

SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: *2161 - Golden Glades Elementary School*

FeederPattern: *Hialeah-Miami Lakes Senior*

Region: *Regional Center I*

District: *13 - Miami-Dade*

Principal: *Theron Clark*

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



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Golden Glades Elementary School

Golden Glades Elementary School is a small pre-kindergarten to 6th grade school located in the city of Miami Gardens, Florida. Current school enrollment for the 2005-2006 school year is 426 students. Ninety-six percent of this enrollment is African-American with the remaining four percent being Hispanic. Ninety-four percent of the students qualify for free or reduced school meals. There are currently six students in the ESOL program and thirty-nine Exceptional Student Education students. Only fifteen Hispanic children are currently enrolled in the K-6 program.

The school objectives for the 2005-2006 school year are as follows:

Given instruction based on the Sunshine State Standards, students in grades three through six will increase reading skills as evidenced by a 5% decrease in the number of students scoring at Level 1 on the 2006 administration of FCAT-Reading as compared to the results of the 2005 administration of FCAT-Reading.

Given instruction based on the Sunshine State Standards, the number of students in grades three through six attaining achievement levels three through five on the 2006 administration of the FCAT-Mathematics will increase by 5% as compared to the results of the 2005 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5% increase in the number of students scoring 3.5 or above on the 2006 administration of FCAT-Writing as compared to the 2005 administration of FCAT-Writing.

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 scale score of 286 on the 2006 administration of FCAT-Science as compared to the results of 2005 FCAT-Science.

Given increased contact via the efforts of the Community Involvement Specialist, parent/family/community attendance at Title I Workshops during the 2005-2006 school year will increase by 5% as compared to attendance during the 2004-2005 school year as evidenced by sign-in logs.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of teacher-written referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a 10% increase 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 three through six will improve their fitness skills as evidenced by 75% of the students meeting high standards in the Presidential Fitness Test.

Given emphasis on the benefits of participating in advanced/academic programs, the number of students enrolled in

the Gifted Program will increase by 10% during the 2005-2006 as compared to the 2004-2005 school year.

Golden Glades Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2003 to the 90th percentile on the next publication of the index.

Given instruction based on the Sunshine State Standards, students in grades three through six will increase their reading skills as evidenced by a 5% decrease in the number of students scoring a level 1 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students in grades three through six attaining achievement levels 3 through 5, on the 2006 administration of the FCAT -Mathematics will increase by 5% as compared to the 2005 administrative of the FCAT-Mathematics.

Given instruction based on the Sunshine State Standards students in grade four will improve their writing skills as evidenced by a 5% increase in the number of students achieving high standards on the 2006 administration of the FCAT Writing.

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 of 286 to meet the District scale on the 2006 administration of the FCAT-Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for 2004 - 2005 and 2005 - 2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of teacher written referrals during the 2005 - 2006 school year as compared to the 2004 - 2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by 10% increase during the 2005 - 2006 school year.

Given instruction based on the M- DCPS mandated Fitness Gram standards, students in grades three through six will improve their fitness skills as evidenced by 75% of the students meeting high standards in the Presidential Fitness Test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the gifted program will increase by 10% during the 2005 - 2006 school year as compared to the 2004 - 2005 school year.

Golden Glades Elementary School will improve its ranking on the state of Florida ROI index publication from the 9th percentile in 2003 to the 12th percentile on the next publication of the index.

level of stakeholder satisfaction as indicated by 100% of the category score rankings averaging 4 or above (based on a scale of -5 where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following categories as being in need of improvement: 7c: I know how well my organization is doing financially (category score 3.1); 6a: I can get all the resources I need to do my job (category score 3.9); 6b: I collect information (data) about the quality of my work (category score 3.9). To further address these areas of concern, Golden Glades Elementary School will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget and process management.

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.

Golden Glades Elementary School

VISION

Golden Glades Elementary School's vision is to prepare our children so that they can compete in the workplace of the 21st century. Using No Child Left Behind goals and the Sunshine State Standards, we aim to build a student-centered school implementing the developmental pathways (physical, speech and language, psycho-emotional, moral, social interactive, and cognitive-intellectual) of the Comer School Development Program. We are committed to the guiding principles of "no fault, consensus decision making, and collaboration" in order to accomplish our objectives. We pledge to build an effective school community by molding our programs to meet the individual needs of our students.

