
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2581 - Madie Ives Elementary School

FeederPattern: Dr. Michael M. Krop Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Dr. Tanya Brown-Major

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Madie Ives Elementary School

During the 2005-2006 school year, the staff at Madie Ives Elementary School implemented teaching strategies and programs to meet the varying needs of our students. Significant progress in our students scoring in the lowest twenty-five percentile in reading as well as learning gains in our sub groups was evidenced by Madie Ives Elementary's administration and staff. While we recognize a great need for further growth and continued development we are extremely satisfied with the direction we are heading and with the progress we have made. Our goal for the 2006-2007 school year is to identify children who were on the cusp of not achieving well or on the edge of exceeding on the state assessments and to further employ effective strategies to improve their achievement. In addition, our goal is to continue to rigorously challenge students who were already achieving at a high level.

The goals set forth in our School Improvement Plan are derived from the District's Strategic Plan and the Florida Sunshine State Standards. The content of this year's School Improvement Plan will focus upon the implementation of the following identified objectives:

Given instruction based on the Sunshine State Standards, students in grades three, four, and five will improve their reading skills as evidenced by 75 percent of the students achieving Level 3 or above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three, four, and five will improve their math skills as evidenced by 68 percent of students achieving Level 3 or above on the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing skills to Level 3.5 or above on the 2007 FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 52 percent of the students achieving Level 3 or above on the 2007 FCAT Science Assessment.

Given the correlation between parental involvement and student achievement, attendance at school activities will increase by 6 percent (as compared to 4 percent in 2005-2006) during the 2006-2007 school year as documented by the results of attendance rosters from school events.

Given attention to The Code of Student Conduct, the number of students suspended will decrease from 3.5 percent (48 students in 2005-2006) to 2.5 percent (28 students) in 2006-2007 as documented by Student Case Management reports.

Given instruction based on the Sunshine State Standards, students in grades three, four, and five will improve their technology and information retrieval skills (grade three-75 percent; grade four-50 percent;

grade five-67 percent in 2006) as evidenced by a three percent increase in the Reference and Research Reading Cluster as documented by scores of the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, in conjunction with the FITNESSGRAM components, 75 percent of students in grades four and five will meet the Silver or Gold Award level (as compared to 72 percent in 2005-2006) on the Miami-Dade County Public Schools 2006-2007 Physical Education FITNESSGRAM Test.

Given instruction based on the Sunshine State Standards, students in grades three, four, and five enrolled in the arts program will attend four field trips in the 2006-2007 school year (as compared to three field trips in the 2005-2006 school year).

Given increased attention to the ranking on the State of Florida Return On Investment Index publication, Madie Ives Elementary will improve its ranking from 71 percent in 2005 to 72 percent on the next publication of the Index.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include the development of critical thinking skills, use of technology across the curriculum, in-service for staff and parents in reading, writing, mathematics, and science, increased focus on the writing process, emphasis on mathematics skills related to science data collection and analysis, and the continuous monitoring of the School Improvement Plan. The objectives and strategies are designed to achieve our mission in preparing our students for the future by emphasizing the importance of being functional, literate, and global thinkers.

After analyzing the results of the Organizational Performance Improvement Snapshot Assessment, the school had the highest marks in the areas of Measurement, Analysis, and Knowledge Management, and Customer and Market Focus. The average score for these categories was 4.3 on a scale of 5.0. The following areas received the second highest score: Business Results, Human Resource Focus, and Leadership. The average score was a 4.1 on a scale of 5.0. The two areas that produced the lowest scores fell into the categories of Process Management (4.0) and Strategic Planning (3.8).

When the staff was asked question 2a, "As it plans for the future, my organization asks for my (staff member) ideas."; The average score was a 3.6 on a scale of 5.0. Similarly, when staff members were asked question 6a, "I can get all of the resources I need to do my job," the average score was a 3.6 on a scale of 5.0.

In order to improve the staff's perception in these two areas and understanding the employee satisfaction impacts student performance, Madie Ives Elementary will implement the Plan-Do-Study Act as a component of the school's strategic planning process. Available resources including the electronic mail system, weekly collaborative planning meetings, monthly curriculum committee meetings, and staff meetings to improve and maintain communication throughout the school will be utilized. This will ensure that all staff have the resources needed to meet all students' needs.

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.

Madie Ives Elementary School

VISION

Working as partners, Madie Ives Elementary stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. By Madie Ives Staff providing a variety of teaching strategies and methods, and the latest advances in technology, Madie Ives students will become productive, literate, and responsible citizens in our multicultural society.

