# SCHOOL IMPROVEMENT PLAN
## 2005-2006



*School Name:*       *4501 - Poinciana Park Elementary School*

*FeederPattern:*     *Miami Northwestern Senior*

*Region:*            *Regional Center III*

*District:*          *13 - Miami-Dade*

*Principal:*         *Kimberley Emmanuel*

*Superintendent:*    *Rudolph F. Crew, Ed.D.*



**Miami-Dade County Public Schools**
*giving our students the world*

# SCHOOL IMPROVEMENT PLAN
## EXECUTIVE SUMMARY

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### *Poinciana Park Elementary School*

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Built in 1955, Poinciana Park Elementary School is located in Liberty City, an inner-city residential neighborhood. Presently, Poinciana Park Elementary School serves 463 students with the student mobility rate being as high as 42 percent. Ninety-seven percent of the student population is African-American, two percent Hispanic and one percent, other. Approximately, ninety-six percent of the students are on the federally funded free or reduced lunch program. Students' individual needs are met through the implementation of the following programs:

- I CHOOSE! School of Choice ( Mathematics, Science and Technology)
- Science Laboratory
- Mathematics Laboratory
- Technology Laboratory
- AmeriCorps Reading Laboratory
- Ivy Reading AKAdemics
- Read 180
- Accelerated Reader (AR)
- Gifted Program
- Teaching Enrichment Activities to Minorities (TEAM)
- Special Education Inclusion Program
- Early Intervention Special Education – Pre-K
- Head Start
- Pull-Out Speech/Language Impaired Programs
- Co-Teaching (Pre-K SPED Program)
- Academic Excellence Program (AEP)
- Extended Learning Intervention/Enrichment Programs
- Homework Assistance Program
- Title 1
- Parent Resource Center
- Future Educators of America (FEA)
- Partnership to Advance School Success (PASS) Grant
- 5000 Role Models
- Mad Science
- Partnership with the University of Miami's Sport Medicine Program
- Partnership with the University of Miami – "Project Succeed"
- Girl Scouts
- Extra Care Kids

Objectives from the School Improvement Plan (SIP) in conjunction with the aforementioned programs will ensure the

attainment of Miami-Dade County Public School's mission, which is "to 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."

Poinciana Park Elementary School's SIP objectives are as follows:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by five percent on the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by five percent on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 95 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on  the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the attendance logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology, students in grades three through five will increase the usage of FCAT Explorer and FCAT Simulation as evidenced by an increase of 50 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the administration of the 2005-2006 FITNESSGRAM Standards test.

Given emphasis on the benefits of participating in the Gifted Program, the number of students referred for gifted will increase by ten percent as compared to the number of gifted referrals in the 2004-2005 school year.

Poinciana Park Elementary School will improve its ranking on the State of Florida ROI index publication from second percentile in 2003 to the tenth percentile on the next publication of the index.

In addition to the School Improvement Plan (SIP), the results of the 2005 Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the objectives identified in the 2005-2006 SIP. The results from Snapshot were favorable in all seven categories. Poinciana Park's greatest strengths were Leadership (4.3), Customer and Market Focus (4.3) and Measurement, Analysis, and Knowledge Management (4.3). Although the survey concludes that there is high approval ratings for all seven categories, the two areas Poinciana Park will concentrate on for improvement are: informing staff of the school's financial status and when planning for the school's future and have more opportunities for faculty and staff to provide input. Through Faculty/Staff and EESAC meetings and the distribution of these minutes, faculty and staff will be notified of the financial status of the school. Through grade level meetings, faculty and staff meetings, EESAC meetings and surveys, faculty and staff will have opportunities to share their ideas and provide input as it relates to expenditures in specific areas of school finance.

# 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.

## Poinciana Park Elementary School

### VISION

Under strong instructional leadership by the principal, which frames the school's vision and mission, teachers and staff have high expectations that all students will achieve high standards of academic performance. We believe that learning is a lifelong process, one in which all stakeholders are fully committed. Poinciana Park Elementary School provides a positive environment for all stakeholders to develop themselves to their fullest potential, to meet the individual needs of each child, and to make each parent an integral part of the educational process.

### MISSION

At Poinciana Park Elementary School, our goals are to provide each student and staff member the opportunity to develop themselves to their fullest potential, to meet the individual needs of each child, and to make each parent an integral part of the educational process. In order to ensure students attain high achievement goals, teachers will provide a safe and stimulating environment in which students can learn. Parents, teachers, and community members will work cooperatively to encourage students to become responsible and productive citizens of the 21st Century.

# CORE VALUES

Promote High Academic Performance

All students will be given numerous opportunities to master the Sunshine State Standards as well as our school's Medical enrichment curriculum.  Alternative methods of teaching will be made available to address all learning styles.

Cultivate Critical Thinkers

Challenge all students to become problem-solvers and independent thinkers beyond the classroom.

Campaign for Responsible Productive Citizens

Work together with the parents, students and community to encourage students to be responsible for their actions, respect one another, and make ethical choices.