MISSION

Golden Glades Elementary School's mission is to raise student achievement in the areas of reading, mathematics, science and written communication. It is our goal to build students' ethical and moral characters so that they can actively participate in a democratic society.

CORE VALUES

It is our intent to provide an environment where students feel capable, connected, and contributing. To accomplish this, we strive to provide activities and instruction that enhance students' self esteem, as we prepare them to meet academic goals established by the school district and the state. Our greatest challenge at this time is the improvement of student's performance in the areas of reading, mathematics, and science. We seek improvement in student performance and the professional preparation of our staff in order to impact these areas positively.

Motto: "Making a fast break toward achievement, being only a slam dunk away from success."

School Demographics

Golden Glades Elementary School was established in 1955. Golden Glades Elementary serves a community of single family homes in the city of Miami Gardens. It is located in the northern section of the attendance boundary served by Miami-Dade County Public Schools. The cohesiveness and friendliness of the staff is a distinct characteristic of Golden Glades Elementary, which in turn, promotes the staff to feel empowered.

The student body consists of students in grades pre-kindergarten through sixth grade. The student body is made up of ninety-six percent African Americans with the remaining four percent Hispanic. Ninety-four percent of the students qualify for free or reduced priced meals. The student mobility rate is thirty percent.

The ethnicity of the faculty and staff is as follows: twenty-one percent White, ninety-six percent Black and 4 percent Hispanic.

Golden Glades Elementary employs a total of sixty-three staff members. Of this total, there are two administrators, twenty-seven classroom teachers, one special education teacher, one guidance counselor, ten paraprofessionals, one math facilitator, one reading facilitator, one community involvement specialist, one school psychologist, four clerical employees, six security monitors and four custodians. There are also four retired, certified hourly teachers. These teachers are placed in classrooms to assist Tier II, Tier III, and Level 1 and Level 2 students on a daily basis and/or provide additional skills instruction in the core areas of reading and mathematics.

School Foundation

Leadership:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.4) with the leadership team. The leadership team is committed to preparing student for the challenges and expectations of the twenty-first century. Instructional decisions are data driven, however, staff is encouraged to implement new innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. The leadership team will render leadership that empowers the staff, promotes collegial sharing and collaboration.

District Strategic Planning Alignment:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are confident in the school's strategic plan (score = 4.1). The school's goals are outlined in the school's mission statement. These goals include: 1) raising student achievement in the areas of reading, mathematics, science and written communication; 2) build students' ethical and moral character so that they can actively participate in a democratic society and three; and 3) use effective school strategies to provide a safe and orderly learning environment. To attain this mission, Golden Glades Elementary School will provide a supportive and healthy environment, which will enhance the students' academic, social, physical, and emotional development.

Stakeholder Engagement:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty, staff, and stakeholders at Golden Glades Elementary School are extremely satisfied (score = 4.3). The stakeholders of Golden Glades Elementary School include representatives from the parent, community, student and parent groups. The stakeholders will review, analyze and evaluate pertinent data such as FCAT, DIBELS results, the school demographic and academic profile to formulate objectives as schoolwide priority. The stakeholders will schedule meetings, notify participants and create agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the stakeholders. The stakeholders will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures for EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the media center and a teacher incentive program. The stakeholders will recommend additional training for all teachers in reading, mathematics, science, and higher order thinking skills. The EESAC will recommend the purchase of software to support instruction and enhance learner performance. The EESAC will support incentives for the schoolwide discipline plan.

Faculty & Staff:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.3). The leadership team, composed of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, one Title I Reading Coach, and a Curriculum Leadership Team (consisting of teachers from grades kindergarten through grade 6) will meet regularly and provide suggestions, solutions, and feedback for all aspects of the school's programs. Monthly data meetings will be conducted with grade levels and Golden Glades Elementary School's Leadership Team to review and analyze data in order to drive instruction.