MISSION

The focus of Madie Ives Elementary is to prepare students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunication strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity, Madie Ives students will become functioning members of an ever-evolving society.

CORE VALUES

Achievement

We ensure that all students will acquire the knowledge, skills, and competencies needed for excellence in education.

Partnership

We value parents and community partners in the involvement of the learning pathways of our students.

Respect

We honor the diversity of our school by providing an environment that promotes mutual respect, honesty, and personal responsibility.

Safe Environment

We believe that all students are entitled to a safe environment that is conducive to learning.

School Demographics

Madie Ives Elementary School is located on seven (7) acres in north Miami-Dade County at 20770 NE 14th Avenue. Madie Ives' Primary Learning Center, 1351 Ives Dairy Road, is located on the main campus on an additional two acres. The main campus has twenty-seven (27) classrooms, a media center, and fourteen (14) portables. The Primary Learning Center has eleven (11) classrooms. This forty-nine (49) year-old school has been wired to provide Internet access to all classrooms.

Madie Ives Elementary is a Title I funded school that services pre-kindergarten through fifth grade students. The school has been identified as making Adequate Yearly Progress, which allows for an open door enrollment from schools not meeting the No Child Left Behind criteria. This will likely present a challenge to Madie Ives growing population as more instructional staff and classroom space will be needed to service incoming students. Madie Ives Elementary consists of a student population of approximately 1110 pre-kindergarten through fifth grade which includes: (39) gifted, (41) students with disabilities, and one hundred (165) Limited English Proficient students. This school serves a growing community comprised mostly of single family homes, rental apartments and condominium complexes. Most students live within walking distance of the school. The student population is ethnically made up of six point nine (6.9) percent White Non-Hispanic, sixty-seven (67) percent Black Non-Hispanic, twenty-one point one (21.1) percent Hispanic and five (5) percent Asian/Indian/Multi-racial. sixty-nine (69) percent of the students are eligible for free/reduced lunch.

Madie Ives Elementary employs a total of (97) full-time staff members and twenty (20) part-time staff members. Associated with the full-time personnel are three (3) administrators, (51) classroom teachers, seven (7) Students with Disabilities teachers, twelve (12) special area teachers, one (1) reading coach, two (2) guidance counselors, five (5) paraprofessionals, six (6) clerical employees, four (4) school support personnel employees, two (2) cafeteria managers, and seven (7) custodial service employees. The percentage of teachers new to the school is 10 percent. Teachers at Madie Ives Elementary average thirteen (13) years of teaching experience. Thirty-three (33) teachers have graduate degrees. The instructional staff is ethnically comprised of thirty-eight (38) percent White Non-Hispanic, thirty (30) percent Black Non-Hispanic, thirty (30) percent Hispanic and two (2) percent Asian/Indian/Multi-racial.

Madie Ives Elementary provides educational services in correlation with the Sunshine State Standards, the Competency-Based Curriculum, and the Comprehensive Reading, Mathematics, and Science Plans to students in grades kindergarten through five. Madie Ives has several Students with Disabilities service models which includes a pre-kindergarten varying exceptionalities (V. E.) class, a pre-kindergarten co-teaching class, one (1) self contained emotionally handicapped classes, V.E. resource classes, and three (3) V.E. inclusion model classes. The Gifted and Academic Excellence programs are offered to students who meet the necessary qualifications for each program. FCAT Levels 1, 2, 3, and Students with Disabilities are serviced through the Reading Plus reading lab.

School Foundation

Leadership:

The average score on the District Strategic Planning Component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.1 out of a perfect score of 5 points. Staff members know what the organization's mission is, but felt that they should be consulted more often for ideas and suggestions. An open-door policy exists between staff members and all members of the leadership team as we look for solutions to this challenge.

District Strategic Planning Alignment:

The average score on the District Strategic Planning component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 3.8 out of a perfect score of 5 points. Staff members know the school's plans and how the school is making progress, but felt that they need to be consulted as far as future plans for the organization were concerned. The school's solution to this challenge is to increase the opportunities to align our school and district's goals in faculty and team planning meetings.

Stakeholder Engagement:

The average score on the Stakeholder Engagement component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.3 out of a perfect score of 5 points. Staff members emphatically know who their most important customers are and know how to keep in touch with them. Staff felt that they are unable to make decisions and solve problems for their customers. The school's solution to this problem is to conduct meaningful parent involvement activities.