# *School Demographics*

Poinciana Park Elementary School is located at 6745 Northwest 23rd Avenue in the residential neighborhood of Liberty City. Over the years, Poinciana Park Elementary has educated generations of African-American leaders and prominent citizens. Poinciana Park has a rich heritage of promoting excellence and pride. One of the main challenges which the community is facing is the extensive renovations to the area formerly known as the Scott Housing Projects. These were originally built in the 1950's to serve as low income housing for the underprivileged. Under the federally funded HOPE VI revitalization project, these former residences are currently in the process of being demolished and are to be replaced with affordable single family town homes. Many of Poinciana Park Elementary School's student population came from these residences. Therefore, Poinciana Park Elementary School's enrollment has decreased significantly due to the fact that many families with children in elementary school have had to relocate to other areas until the new homes are completed.

Poinciana Park Elementary School presently serves approximately 460 students from multi-ethnic backgrounds, the majority of which are at risk of school failure. Ninety-seven percent of the student population is African-American and less than two percent is Hispanic. The percentage of students receiving free and/or reduced priced lunch is 97 percent. Almost two percent (1.9%) of our students are Limited English Proficiency students. The mobility rate for students at Poinciana Park Elementary is more than 40 percent; many of the families typically arrive at the school in September and leave in mid-January. Many families move from one school to the next in the surrounding communities due to such circumstances as fluctuation of job status, changes in family status, and/or changes in housing situations.

Forty-two and a half percent (42.5 %) are in Exceptional Student Education (ESE) programs. Of these ESE students, close to 11 percent (10.8 %) are Learning Disabled, five percent (5.1 %) are Educable Mentally Handicapped, eight percent (7.9%) of this subgroup is Trainable Mentally Handicapped, six percent (6.2%) are Profoundly Mentally Handicapped, and almost five percent (4.7%) are Developmentally Delayed. One and one-half percent (1.5%) of these students are Speech Impaired and almost six percent (5.7%) are gifted. Poinciana Park Elementary School provides a variety of Exceptional Student Education (ESE) services and a resource program for gifted students.

Poinciana Park Elementary School is currently a School of Choice, through Miami-Dade County School's "I CHOOSE!" grant, which was endowed in 2003 to increase student enrollment. Poinciana Park Elementary School's "I Choose" theme is an enhanced infusion in Science, Math, and Technology with a Medical Arts focus. The 2003-2004 academic school year was used for curriculum planning and development, implementing professional development, and actively recruiting students to attend the program.

Through the "I CHOOSE!" grant awarded by the Florida School Wide Change in 2003, Poinciana Park Elementary School was afforded the opportunity to extend the curriculum to include a "Medical Arts" themed program that focuses on Mathematics, Science and Technology.  Another grant that has benefited Poinciana Park Elementary School is the "Partnership to Advance School Success" (PASS)grant.  The Council for Educational Change funded this grant that in turn was established by the Annenberg Foundation. The PASS grant provided resources for students performing in the lowest 25 percentile in reading and mathematics. Additional, in partnership with the University of Miami, under the "Project Succeed" grant, Poinciana Park Elementary School has been provided with a wealth of professional development opportunities in all curriculum areas. Furthermore, Poinciana Park Elementary School features a mentoring program for all students, entitled "Extra Care Kids."  This program focuses on motivating and empowering students with the skills necessary to be successful in academics by providing opportunities for students to visit with faculty and staff members who serve as role models.

Poinciana Park Elementary School employees 74 full-time staff members.  The Leadership Team is composed of the principal, assistant principal, lead teacher, reading coaches, technology facilitator, EDSPED program specialist and one media specialist.

This leadership team provides support and directions for all areas of curriculum including long-range plans, curriculum support, staff development and student remediation and enrichment.  Eight percent (8%) of the teaching staff is new to the school. Fifty-four percent of the instructional staff have earned advanced degrees.  Of the staff members, 13 percent are white non-Hispanic, 72 percent are African-American and 15 percent (15%) are Hispanic. This school year we have five new beginning teachers. The mobility rate for teachers is currently just over 50 percent.  Those who choose to relocate did so because they have young children or went to zone schools; while others cited that they had to travel more than twenty-five miles one way and chose to seek a school closer to their home.  The instructional staff consists of 37 full-time teachers of which 34 percent hold advance degrees.

Poinciana Park Elementary School has identified several challenges concerning improvement in the Education Design and Support Process. The first challenge is maintaining academic excellence. Poinciana Park Elementary School has earned a grade of "B" from the Florida Department of Education for two consecutive years. In order to address this challenge grade level chairpersons, in conjunction with the administration, have developed effective lesson plans and creative teaching strategies to meet these challenges. The second challenge is the school's high staff mobility rate.  In order to address this challenge, the leadership team will recruit teachers from within the neighboring demographic areas, offer in-house peer-teacher mentoring and workshops, provide teacher attendance incentives and maintain a cohesive safe learning environment in an effort to decrease the mobility rate.

Another challenge is student attendance.  The Student Recognition Community together with administration will develop and implement a student attendance monitoring and recognition plan to address  these challenges.