Data/Information/Knowledge Management:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.3). Golden Glades Elementary School utilizes a data driven approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available. Instructional teams review the results and then participate in any restructuring that may be needed to meet the identified areas of concerns. This process is repeated throughout the year and adjustments to academic programs are made as necessary.

Education Design:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are satisfied (score = 4.0). The school improvement model utilized at the school is the Continuous Improvement Model(CIM) consisting of the "Plan, Do, Study, Act (PDSA) Cycle". This systematic approach to making improvement has been effective in identifying areas in need of attention and modification. An example of this approach has been utilized in the teaching of reading skills. By gathering available data based on previous state tests, Snapshot, and the PMRN, as well as in-house test, the staff is better able to understand the needs of the students. These needs are addressed with a plan of action. Continuous evaluation of the students' progress allows for adjustments.

Performance Results:

The faculty and staff at Golden Glades Elementary School are satisfied with the overall leadership and an average score of 4.4 on the Organizational Improvement Snapshot Assessment. The leadership team, faculty, and staff work in collaboration with parents and students to effectively communicate behavioral and academic expectations. Golden Glades Elementary School uses alternative discipline methods (peer mediation, one-to-one counseling and family counseling services) to reduce student referrals and suspension. Through this shared vision, all stakeholders are confident that the school's suspension rate will decrease.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

High quality, highly qualified teachers at Golden Glades Elementary School include: One Reading Coach (E. Rolle, #199870, certified in Educational Leadership - all levels and Elementary Education 1 - 6). Mrs. Rolle has a Master's degree in Elementary Education and has been extensively trained in all district and state reading programs. She is qualified to instruct the staff on professional development in the area of reading. There is one Math Facilitator (A. Faine, #11059 certified in Elementary Education 1-6 and ESOL Endorsed). There are two Pre-K teachers (S. Harris, #141530 certified in Early Childhood Education, Nursery through Kindergarten and ESOL Endorsed) and L. Johnson certified in Prekindergarten/Primary Education Age 3 - grade 3 and ESOL endorsed); two Kindergarten teachers (M. Ambrose, # 188969, certified in Primary Education K-3) and (A. Anderson, # 275176 certified in Prekindergarten/Primary Education Age 3-Grade 3); two first grade teachers (V. Vinciguerra, #254830 certified in Elementary Education 1-6 and ESOL endorsed) and (S. Watkins, #079870 certified in Prekindergarten/Primary Education Age 3- Grade 3); Three second grade teachers (J. Jackson #271726 certified in Elementary Education K-6, (P. Davis # 094915 certified in Early Childhood Education Nursery - Kindergarten), (L. Quinones #274717 certified in Elementary Education 1-6); four third grade teachers (K. Ellis #206144 certified in Elementary Education 1-6), (A. Gauthier # 161911 certified in Elementary Education 1-6 and ESOL endorsed), P. Sparks #222318 certified in Elementary Education 1-6) and (A. Knowles #274714 pending certification in Elementary Education); Two fourth grade teachers (L. Wright #263503 certified in Elementary Education K-6) and (T. Barber-Saunders #252961 certified in Elementary Education K-6); Two fifth grade teachers (M. Rivera #189360 certified in Elementary Education K-6) and (F. Pinheiro #276059 certified in Elementary Education K-6, Exceptional Student Education K-12, Social Science grades 5-12); two sixth grade teachers (P. Brown # 218947 certified in Elementary Education and ESOL endorsed)and (P. Wilson # 212853 certified in Elementary Education 1-6; one gifted teacher on waiver (H. Burdick # 272304 certified in English grades 6-12); one Exceptional Student Education Teacher #187859 certified in Exceptional Student Education K-12 and ESOL endorsed); one Spanish teacher M. Cepeda # 193213 certified in Foreign Language - Spanish K-12); one Physical Education teacher (R. Gabriel #204238 certified in Physical Education K-8); one Music teacher (J. Stubbs #254148 certified in Music K-12); one Art teacher C. Okpala # 210717 certified in Art K-12 and Educational Leadership - all levels); one Media Specialist #144642 certified in Special Learning Disabilities K-12, Elementary Education 1-6, ESOL endorsed and Educational Media Specialist Pre K-12). All staff members have been trained in the appropriate curriculum programs, tutorials, projects and materials. Staff members continue to develop their skills by attending further curriculum trainings, both on and off campus, as they become available.