Faculty & Staff:

The average score on the Faculty and Staff component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.1 out of a perfect score of 5 points. The school had the highest score on measurement analysis and indicated that they almost always know how to measure and analyze the quality of their work. Staff felt that they frequently get all the important information they need to do their work and know how my organization is doing. Team work will continue to be promoted between grade levels, and across grade level curriculum committees.

Data/Information/Knowledge Management:

The average score on the Data/Information/Knowledge Management of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.3 out of a perfect score of 5 points. Staff members feel that they can make changes that will improve their work and that the people they work with cooperate and work as a team. Staff members indicate that their supervisor frequently encourages them to develop their job skills in order to advance in their career. Administration will continue to meet with staff on a weekly basis to measure, analyze, and manage student assessment.

Education Design:

The average score on the Educational Design of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.0 out of a perfect score of 5 points. Staff members indicate that they have control of their work processes and frequently work together to assess, remediate and enrich the student's learning experience. All grade levels will continue to engage in the continuous improvement model to disaggregate student data and develop an instructional focus.

Performance Results:

The average score on the Performance Results of the Organizational Performance Improvement snapshot Self-Assessment Survey reflects an average score of 4.1 out of a perfect score of 5 points. Staff members indicate that their work almost always reflects high quality, excellence, and that their customers are satisfied with their work. The teachers feel that they do not know how well the organization was doing financially. The school's solution to this problem is to have budget training at an EESAC meeting.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Madie Ives Elementary School students will accomplish high academic achievement in reading by acquiring the knowledge, skills, and competencies needed to master District and State standards.

Needs Assessment

FCAT 2006 Reading data (74 percent) indicates an overall increase in the number of students scoring at Level 3 and above in grades three through five from the 2005 administration (71 percent). These gains can be attributed to guided reading instruction, implementation of Fast ForWord, school-wide benchmarking using Classworks (an integrated management learning system), and intensive remediation. Longitudinal data trends indicate that minimal gains were made in grade four. This may be attributed to limited pull-out programs that provided individualized instruction and a lack of focus on vocabulary strategies. Reading Plus will develop essential vocabulary, analytical reading, comprehension, and fluency to struggling as well as advanced students. This may contribute to higher gains.

FCAT (2005-2006) longitudinal Reading data indicates minimal percentage gains across grade levels (three through five) in the Comparison Reading Cluster. This may be attributed to students' limited ability to construct inferences from reading material. Offering activities and instruction at higher levels of Bloom's Taxonomy, implementing specific interventions and strategies, mind-mapping, and differentiating information in written text materials may contribute to more consistent learning gains in these areas.

The 2006 School Accountability Report indicates that 66 percent of students in the lowest 25 percent made adequate

progress as compared to 63 percent in the FCAT 2005 administration. The increase in the percentage points may be attributed to an increase in services and differentiated instruction provided to students in grades three and four. This population will continue to benefit from formative and summative evaluations of ongoing progress, strengthened intervention strategies, and an increase in parental involvement.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three, four, and five will improve their reading skills as evidenced by 75 percent of the students achieving Level 3 or above on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor students' independent reading through the Accelerated Reader Program.	Assistant Principal, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide intervention strategies for students in word/phrases, main idea, and comparisons.	Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide intervention strategies for students in word/phrases, main idea, and comparisons.	Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide remedial assistance addressing the Sunshine State Standards for Level 1, Level 2, LEP, and SWD students.	Teachers, Reading Tutors	8/14/2006	5/30/2007	Inclusion	\$0.00
Utilize the Five Step Process for teaching vocabulary acquisition: explanation/description, visualization, generate own explanation, word mapping, and review.	Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide intensified small group reading instruction for students who did not make sufficient learning gains in grade three five times a week.	Teachers, Reading Tutors	8/14/2006	5/30/2007	Academic Teams	\$0.00
Utilize Classworks to benchmark and assess skills using the item specifications from the Department of Education.	Technology Coordinator	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide Reading Plus for targeted high Level 1, Level 2, Level 3 students, as well as those students enrolled in the Gifted Program.	Teachers, Reading Coach.	8/16/2006	5/30/2007	District Strategic Plan	\$16500.00
Provide Fast ForWord for targeted Level 1 and Level 2 students in grade four during after school tutorial three times a week.	Paraprofessional, Classroom Teacher	10/2/2006	5/30/2007	District-wide literacy plan	\$5000.00
Provide parent workshops in FCAT strategies.	Teachers, Reading Leader	09/06/2006	02/23/2007	District Strategic Plan	\$0.00
Use the District's Pacing Guide for student instruction in all grades.	Classroom Teachers, Reading Coach	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Provide before and after school tutoring three	Teachers	10/2/2006	2/28/2007	District Strategic	\$12000.00