# *School Foundation*

## *Leadership:*

According to the results of the school's Organizational Performance Improvement Snapshot survey, the school's leadership fosters productivity and provides support to achieving the school's mission. The staff indicated that they are satisfied with the ethical standards uplifted at the school site and possess the requirements of high quality and excellent performances.

## *District Strategic Planning Alignment:*

The Reading, Mathematics, Writing, and Science goals and objectivies were based upon the needs as dictated by the 2005 FCAT tests results . The administration, leadership team, and teachers representing grade groups all worked on developing the objectives for meeting the goals. It is evident through the results of the needs survey, faculty and staff feel that they are well informed about these goals and objectives.

## *Stakeholder Engagement:*

It is evident through the average score on the 2005 Organizational Performance Improvement Snapshot, faculty and staff feel that our customers, parents and students, are satisfied with the services provided at Poinciana Park Elementary School. Satisfaction of customers needs will continue to be met through our 2005-2006 School Improvement plan.

## *Faculty & Staff:*

The results of the Organization Performance Improvement Snapshots indicated that Poinciana Park Elementary School's faculty and staff feel that collaborative teams are effective.
"Best Practices", professional conversations, and team building strategies allow us to carry out the school's mission which includes meeting objectives through grade level and subject area planning meetings, data analysis and professional development workshops, and EESAC and faculty meetings. In addition new teachers are provided on-going school-site professional development through our mentoring program.

## *Data/Information/Knowledge Management:*

The adminstration, leadership team and faculty have been trained in various software programs including Edusoft, FCAT Simulation, Excelsior Gradebook, Student Performance Indicator (SPI), On-Course Lesson Planning, STaR, Accelerated Reader, Read 180 and FCAT Explorer. The data ascertained and analyzed through all the use of these software programs, collectively helps monitor progress and target students for pull-outs during school, Before School Tutorials/Enrichment and Saturday Academy activities. It was evident in the Organizational Performance Improvement Snapshot survey that staff members felt that this also helped them to enhance their personal performance.

## *Education Design:*

Poinciana Park Elementary School provides extended learning opportunities (in reading, mathematics and science) to meet the diverse needs of all students. Through Before School Tutorial/Enrichment Programs, Pull-outs during

school and Saturday Academy Programs, students participate in research-based intervention and extension activities that will increase their academic performance in reading, mathematics and science. The Organizational Performance Improvement Snapshot survey indicated that staff members agreed that they were given all the resources to implement each of these programs.

## *Performance Results:*

Student and staff attendance is a challenge that is being addressed through our Student Attendance Committee and Staff Incentive Program. According to the school's Organizational Performance Improvement Snapshot survey, the school's staff members feel that their organization has high standards and ethics.

# GOAL 1: READING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| X | X | X | X | X | X |

*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. |
|---|---|---|---|---|
| X | X | X | X | X |

## GOAL 1 STATEMENT:

Improve student reading proficiency and reading performance.

## Needs Assessment

Results of the 2005 FCAT Reading test indicate that 54 percent of grade three students, 58 percent of grade four students, and 37 percent of grade five students scored at or above Achievement Level 3. The 2005 Adequate Yearly Progress (AYP) Report indicates that each of the targeted subgroups (African American, Economically Disadvantaged, and Students with Disabilities) within the No Child Left Behind (NCLB) requirements met the state mandated criteria. Upon reviewing the data of the 2005 FCAT Reading Test, results indicate that the percentage of grade three students scoring at Achievement Level 3 decreased six percentage points as compared to the 2004 FCAT Reading Test, whereas the percentage of grade four students increased four percentage points and the percentage of grade five increased 24 percentage points. According to the 2005 Content Cluster Reading Results, the following strengths and weaknesses were evident for each grade level: grade three's area of least proficiency was Words/Phrases, where 50 percent of students met high criteria while grade three's area of greatest proficiency was Comparisons where, 63 percent of students met high criteria; grade four's area of least proficiency was Reference/Research where, 50 percent of students met high criteria while Grade four's area of greatest proficiency was Comparisons where, 63 percent of students met high criteria; and, grade five's area of least proficiency was Main Idea/Purpose where, 60 percent of students met high criteria while Grade five's area of greatest proficiency was Comparisons where, 63 percent of students met high criteria.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

# Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by five percent on the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration of the FCAT Reading Test.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|---|---|
| | | START | END |
| Implement the Plan-Do-Study-Act (PDSA) Model to promote student achievement. | Reading Coaches Administration | 08/08/2005 | 05/24/2006 |
| Provide small group/differentiated instruction to all students to increase reading proficiency. | Reading Coaches Administration | 08/08/2005 | 05/24/2005 |
| Provide tutorial and enrichment activities before school, during school, and through the Saturday Academy programs to improve reading skills and proficiency. | Reading Coaches Administration | 09/26/2005 | 05/24/2006 |
| Provide 2 ½ hours of reading instruction for Tier 2 students to improve reading performance. | Reading Coaches Administration | 09/26/2005 | 10/24/2006 |
| Implement Houghton Mifflin's Reading Program to be in compliance with the District's Reading Initiative (CRRP). | Reading Coaches Administration | 08/08/2005 | 05/24/2006 |
| Implement Houghton Mifflin's Reading Program to be in compliance with the District's Reading Initiative(CRRP). | Reading Coaches Administration | 08/08/2005 | 05/24/2006 |
| Provide professional development activities focusing on curriculum, instruction, and data analysis during grade level planning to improve student reading proficiency and performance. | Reading Coaches Administration | 08/08/2005 | 05/24/2006 |
| Utilize disaggregated data from weekly and monthly assessments to guide instruction and place students for differentiated reading groups. | Reading Coaches Administration | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