• Highly Qualified, Certified Administrators:

The administrative team of Golden Glades Elementary School is comprised of a Principal and an Assistant Principal.

Theron A. Clark, Principal

The principal of Golden Glades Elementary is Theron A. Clark. Mr. Clark has been employed by the Miami-Dade County Public Schools for the past thirteen years. He was a teacher for his first four years in the system. After that, he has been assigned as an assistant principal at Miami-Edison Middle, Ponce de Leon Middle, and Key Biscayne Elemiddle. He has been the principal of Jann Mann Opportunity School, Miami Edison Senior High School, and Golden Glades Elementary School. He received his Bachelor of Science Degree in Political Science with an emphasis in history education from Florida A & M University in 1992. He received his Master's degree in Educational Leadership from Florida International University in 1996. He is currently enrolled

in a doctoral program at Nova Southeastern University.

Madelin Castillo, Assistant Principal

Mrs. Madelin Castillo has been an educator for the past twelve years with the Miami-Dade County Public School System. She draws on a wealth of knowledge and experience from her previous positions as a classroom teacher, reading leader and school leader. She has a Master of Science. She was instrumental in developing, implementing and facilitating a successful plan that resulted in her previous school's jump from a "D" to a "C" and finally an "A", under the state's grading system. Prior to joining the administrative team at Golden Glades Elementary she served as a Title I Reading Leader for more than four years. Mrs. Castillo has collaborated with administration and staff to: (1) Oversee the Comprehensive Reading Plan, making sure all of the components are being implemented and that progress is being made in reading; (2) Develop a detailed lesson plan overview containing a scope and sequence action plan that was data driven and targeted specific areas of weaknesses; (3) Develop and implement student benchmark assessment folders, in order to analyze data regularly; (4) Develop, implement and facilitate before school, after school, and Saturday Academy Tutoring Program; and (5) Develop and implement monthly parent, teacher and community workshops. Mrs. Castillo expertise in reading, writing and curriculum, will enable her to become a powerful agent in increasing student academic achievement at her current assignment.

• Teacher Mentoring:

All teachers new to the profession and/or school system are involved in the Beginning Teacher Orientation provided by the district. The school will provide new teachers with a Professional Growth Team to assist with planning, setting goals, and effective classroom management strategies. This is further supported by pairing veteran teachers with new teachers. Beginning teachers are encouraged to observe their peers, acting as positive role models. Curriculum Leaders and Grade Level Chairpersons directly interact with teachers to ensure that the staff and students' needs are being met. Teachers are provided support in the area long range planning, assertive discipline, classroom management, data analysis, and prescriptive teaching. In addition, teachers are sent to district and regional center sponsored workshops to enhance their skills.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) includes representatives from the parent, community, students and parent groups. The school Advisory Council reviewed, analyzed and evaluated pertinent data such as FCAT and DIBELS results and the School Demographic and Academic Profile, and formulated objectives as schoolwide priorities. The council schedule meetings, notified participants, and created agendas, as per state and district guidelines. Concerns related to academic progress safety, instructional materials and supplies will be other areas addressed by the School Advisory Council. The council will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC has made recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the media center and a teacher incentive program. The EESAC also recommended additional training for all teachers in reading, mathematics, science and higher order thinking skills. In addition, the EESAC suggested various safety and discipline programs and incentives to improve student behavior and enhance student learning.

• Extended Learning Opportunities

Golden Glades Elementary offers a before school mathematics tutorial program and after school reading tutorial program and a Saturday school program which offers remediation and support in the academic areas of reading and mathematics. Students in these programs receive intensive instruction in a variety of formats. Golden Glades Elementary also offers enrichment activities utilizing outside agencies such as Concerned African Women and The Resource Room. The school also offers a gifted program that provides enrichment activities for students performing at or above grade level. In addition, on going parent workshops will

be provided for parents to assist in improving the reading, writing, and mathematics skills. A Florida Comprehensive Assessment Test Night, will be scheduled for parents and students to further educate and inform them about the tested benchmarks and the upcoming testing process.

