate to the budgeting process, Title I staff, and allocating personnel resources to reduce class size.

Student Support Services:

The EESAC recommended a school wide effort to improve student achievement by providing media center funds.

Other Matters of Resource Allocation:

The EESAC provided funds for the purchase of additional instructional materials where needed.

Benchmarking:

The EESAC members recommended the continuation of the weekly assessments in reading and mathematics, as well as the recommended biweekly assessments for grades three to five in order to gather and disaggregate data to guide instruction and target students for remediation. In addition the 2006-2007 FCAT and District Interim Assessment results will also be utilized as a tool to assist students in mastering the benchmarks.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC members have made recommendations to improve student drop-off/pick-up areas. A Discipline plan was recommended by the Discipline Committee, approved by EESAC and included in the Faculty, Parent and Student Handbooks.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	159452
Mathematics	142452
Writing	0
Science	5000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	306904



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