<p>days a week for students who scored in the Level 1, Level 2, and the low Level 3 range in grades three through five monitored by benchmark assessments.</p>		Plan	
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Research-Based Programs

- * Houghton-Mifflin State Adopted Reading Series
- * Classworks
- * Fast ForWord
- * Reading Plus
- * Voyager

Professional Development

- * FCAT Benchmark Training
- * CRISS
- * Classworks
- * Reading Plus
- * FCAT Item Specification Training
- * DIBELS
- * Meeting Fourth and Fifth Grade Standards Trainings

Evaluation

- * District Interim Assessments
- * Classworks
- * DIBELS
- * 2007 FCAT Reading Assessment

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

GOAL 2 STATEMENT:

Madie Ives Elementary School students will accomplish high academic achievement in mathematics by acquiring the knowledge, skills, and competencies needed to master District and State standards.

Needs Assessment

FCAT 2006 Mathematics data (67 percent) indicates an overall increase in the number of students scoring at Level 3 and above in grades three through five from the 2005 administration (62 percent). Likewise, data retrieved from the 2006 Annual Report Card denotes that 72 percent of students in grades three through five made learning gains in mathematics.

FCAT 2006 Mathematics data trends indicate inconsistencies in percentage gains in Geometry and Number Sense in grades three through five. The percentage decrease in Geometry and Number Sense in fifth grade may be attributed to a limited knowledge of mathematics vocabulary, a lack of sequence in instruction of math strands, an insufficient amount of practice in extended and short responses, and a lack of application skills to real-world information. The deficiencies noted in Geometry and Number Sense will be addressed by ensuring that grade levels collaborate in providing spiraling mathematic terminology, and by relating the collection of data to real-world application activities. Also, weekly drills to increase accuracy and fluency of basic skills will be provided. In addition, Every Day Counts Calendar Math (an interactive program designed to capitalize on daily discussions and foster students' mathematical confidence and competency) will address all of the content clusters.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three, four, and five will improve their math skills as evidenced by 68 percent of students achieving Level 3 or above on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Emphasize spatial concepts of geometric thinking: visualize, manipulate, build, and explore.	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate Every Day Counts Calendar Math in all grade levels in daily mathematics instruction.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase competency and fluency of the basic math facts, awareness of number patterns, and emphasize procedural steps in computation.	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate short and extended responses within the monthly tested benchmarks.	Teachers	8/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Use the District's Pacing Guide for student instruction in all grades.	Classroom Teachers	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Parent Workshops in FCAT strategies.	Teachers	9/6/2006	2/23/2007	District Strategic Plan	\$0.00
Provide daily remedial assistance that addresses the Sunshine State Standards for Level 1, Level 2, LEP, and SWD students.	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Classworks monthly to benchmark and assess skills using the Item Specifications from the Department of Education.	Teachers, Technology Coordinator	8/21/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide before and after school tutoring three days a week for students who scored in the Level 1, Level 2, and the low Level 3 range in grades three through five monitored by benchmark assessments.	Teachers	10/02/2006	02/28/2007	Academic Teams	\$12000.00

Research-Based Programs

- * Harcourt State Adopted Mathematics Series
- * Classworks

Professional Development

- * Classworks
- * FCAT Item Specifications Training
- * CRISS
- * Meeting Fifth Grade Standards Training
- * Item Specifications in Mathematics

Evaluation

- * District Interim Assessments
- * Classworks
- * 2007 FCAT Mathematics Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Madie Ives Elementary School students will accomplish high academic achievement in writing by acquiring the knowledge, skills, and competencies needed to master District and State standards.

Needs Assessment

FCAT 2006 Writing data from the School Performance Accountability Report indicates that 90 percent of students met high standards. This increase (85 percent of students met high standards in FCAT 2005) may be attributed to large and small group instruction, modeling of "magnified moments," and ample writing practice for low achieving students.

In order to maintain the five percent increase noted in expository writing, a continuous effort to infuse writing into the content-area will be maintained. Additionally, students will continue to read non-fiction books on their independent reading level.