• School Wide Improvement Model

The School Improvement Model utilized at the school is the Continuous Improvement Model (CIM) consisting of the "Plan, Do, Study, Act (PDSA) Cycle". This systematic approach to making improvement has been effective in identifying areas in need of attention and modification, and breaks down each stage into manageable steps that allow for evaluation and refinement. This model is being implemented in all areas of curriculum and academic concerns.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will acquire knowledge, skills and competencies needed to surpass state standards in the area of reading.

Needs Assessment

Results of the 2005 FCAT Reading indicate that 49% of the student scored at or above grade level in reading. Furthermore, the data reveals that 51% of students tested scored a Level 1.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will increase their reading skills as evidenced by a 5% decrease in the number of students scoring a level 1 on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer Monthly Brainchild Assessments.	Teachers/Reading Coach Administrative Team	8/29/2005	5/17/2006
Increase the use of CRISS strategies during Reading instruction.	Teachers Administrative Team	8/8/2005	5/24/2006
Implement Inclusion Model across grade levels.	ESE Teacher Teachers Administrative Team Hourly paraprofessionals	8/8/2005	5/24/2006
Students scoring Levels 1 or 2 on the FCAT in Reading their Spanish instruction will be suspended to receive tutorial services three days a week. We will evaluate with a pre and post test.	Teachers Hourly Tutors Administrative Team	8/8/2005	5/24/2006
Implement Tutorial -Before school three days a week, After school- three days a week, weekly Saturday School for Levels 1 and 2 enrichment - four days a week for Levels 3, 4 and 5. We will evaluate by administering a pre and post test	Hourly Tutors Administrative Team	9/26/2005	4/28/2006

Research-Based Programs

Houghton Mifflin Reading Series

Voyager (Expanded Learning for Tier 2 and Tier 3)

Soar to Success Intervention Program by Houghton Mifflin

Early Success Intervention Program by Houghton Mifflin

Professional Development

Staff Development on Comprehensive Research Reading Plan and its components
Inservices conducted by Region I Curriculum Specialist
Monthly Reading Cluster Meetings conducted by the Reading Coach
CRISS Training will be provided for all teachers
Early Success Training
Soar to Success Training

Evaluation

Adequate progress will be made if students in grades three through six show a 5% increase in achievement levels 2 through 5 as compared to the 2005 administration of the FCAT Reading Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will acquire knowledge, skills, and competencies needed to surpass State standards in the area of mathematics.

Needs Assessment

A larger percentage of students scored high achievement levels in the 2005 administration of the Mathematics Test as compared to previous years. However, students in grades 3 through 6 did not meet the Florida State average of students making high standards in the 2005 administration of the FCAT Mathematics Test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students in grades three through six attaining achievement levels 3 through 5, on the 2006 administration of the FCAT -Mathematics will increase by 5% as compared to the 2005 administrative of the FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase use of manipulatives.	Teachers	8/8/2005	5/24/2006
Administer Brainchild Online Assessment Tests Monthly.	Math Facilitator Teachers Administrative Team	8/22/2005	5/17/2006
Use District Instructional Scope and Sequence Calendar.	Teachers Administrative Team	8/8/2005	5/24/2006
Teachers will administer weekly post - tests.	Math Facilitator Teachers Administrative Team	8/15/2005	5/17/2006
Implement Tutorials - (Before school three days a week, After school three days a week, weekly Saturday School for Levels 1 and 2 and enrichment four days a week for Levels 3, 4 and 5.	Hourly Tutors Administrative Team	9/26/2005	4/29/2005

Research-Based Programs

- Scott Foresman Mathematics (2004) Program
- Brainchild Assessments

Professional Development

Monthly Mathematics grade level meetings conducted by the Math Facilitator.

Attend district sponsored inservices in the area of Mathematics.

District staff will provide inservice to teachers in using data to drive instruction and the effective use of manipulatives.