Houghton Mifflin Reading Program
Soar To Success Intermediate Intervention Program
Early Success Intervention Program
Read 180

# Professional Development

1. Reading teachers will meet with Reading Coaches on a weekly basis to discuss and plan for instruction.

2. Teachers new to grades three through five will attend Reading Standards inservices as scheduled by the Division of Language Arts/Reading.

3. Reading Coaches will conduct in-house professional development activities on a regular basis. The following inservices will be scheduled throughout the 2005-2006 school year:

a.) data disaggregation

b.) differentiated instruction

c.) vocabulary development

d.) QuickReads!

e.) Guided Reading

f.) independent reading

4. Teachers will participate in professional development activities as outlined in their Individual Professional Development Plans (IPDP) as it relates to teaching reading.

# Evaluation

This objective will be measured using the data from the 2006 FCAT Reading test. Progress will be measured and monitored using monthly simulated FCAT Reading tests, weekly unfamiliar reading passages.

Progress for students enrolled in tutorial programs will be monitored using results from DIBELS, SRA Laboratory, weekly unfamiliar reading tests and/or monthly simulated FCAT Reading tests. Progress for students enrolled in enrichment programs will be monitored using results from weekly unfamiliar reading tests and monthly simulated FCAT Reading tests.

# GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| X | X | X | X | X | X |

***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. |
|---|---|---|---|---|
| X | X | X | X | X |

## *GOAL 2 STATEMENT:*

Improve student performance in mathematics.

## *Needs Assessment*

Results of the 2005 FCAT Mathematics Test indicate that 70 percent of grade three students, 61 percent of grade four students, and 45 percent of grade five students scored at or above level three.  Data attained from the School Accountability Results indicate that 59 percent of all students achieved high standards and 64 percent of students made learning gains in mathematics.  The 2005 test scores depict a five percentage point increase in  students achieving high standards.  The School Accountability Results also show that 42 percent of students in grades three through five scored below state mandated criteria.  All subgroups identified in the No Child Left Behind (NCLB) requirements met Adequate Yearly Progress (AYP) proficiency on the 2005 FCAT Mathematics Subtest. Disaggregation of data concludes that grade five students showed the least amount of proficiency with only 45% showing state required proficiency.   Grades three and four demonstrated weaknesses in the Number Sense (strand A) and Algebra (strand D),  grade five demonstrated weaknesses in all five strands: Number Sense (strand A), Measurement (strand B), Geometry (Strand C), Algebra (strand D), and Data Analysis (stand E).

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

# Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by five percent on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
| --- | --- | --- | --- |
| | | START | END |
| Implement the Plan-Do-Study-Act (PDSA) Model to promote student achievement. | Lead Teacher Administration | 08/14/2005 | 05/24/2006 |
| Utilize disaggregated data from the weekly assessments to drive instruction and determine the placement of students within guided groups. | Lead Teacher | 08/08/2005 | 05/24/2006 |
| Provide daily before school and/or pull-out tutorials to students scoring below the mastery to improve mathematics skills and proficiency. | Lead Teacher Administration | 09/26/2005 | 02/24/2006 |
| Utilize the District's long-range plans for grades kindergarten through fifth as a yearly pacing guide for instruction. | Lead Teacher Administration | 08/08/2005 | 05/24/2006 |
| Provide weekly professional development to enhance the use of manipulatives and/or remediation strategies during instruction. | Lead Teacher | 08/08/2005 | 05/24/2006 |
| Encourage participation of parents in the semi-annual school-wide FCAT nights and/or quarterly parent workshops to help promote student achievement. | Community Involvement Specialist Administration | 08/08/2005 | 05/24/2006 |
| Utilize technology-based programs once per week to track student progress as it relates to the Sunshine State Standards (i.e. FCAT Explorer, FCAT Simulation, etc.) | Lead Teacher<br><br>Technology Facilitator | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

(1) Harcourt Brace Mathematics

(2) Aim Higher!

(3) NCTM: Navigational Series

# Professional Development

(1)  Strategies for Increasing Critical Thinking In-service (District Workshop)

(2)  Elementary Mathematics Resource Leaders:  Raising the Bar
    to Build Capacity In-service (District Workshop)

(3)  NCTM:  Navigational Series In-service(University of Miami)Workshop

# Evaluation

This objective will be measured using the data from the 2006 FCAT Mathematics Test. Progress will be measured and monitored using monthly simulated FCAT Mathematics Tests and weekly benchmark mathematics tests.  Progress for during school pull-out and "Early Bird" Tutorial students will be measured using the FCAT Test Maker Weekly Benchmark Exams.

# GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| ☐ | ☒ | ☒ | ☒ | ☒ | ☒ |

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

***District Strategic Plan***

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|---|---|---|---|---|
| ☒ | ☒ | ☒ | ☒ | ☒ |

## *GOAL 3 STATEMENT:*

Improve student performance in writing.

## *Needs Assessment*

The results of the 2005 FCAT Writing Test indicated that 95 percent of the total population of grade four students tested met high standards by scoring at or above the 3.5 Rubric. The 2005 Adequate Yearly Progress (AYP) Report indicated that each of the targeted subgroups (African American, Economically Disadvantaged, and Students with Disabilities) within the No Child Left Behind (NCLB) requirements met the state mandated criteria.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

# Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 95 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|---|---|
| | | START | END |
| Implement the Plan-Do-Study-Act (PDSA) Model to promote student achievement. | Reading Coaches Administration | 08/08/2005 | 05/24/2005 |
| Enhance writing proficiency for students demonstrating mastery at or above the desired proficiency level in writing with enriched writing techniques such as "Great Beginnings/Great Endings", "Magnifying the Moment", Author's Chair", as well as desktop publishing to further engage students in other writing activities. | Reading Coaches | 08/08/2005 | 05/24/2006 |
| Utilize the Reading/Writing Workshops to provide instruction in the writing process as outlined in the Houghton Mifflin Reading Program. | Reading Coaches Administration | 08/08/2005 | 05/24/2006 |
| Provide one-on-one individualized diagnostic feedback to students in grade four in order provide performance enhancement throughout the 2005 – 2006 School Year. | Reading Coaches | 08/08/2005 | 05/24/2006 |
| Administer monthly FCAT Writing assessments for students in grade four to monitor student progress in writing and develop instruction for writing to meet student needs. | Reading Coaches Administration | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

Houghton Mifflin Reading Program
Write Source/Great Source
Wonder Writers
Six Traits of Writing

# Professional Development

1. Teachers who teach writing will meet with Reading Coaches on a weekly basis to discuss and plan for writing instruction  based on Sunshine State Standards.

2. Teachers new to grades three through five will attend effective writing inservices as scheduled by the Division of Language Arts/Reading.

3. Conduct  professional development activities on a regular basis. Professional development inservices will include:

a.) FCAT Writing

b.) Magnifying the Moment

c.) FCAT Writing CD

4.  Teachers will participate in professional development activities as outlined in their Individual Professional Development Plans(IPDP)as it relates to building capacity for teaching writing.

# Evaluation

This objective will be measured using the data from the 2006 FCAT Writing Test. Progress will be measured and monitored using monthly simulated FCAT Writing Tests in grade four and Pre/Post tests in grades kindergarten, first, second, three,and fifth.

# GOAL 4: SCIENCE

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| X | X | X | X | X | X |

*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. |
|---|---|---|---|---|
| X | X | X | X | X |

## *GOAL 4 STATEMENT:*

Improve student performance in science.

## *Needs Assessment*

Results of the 2005 Science test indicated that 54 percentage points were gained by grade five students for a total mean scale score of 277. The mean scale score was ten percentage points below the District's mean scale score of 287. Deficiencies are reflected in all four clusters with the weakest being identified within the Earth and Space cluster (cluster 2) and the Scientific Thinking cluster (cluster 4). Additionally, the points reflect an average increase of 12 percentage points per cluster. Sixteen percentage points were gained in the Physical and Chemical cluster, ten points in the Earth and Space cluster, eight percentage points in the Life and Environmental cluster, and 17 percentage points gained in the Scientific Thinking cluster.

# Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|---|---|
| | | START | END |
| Implement the Plan-Do-Study-Act (PDSA)Model to promote student achievement. | Administration Lead Teacher | 08/08/2005 | 05/08/2006 |
| Utilize disaggregated data from the weekly assessments to remediate students in small groups or targeted students for the Early Bird Mathematics/Science Enrichment. | Lead Teacher | 09/26/2005 | 02/24/2006 |
| Provide weekly professional development on the use of hands-on activities to enhance science skills. | Lead Teacher | 08/08/2005 | 05/23/2006 |
| Utilize process skills charts as a review for weekly laboratory experiences. | Lead Teacher | 08/08/2005 | 05/24/2006 |
| Utilize school-site long-range plans for kindergarten through fifth grades as a yearly pacing guide for instruction. | Lead Teacher | 08/08/2005 | 05/24/2006 |
| Utilize the FCAT Simulation program once per week to track student progress as it relates to the Sunshine State Standards. | Lead Teacher Technology Facilitator | 08/29/2005 | 02/24/2006 |
| Provide hands-on activities aligned to the Sunshine State Standards during weekly science laboratory visits to enhance process skills. | Lead Teacher | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

Harcourt Brace Science Series

# Professional Development

(1) Strategies for Increasing Critical Thinking In-service(District Workshop)
(2) Inquiry-Based Instruction In-service(District Workshop)
(3) Hands-on Science In-service(District Workshop)

# Evaluation

This objective will be measured using the data from the 2006 FCAT Science test. Progress will be measured and monitored using monthly simulated FCAT Science tests. Progress for students enrolled in tutorial programs will be monitored using results from weekly test (FCAT Test Maker)and monthly progress monitoring tests. Progress for students enrolled in enrichment programs will be monitored using results from monthly progress monitoring tests.

# GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| X | X | X | X | X | X |

***Miami-Dade County Public Schools***
***District Strategic Plan***

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|---|---|---|---|---|
| X | X | X | X | ☐ |

## GOAL 5 STATEMENT:

Increase parental involvement at Poinciana Park Elementary School.

## Needs Assessment

Data ascertained from the 2004-2005 school year Attendance Log indicated that 30 percent of the parents of students enrolled in grades pre-kindergarten through five had not attended at least one parent workshop or school related activity. Based on this information, we have concluded that there is a need for an increase parental involvement to address the academic needs of our students. 2004 - 2005 Sign-in Attendance Logs reveal that 40 percent of parents of students enrolled in grades pre-kindergarten and kindergarten attended one workshop and only 50 percent of parents of students in grades two through five attended at least one workshop.

# Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the attendance logs for the 2004-2005 and 2005-2006 school years.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|---|---|
| | | START | END |
| Provide monthly parent/teacher meetings to discuss home learning and Best Practices. | Community Involvement Specialist<br><br>Administration | 10/10/2005 | 05/05/2006 |
| Promote parental involvement by inviting parents to school-related events such as Open House, Reading under the Stars, Mardi Gras: Math, Science, and Technology Night, Author's Tea, Science Fair and the Title I Parent Orientation. | Community Involvement Specialist | 08/08/2005 | 04/28/2006 |
| Provide opportunities for parents to participate in decision-making groups such as the Educational Excellence School Advisory Council (EESAC). | EESAC Chairperson<br>Community Involvement Specialist | 08/08/2005 | 05/24/2006 |
| Improve home and school communication through information provided via the Parent Corner, the Home Learning Daily sheet, phone calls, PTSA sponsored activities and after-school events. | Community Involvement Specialist | 08/08/2005 | 05/24/2006 |
| Provide monthly newsletters, calendars, and website updates to inform parents/caregivers of upcoming events, in-services, activities and/or Family Involvement Programs. | Administration<br><br>Community Involvement Specialist | 08/08/2005 | 05/24/2006 |
| Facilitate in-services in order to increase parental awareness regarding current health, fitness and air quality issues, test-taking tips and FCAT strategies to use at home to increase student academic performance. | Community Involvement Specialist<br><br>Administration | 08/29/2005 | 05/05/2006 |
| Initiate specific out-reach activities that will result in an increase in parental involvement such as, home visits to new families, monthly in-services for parents, and continuing education courses. | Community Involvement Specialist<br><br>Administration | 08/08/2005 | 04/28/2006 |

## Research-Based Programs

Passport to Success

## Professional Development

Passport to Success Training (District)

## Evaluation

This objective will be evaluated through evidence recorded on the sign-in Parental Involvement Logs made available at different in-services, events and activities attended by parents of students in grades pre-kindergarten through five, as well as the Title I parental involvement activities sign-in logs, parent compact and Community Involvement Specialist's home visit logs.

# GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| ☐ | ☒ | ☒ | ☒ | ☐ | ☒ |

*Miami-Dade County Public Schools*

*District Strategic Plan*

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|---|---|---|---|---|
| ☐ | ☒ | ☒ | ☐ | ☒ |

## *GOAL 6 STATEMENT:*

Create a safe and orderly environment at Poinciana Park Elementary School.

## *Needs Assessment*

Analysis of data indicated that improvement has been achieved in student behavior. This is evident through the Executive Summary report as identified in the Student Case Management. Twenty-four students were suspended during the 2004-2005 school year, four students were referred to counseling for fighting, four students were referred to counseling for property damage, and five for defiance to school-site personnel.

# Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
| --- | --- | --- | --- |
| | | START | END |
| Utilize safety patrols to assist with morning and afternoon students entering and exiting the building to provide a safe and orderly environment. | Administration Safety Patrol Sponsor | 10/10/2005 | 05/24/2006 |
| Utilize security personnel to secure all entrances into the campus to ensure students and staff members are provided a safe and orderly learning environment. | Security Staff Administration | 08/08/2005 | 05/24/2006 |
| Provide students with conflict resolution and mediation activities in order to improve student behavior and decrease student suspensions. | Guidance Counselor Administration | 08/08/2005 | 05/24/2006 |
| Utilize the student incentive program to curtail inappropriate behavior and decrease student suspensions. | Administration Guidance Counselor | 08/08/2005 | 05/24/2006 |
| Provide daily and weekly counseling sessions to those students who are placed on behavior contracts with the emphasis to improve classroom behavior. | Administration Guidance Counselor | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

Peace-Makers Conflict Resolution

# Professional Development

1. Classroom Management Techniques and Strategies for New Teachers In-service (District and In-house)
2. Best Practices for Counselors In-service (District)

# Evaluation

This objective will be monitored on a monthly basis using the Executive Summary Report for Student Case Management as compared to the 2004-2005 school year.

# GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|:---:|:---:|:---:|:---:|:---:|:---:|
| ☐ | ☒ | ☒ | ☐ | ☒ | ☐ |

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|:---:|:---:|:---:|:---:|:---:|
| ☒ | ☒ | ☒ | ☐ | ☒ |

## *GOAL 7 STATEMENT:*

Increase student use of technology to improve academic performance.

## *Needs Assessment*

The technology team, consisting of the Technology Facilitator, Lead Teacher, Micro-System Technician, Reading Coaches and the Assistant Principal, make recommendations and present them to the principal. The team collaborates with the appropriate district personnel in purchasing hardware and software appropriate to students' needs. Using the 2004-2005 school-site developed Needs Survey, the following technology needs were identified to enhance student academic achievement: 70% of teacher need technology support, 70% of the staff need instructional technology support; 60% of the teachers need more strategies and knowledge of usage of technology; 80% of the teachers stated they need more professional development; and 85% of the teachers need techniques and strategies to improve student usage of technology. Teachers and students need to have access to technology to fulfill his or her professional and academic goals. With use of technology, student achievement can be improved.

# Measurable Objective

Given an emphasis on the use of technology, students in grades three through five will increase the usage of FCAT Explorer and FCAT Simulation as evidenced by an increase of 50 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
| --- | --- | --- | --- |
| | | START | END |
| Implement the Plan-Do-Study-Act Model to support assessment and maintain the usage of technology. | Technology Facilitator Administration | 08/08/2005 | 05/24/2006 |
| Promote the effective use of information technology in the classroom to meet the changing needs of today's students. | Technology Facilitator Administration | 08/08/2005 | 05/24/2006 |
| Utilize computers to increase student use of software applications that foster academic achievement. | Technology Facilitator Administration | 08/08/2005 | 05/24/2006 |
| Provide teachers with training (in-house and District) and technological resource tools to assist them to increase the effective implementation on FCAT Simulations and FCAT Explorer. | Technology Facilitator | 08/08/2005 | 05/24/2006 |
| Monitor the usage of the computer lab on a weekly basis to ensure that students receive the integration of technology. | Technology Facilitator | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

1. Yearly Progress Pro (YPP)
2. Student Performance Indicators (SPI)

# Professional Development

Edusoft In-services (In-house)
FCAT Explorer In-services (In-house)
Student Performance Indicators (SPI) In-services (In-house)
FCAT Simulation In-services (In-house)

# Evaluation

This objective will be evaluated by database results of the number of students completing the weekly, monthly and quarterly FCAT simulation and FCAT Explorer assessments.

# GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| ☐ | ☒ | ☒ | ☐ | ☒ | ☐ |

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***District Strategic Plan***

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|---|---|---|---|---|
| ☒ | ☒ | ☐ | ☐ | ☒ |

## *GOAL 8 STATEMENT:*

Improve student performance in health and physical fitness activities.

## *Needs Assessment*

Based on the results of the 2004 - 2005 FITNESSGRAM Standards test, 41 percent of all fourth and fifth grade students received passing scores.

# Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the administration of the 2005-2006 FITNESSGRAM Standards test.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|---|---|
| | | START | END |
| Incorporate a daily exercise program to strengthen the body and stretching exercises for flexibility. | Administration | 08/08/2005 | 05/24/2006 |
| Run 50-meter dashes without stopping until passing the finish line to build endurance. | Administration | 11/01/2005 | 05/24/2006 |
| Run and walk laps to build endurance to be able to run one mile consistently. | Administration | 11/01/05 | 05/24/2006 |
| Use short and long ropes to improve students' cardio-respiratory endurance. | Administration | 08/08/2005 | 05/24/2006 |
| Promote healthy eating habits to maintain good health. | Administration Cafeteria Manager | 08/08/2005 | 05/24/2005 |

# Research-Based Programs

FITNESSGRAM Standards

# Professional Development

FITNESSGRAM Standards In-service (District)

Physical Education Teachers will participate in professional development activities as outlined in their Individual Professional Development Plan (IPDP) and as mandated by the District.

# Evaluation

This objective will be measured using the data from the 2006 FITNESSGRAM test.

# GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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|---|---|---|---|---|---|
| X | X | X | X | X | X |

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|---|---|---|---|---|
| X | X | X | X | X |

## GOAL 9 STATEMENT:

Increase the number of students enrolled in the Gifted Program.

## Needs Assessment

The results of the School Demographics indicate that there are currently 25 students enrolled in the Gifted Program. Nine of the fifteen students referred for evaluation during the 2004 - 2005 were scheduled into the Gifted Program.