FCAT 2006 Writing indicates that twenty-one percent (combined) of students scored in the 5.0 and above range. This may be attributed to sufficient opportunities for proficient writers to advance their writing skills. These students will continue to be provided with opportunities to comprehensively explore the revision process by collaborating in small group settings.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing skills to Level 3.5 or above on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze results of monthly school-site writing prompts with a pretest administered in September 2006, and a posttest administered in April 2007.	Teachers, Administration	9/12/2006	4/27/2007	District Strategic Plan	\$0.00
Utilize the revision process in which students edit and revise their own graded writing prompts in order to increase rubric scores.	Teachers	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide more teacher/student conference time to assess students' writing strengths and weaknesses.	Teachers	9/18/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Five Step Process for teaching vocabulary acquisition: explanation/description, visualization, generate own explanation, word mapping, and review.	Teachers	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Monitor students' daily independent reading to ensure that they are alternating reading between fiction and nonfiction books.	Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Implement grade level reflective practices to plan instruction in writing.	Teachers	8/21/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Encourage writing across the curriculum and integrate writing skills into all content areas.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- * Houghton Mifflin State Adopted Reading Series (Student Writing Model)
- * Harcourt State Adopted Science and Social Studies Texts

Professional Development

- * Rubric Scoring
- * Performance Task Scoring

Evaluation

- * District mandated prompts
- * Administer and monitor school-site monthly writing prompts
- * 2007 FCAT Writing Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Madie Ives Elementary School students will accomplish high academic achievement in science by acquiring the knowledge, skills, and competencies needed to master District and State standards.

Needs Assessment

Scores on the FCAT 2006 Science Assessment indicate that 27 percent of students reached the State required mastery level. Scores on the FCAT 2006 Science Assessment indicate an increase of 13 points (285 mean scale score) as compared to the FCAT 2005 (272 mean scale score) administration. These gains can be attributed to the implementation of science log journals and an emphasis on the procedures of the scientific process. Although gains were made in the overall mean scale score, a decrease was noted in each of the clusters when compared to the state's average.

Scores on the FCAT 2006 Science Assessment indicate notable deficiencies in the Life/Environmental Science Cluster (46 percent in 2006 as compared to 54 percent in 2005). The Life/Environmental science cluster deficiencies may be due to lack of simulated environments that mirror real-life issues and a lack of problem-based projects which encompass students solving real-word problems in environmental issues as well as students' physical interaction with the environment.

The Earth and Space Science Cluster scores (43 percent in 2006 as compared to 46 percent in 2005) show a slight decrease and a plan of intervention is needed. Approaches to improving the Earth and Space Science deficiencies may be enhanced through utilizing graphic organizers, incorporating multimedia to reenact earth's processes, and

providing students with expository prompts to explain Earth's changes.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 52 percent of the students achieving Level 3 or above on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Focus on producing an outcome product to validate students' understanding of the skills for each science cluster.	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Apply a hands-on scientific methodology approach into science assessments through lab logs.	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Explore science topics in multiple media forms: multimedia, movies, simulations, Internet access tools/sites, and laser discs/video discs.	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Maintain student science journals focusing on vocabulary development, scientific exploration, and results of investigations.	Teachers	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Focus on students extending the response format when documenting the scientific process.	Teachers	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Integrate FCAT questioning (open-ended) and assessment techniques (authentic assessment, performance based) into the science curriculum.	Teachers	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Use the District's Pacing Guide in all grades to drive student instruction.	Classroom Teachers	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Implement grade level science projects.	Teachers	8/14/2006	05/30/2007	Academic Teams	\$0.00

Research-Based Programs

- * Harcourt State Adopted Science Series
- * Harcourt State Adopted Mathematics Series
- * FOSS Kits

Professional Development

- * FCAT Item Specifications Training
- * Meeting Fifth Grade Standards Training

Evaluation

- * Science experiments using the scientific process
- * Unit evaluation tests
- * Formative and summative evaluation using the FCAT Simulation Assessment
- * 2007 FCAT Science Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parents, families, and community members will be collaborative partners with Madie Ives Elementary School students and staff to successfully raise and maintain high student achievement.

Needs Assessment

Data acquired from the School Climate Survey from the 2005-2006 school year indicate that 67.6 percent of parents attended one to three school related activities. The overall percentages in the report indicate that parents (as compared to 64.3 percent in 2004-2005 school year), staff, and students need to develop a stronger collaborative community of learners through active participation.

In addition, formative data collected from attendance rosters further validates that providing meaningful activities for parents and students will likely increase their involvement and participation in school activities. Addressing these needs can be done by providing additional opportunities for parents to help their child academically through workshops, training, family events, and community outreach programs. These vital communications will increase mutual understanding as it relates to school and parent needs in order to create positive attitudes of respect and clarity of purpose.