Evaluation

Adequate progress will be made if students in grades three though six show a 5% increase in achievement levels three through five on the 2006 Administration of the FCAT-Mathematics as compared to the 2005 administration of the FCAT Mathematics.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will acquire knowledge skills, and competencies needed to surpass state standards in the area of writing.

Needs Assessment

The percentage of students scoring 3.5 in FCAT writing has decreased from 69% in 2004 to 44% in 2005.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards students in grade four will improve their writing skills as evidenced by a 5% increase in the number of students achieving high standards on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer Monthly writing prompts.	Teacher Reading Facilitator Administrative Team	8/8/2005	5/24/2006
Prepare students for an end of quarter Author's Tea.	Reading Coach Teachers Administrative Team	1/23/2006	5/24/2006
Conduct a fourth grade parent writing workshop.	Reading Coach Administrative Team Teachers	12/1/2005	5/24/2006
Initiate small group tutorial three days a week for our fourth grade students based on their pre test performance.	Teachers Administrators Media Specialist	11/7/2005	5/24/2006
Implement before school writing tutorial four days a week for the fourth graders based on their pre test results.	Hourly Teachers Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

Sunshine State Standards
Houghton Mifflin Writer's Workshop

Professional Development

Staff Development conducted by Region I Curriculum Specialist
Monthly Reading/Writing Cluster Meetings conducted by the Reading Coach

Evaluation

Adequate progress will be made if students in grade four show a 5% increase in achievement levels of 3.5 or higher as compared to the 2005 administration of the writing test on the 2006 administration of the FCAT Writing Test.

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
<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"/>

GOAL 4 STATEMENT:

Students will acquire knowledge, skills and competencies needed to surpass State standards in the area of Science.

Needs Assessment

The results from the 2005 administration of the Science Mathematics Test indicate a mean scale score of 281 which is slightly below the district mean scale score of 286.

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 of 286 to meet the District scale on the 2006 administration of the FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer Science Pre assessment in the first quarter.	K - 6 grade Teachers Administrative Team	9/29/2005	9/29/2005
Administer Science Post Assessment in the fourth quarter.	K - 6 grade Teachers Administrative Team	1/30/2006	1/30/2006
Correlated FCAT Practice Tests to the tested strands monthly.	K - 6 grade Teachers Administrative Team	8/8/2005	5/24/2006
Reinforce Hands - on Activities throughout science lessons.	K - 6 grade Teachers Administrative Team	10/3/2005	5/24/2006
Infuse FCAT Strategies daily.	K - 6 grade Teachers Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

Glencoe McGraw-Hill Science Program

Professional Development

Inquiry based science training

Data analysis workshop

Content strands training

Evaluation

Adequate progress will be made if students in grade five meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

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

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

A review of the 2004 - 2005 parent sign-in logs indicates sporadic parental involvement and participation.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for 2004 - 2005 and 2005 - 2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Oversee Annual Fall Book Fair.	Media Specialist Administrative Team	10/28/2005	5/24/2006
Facilitate Fall Open House.	Teachers Administrative Team	9/14/2005	9/14/2005
Coordinate Family Reading Night second and third quarter.	Reading Coach Media Specialist Administrative Team	10/31/2005	5/24/2006
Facilitate evening GED Program twice a week.	Hourly Teacher Administrative Team	8/8/2005	5/24/2006
Enhance Parent Internet Cafe Daily.	Hourly Teacher Administrative Team	8/8/2005	5/24/2006
Implement Mathematics Night third quarter.	Math Facilitator Teachers	10/12/2005	5/24/2006

Research-Based Programs

The Comer School Development Program by Dr. James Comer

Professional Development

Parents will be encouraged to participate in the following activities: Open House, Educational Excellence School Advisory Council, DAC/PAC workshops, parent academy and Title I in-house parent workshops.

Evaluation

Adequate progress will be made if parental and community interaction is increased by 5% as evidenced by comparing the hourly logs for the 2004 - 2005 and 2005 - 2006 school years.

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.)

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

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

GOAL 6 STATEMENT:

Students will conform to the school wide disciplinary action plan which is being implemented by the school staff. As as result of this plan usage there will be a decrease in the number of referral reports being documented.