# Measurable Objective

Given emphasis on the benefits of participating in the Gifted Program, the number of students referred for gifted will increase by ten percent as compared to the number of gifted referrals in the 2004-2005 school year.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|---|---|
| | | START | END |
| Provide in-services to staff on how to identify potential gifted students thereby increasing the number of referrals to the Gifted Program. | Administration<br>Guidance Counselor | 08/08/2005 | 05/24/2006 |
| Recruit gifted students through the "I Choose!" Program to increase the gifted population at our school. | Lead Teacher | 08/08/2005 | 05/24/2006 |
| Analyze data from DIBELS, SAT-10 and FCAT in order to identify student for possible gifted referrals. | Lead Teacher<br>Reading Coaches | 08/08/2005 | 05/24/2006 |
| Evaluate potential gifted students using the Metropolitan Achievement Test-7, to identify gifted students. | Lead Teacher<br>Reading Coaches | 08/08/2005 | 05/24/2006 |
| Provide in-services to the staff on Teaching Enrichment Activities to Minorities (TEAM) strategies to enhance the gifted program. | Lead Teacher<br>Administration | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

Not Applicable

# Professional Development

(1) Identifying the Profile of a Gifted Child In-service (District Workshop)

(2) Critical Thinking In-service (District Workshop)

(3) Teaching Enrichment Activities to Minorities(TEAM) In-service (District Workshop)

# Evaluation

The objective will be measured using the number of students referred for evaluation into the Gifted Program for the 2005 - 2006 School Yyear as compared to 2004 - 2005.

# GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

| 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 |
|---|---|---|---|---|---|
| ☐ | X | X | X | ☐ | X |

*Miami-Dade County Public Schools*

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|---|---|---|---|---|
| X | X | X | X | X |

## *GOAL 10 STATEMENT:*

Poinciana Park Elementary School will rank at or above the 90th percentile statewide in the Return on Investment index (ROI) of value and cost effectiveness of its programs.

## *Needs Assessment*

The Return on Investment index indicates that in the State of Florida, Poinciana Park Elementary School is in the lower third percentile of all elementary schools. The percent of students making learning gains at the school is in the lower third percentile of all elementary schools. A qualitative cost analysis team is needed in order to: (a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources, (b) monitor whether or not the programs and resources are improving school and student performance, and (c) measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

# Measurable Objective

Poinciana Park Elementary School will improve its ranking on the State of Florida ROI index publication from second percentile in 2003 to the tenth percentile on the next publication of the index.

# Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|---|---|
| | | START | END |
| Share budget with faculty and allow grade level chairpersons to assist in purchasing materials and monitoring program effectiveness as it relates to student achievement. | Administration | 08/08/2005 | 05/24/2006 |
| Utilize student performance data to influence decision making. | Administration | 08/08/2005 | 05/24/2006 |
| Increase faculty and staff awareness of how financial resources are utilized to support school programs. | Administration | 08/08/2005 | 05/24/2006 |
| Collaborate with the District on resource allocation. | Administration | 08/08/2005 | 05/24/2006 |
| Use data to target specific areas for improvement and make purchases that will foster student achievement. | Administration | 08/08/2005 | 05/24/2006 |

# Research-Based Programs

Non Applicable

# Professional Development

Non Applicable

# Evaluation

On the next State of Florida ROI index publication, Poinciana Park Elementary School will show progress towards reaching the 90th percentile.

# *EESAC Compliance*

| YES | NO | |
|:---:|:---:|:---|
| ☒ | ☐ | ***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.*** |

## *Budget:*

Educational Excellence School Advisory Committee (EESAC) reviewed the annual school budget and made suggestion on spending monies.

## *Training:*

EESAC members received training and participated in the Organizational Performance Improvement Snapshot Needs Survey. After attending training, EESAC members shared information involved in the training and its applicability to their programs. In addition, information pertaining to District and Regional Center initiatives were also disseminated at Faculty/Staff, EESAC and grade level meetings. Changes needed were included in the School Improvement Plan.

## *Instructional Materials:*

The EESAC made recommendations regarding instructional materials as needs arised in order to further student achievement.

## *Technology:*

EESAC participated in decision-making process of purchasing new hardware and software programs at Poinciana Park Elementary School.

## *Staffing:*

Administration empowered teachers and members of the EESAC by allowing them to interview applicants for teaching positions. The interviewing committee gave administration recommendations for potential teachers. Teachers felt that by participating in the decision-making process it created a cohesive family atmosphere.

### *Student Support Services:*

EESAC considered student services when making decisions. The Guidance Counselor and Community Involvement Specialist were members of EESAC. EESAC members participated in parent/guardian meetings through traditional means such as PTSA meetings, Open House and parent conferences. These forums were used to disseminate information that may be of interest to all parents, including the school's mission and goals. EESAC allocated funds to sponsor special activities and student incentive programs.

### *Other Matters of Resource Allocation:*

EESAC recommended that all other matters of resource allocation be addressed and monitored as needed, on an ongoing basis.

### *Benchmarking:*

During EESAC meetings, curriculum leaders reviewed and recommended benchmarking activities, tied to the Sunshine State Standards.

### *School Safety & Discipline:*

Members of the EESAC addressed school safety concerns presented by members of the school community.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

<div align="center">

*Required Signatures:*

_____

*Principal*

_____

*EESAC Chair*

_____

*UTD Steward*

_____

*EESAC Parent Representative*

_____

*EESAC Business/Community Representative*

_____

*EESAC Student Representative, as applicable*

</div>

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.

<div align="center">

_____

*Region Superintendent*

</div>