Needs Assessment

Data pertaining to the 2004-2005 school year referrals and suspensions will be compared with current information for each grading period. Improvement can be assessed by a decrease in the number of referrals and suspensions, as well as, a quieter learning environment.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of teacher written referrals 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
Facilitate 5000 Role Models for 5th and 6th grade male students.	6th Grade Teacher/5000 Role Model Advisor Administrative Team	10/10/2005	5/24/2006
Organize School Safety Patrol for grades 5 and 6.	3rd Grade Teacher/Safety Patrol Advisor Administrative Team	8/8/2005	5/24/2006
Establish Girls Destined for Success for grades 4-6 grade.	Teachers Administrative Team	10/5/2005	5/24/2006
Advise School Resource Officers as needed.	Administrative Team	8/8/2005	5/24/2006
Orchestrate Youth Crime Watch in grade 6.	6th Grade Teacher/Youth Crime Watch Advisor Administrative Team	8/8/2005	5/24/2006
Implement Schoolwide Disciplinary Action Plan schoolwide.	School Staff Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

Lee Canter's Assertive Discipline Plan

The Comer School Development Program by Dr. James Comer

Harry K. Wong Publications

Professional Development

Professional Development for teachers in schoolwide Disciplinary Action Plan

School counselor will discuss and review the Disciplinary Action Plan with all homeroom classes

Overview of all program strategies being used at the school level

Evaluation

Golden Glades will decrease the number of student case management referral forms by 10% during the 2005-2006 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.)

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

GOAL 7 STATEMENT:

An increase of student use of technology will be demonstrated through the use of various educational software applications.

Needs Assessment

The 2004 - 2005 classroom Accelerated Reader reports indicate that less than 50% of the students in most classes were using the Accelerated Reader Program regularly.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by 10% increase during the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish Incentive Based Student Program for Accelerated Reader on a monthly basis.	AR Committee (media) Administrative Team	10/17/2005	5/24/06
Establish Incentive Based Teacher Program for Accelerated Reader Monthly.	AR Committee (Media Specialist, Reading Coach and Assistant Principal)	10/17/2005	5/24/2006
Implement Accelerated Reader Motivational Rally in the Fall.	Media Specialist Administrative Team	10/17/2005	5/24/2006
Increase the usage of technology throughout the school site daily.	Teacher/Technology Club Advisor Administrative Team Teachers Technical Support Specialist	10/31/2005	5/24/2006
Establish computer club once a week.	Teacher/Technology Club Advisor Administrative Team	10/31/2005	5/24/2006

Research-Based Programs

- Renaissance Learning (Accelerated Reader)

Professional Development

- Professional Development in the various components of the Early STAR Literacy Program for Pre - kindergarten through First grade
- Professional Development in the various components of the STAR Reading Program
- Professional Development in the various components of the Accelerated Reader Program

Evaluation

Successful implementation will be determined by gradual monthly increases in the percentage of Accelerated Reader tests taken and passed culminating in a 10% overall increase in the 2005 - 2006 school year as compared to the 2004 - 2005 school year.

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

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

GOAL 8 STATEMENT:

The school will provide an academic enriched environment that promotes the value of physical fitness and nutrition.

Needs Assessment

Fifty-six percent of students achieve high standards on the Presidential Fitness Test in the 2004-2005 school year.

Measurable Objective

Given instruction based on the M- DCPS mandated Fitness Gram standards, students in grades three through six will improve their fitness skills as evidenced by 75% of the students meeting high standards in the Presidential Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Instill in students a level of personal fitness - ongoing.	Physical Education Teacher Administrative Team	8/8/2005	5/24/2006
Institute Recess daily.	Teachers Administrative Team	9/19/2005	5/24/2006
Coordinate The President's Challenge in the Spring.	Physical Education Teacher Administrative Team	5/1/2006	5/24/2006
Set up Intermural Sports Activities ongoing throughout the year.	Physical Education Teacher Administrative Team 6th Grade Teacher	10/3/2005	4/28/2006
Promote May Day Activities in fourth quarter.	Physical Fitness Coach Administrative Team Music Teacher	4/3/2006	5/24/2006

Research-Based Programs

FitnessGram Test Program developed by Human Kinetics.

Professional Development

Professional development on the redesigned Food Pyramid and current trends in physical fitness.

Evaluation

Golden Glades will increase the number of students meeting high standards on the Presidential Fitness Test for the 2005 - 2006 school year by 10% as compared to the 2004 - 2005 school year.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The school will provide an academic rich environment to exceed and achieve higher standards in order to identify potential for gifted.

Needs Assessment

According to information provided by the Miami-Dade County Public Schools, Golden Glades has a total of 16 students enrolled in the gifted program. This number needs to be increased. Golden Glades will target 25% of students expressing gifted potential to increase the percentage from the 2005 to the 2006 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the gifted program will increase by 10% 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 a student base chess club - once a week.	Chess Coordinator Administrative Team	11/1/2005	5/24/2006
Utilization of higher order thinking skills throughout daily lessons.	All staff Administrative Team	8/8/2005	5/24/2006
Increase hands on cooperative learning activites daily.	Gifted Teacher Administrative Team	8/8/2005	5/24/2006
Integrate enrichment actitivites throughout the curriculum.	All Staff Administrative Team	8/8/2005	5/24/2006
Disaggregate data to identify high performing students monthly.	All Staff Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

CIM

Professional Development

Professional development for teachers on current trends and strategies will be offered in an effort to enhance curriculum for students demonstrating high academic performance.

Evaluation

Adequate progress will be made if there is a 10% increase in the number of students enrolled in the gifted program for the 2005 - 2006 school year as compared to the 2004-2005 school year.

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.)

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

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

GOAL 10 STATEMENT:

Golden Glades Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Golden Glades Elementary ranked at the 9th percentile on the State of Florida ROI index.

Measurable Objective

Golden Glades Elementary School will improve its ranking on the state of Florida ROI index publication from the 9th percentile in 2003 to the 12th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal Assistant Principal Reading Coach Math Facilitator	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal Reading Coach Math Facilitator	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, ex: private foundations.	Principal Assistant Principal Reading Coach Math Facilitator	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal Reading Coach Math Facilitator	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006

Research-Based Programs

- Houghton Mifflin Reading Series
- Voyager Expanded Learning (Tier 2 and 3)
- Soar to Success Intervention Program
- Early Success Intervention Program
- Scott Foresman Mathematics (2004) Program
- Houghton Mifflin Writer's Workshop
- Continous Improvement Model

Professional Development

- Administrators will disaggregate the data from programs being implemented to determine the cost effectiveness of each as well as its benefits.

Evaluation

On the next State of Florida ROI index publication, Golden Glades Elementary will show progress toward reaching the 12th percentile.

EESAC Compliance

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

Budget:

The Educational School Advisory Council (EESAC) will consider recommendations for the following expenditures: funds to provide additional reading resources for students in grades pre-kindergarten through sixth grade; funds to provide incentives for student achievement, and funds to enhance the school facility.

Training:

The EESAC will consider recommendations for additional training for all teachers to continue the Comprehensive REading Plan, integration of mathematics and science instruction and additional teacher training in the Accelerated Reader Program.

Instructional Materials:

The EESAC will consider the purchase of additional books for independent reading at all grade levels and matching funds to support the media center. The EESAC will also consider expending funds to support the before school after school, in- house and Saturday Academy tutorial programs.

Technology:

The EESAC will consider purchasing additional software and equipment to further advance the Accelerated Reader program as well as other software to support instruction and enhance learner performances.

Staffing:

The EESAC will consider hiring additional hourly tutors to reduce the teacher student ratio in our established tutorial programs.

Student Support Services:

The EESAC recommends the continuation of services from the Parent Resource Center and our Family Literacy Center.

Other Matters of Resource Allocation:

The EESAC will consider providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science and Florida Writes! tests.

Benchmarking:

The EESAC will review ongoing school assessments to consider their effectiveness and to provide support where needed.

School Safety & Discipline:

The EESAC will continue to support the implementation of programs such as Youth Crime Watch, Safety Patrols, Do the Right Thing and a school - wide behavior plan, 5000 Role Models, Girls Destin for Success and KAPOW.

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.

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