Measurable Objective

Given the correlation between parental involvement and student achievement, attendance at school activities will increase by 6 percent (as compared to 4 percent in 2005-2006) during the 2006-2007 school year as documented by the results of attendance rosters from school events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide FCAT strategies for parents to be used at home that support reading, mathematics, writing, and science achievement through workshops and printed information.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide parents with websites that enhance student learning.	Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct workshops presented by The Parent Academy.	The Parent Academy, Assistant Principal	10/9/2006	5/17/2007	District Strategic Plan	\$0.00
Provide communication with parents in their primary language, and increase and improve communication between parents, faculty, and staff.	Teachers, Administration, Faculty, Parents, Counselors	8/14/2006	5/30/2007	Dual Language Education	\$0.00

Research-Based Programs

- * Just Read Families!
- * Families Building Better Readers
- * National PTA Standards for Parents
- * Families Involvement Program
- * Parent Academy

Professional Development

- * District Parent Academy

Evaluation

- * Workshop attendance rosters
- * Family involvement meeting records
- * Evening functions
- * Documentation of attendance from PTA meetings
- * EESAC attendance sheets

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Madie Ives Elementary School students will adhere to the policies stated in The Code of Student Conduct, learn about rights and responsibilities, and be assured of a safe learning environment.

Needs Assessment

Data from Student Case Management reports indicates a need to decrease indoor and outdoor suspensions from 48 students in 2005-2006 to 28 students in 2006-2007. The Code of Student Conduct lists students' rules, responsibilities, and rights. Students must familiarize themselves with violations that cause suspensions in order to address this need. Providing open doors of communication between students, parents, teachers, and administration may help decrease students' inappropriate behavior, reduce absenteeism, and improve overall conduct.

Measurable Objective

Given attention to The Code of Student Conduct, the number of students suspended will decrease from 3.5 percent (48 students in 2005-2006) to 2.5 percent (28 students) in 2006-2007 as documented by Student Case Management reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students to participate in anger management counseling for the purpose of addressing and evaluating strategies to reduce number of suspensions.	Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a Discipline/Safety Committee to improve student conduct and self-esteem.	Teachers, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize students' appropriate actions through a school-wide behavior modification program.	Madie Ives Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Periodically review Student Code of Conduct with students to discuss safety.	Teachers, Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide a continuous Character Education Program.	Administration, Teachers, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of school-wide Safety Patrols.	Teachers, Safety Patrol Coordinator	8/21/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

* Character Education

Evaluation

* Suspension Reports

* Student Case Management Reports

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Madie Ives Elementary School students will increase their computer/technology proficiency through integrated challenging learning opportunities that will prepare them to compete in the technology world of an ever-evolving society.

Needs Assessment

Scores on the FCAT 2006 Reference and Research Reading Content Cluster indicate a 15 percent increase in grade three (60 percent in 2005 and 75 percent in 2006). Grade four remained the same (50 percent in 2005 and 50 percent in 2006), while grade five showed an 8 percentage decrease (75 percent in 2005 and 67 percent in 2006). The gains in grade three can be contributed to the number of possible points being increased in the 2006 administration. Although grades three through five mean content cluster percentages are in accordance with the State and District averages, an intervention plan is in place to address this informational cluster in order to bring higher results on the 2007 FCAT Reading scores.

The deficiencies in this cluster might be a direct result of students' lack of exposure to a variety of print and electronic resources. Academic instruction using technology resources in analyzing, synthesizing, retrieving information, and producing products that involve the summarization of materials should be on-going during the course of the school year for all grade levels.

Approaches to enhancing the content cluster scores in Reference and Research Reading Content Cluster should include infusing an informational literacy model across the curriculum, providing time in the media center to locate

specific information on class projects, and utilizing the National Educational Technology Standards for students (NETS) in order to produce technology-based projects.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three, four, and five will improve their technology and information retrieval skills (grade three-75 percent; grade four-50 percent; grade five-67 percent in 2006) as evidenced by a three percent increase in the Reference and Research Reading Cluster as documented by scores of the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate daily the problem-solving steps across the curriculum (Bloom's Taxonomy).	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Design classroom lessons that enable students to use online reference resources (Discover SIRS, Grolier, Gale, and NewsBank), Electronic Software and traditional sources (Atlas, telephone book, Thesaurus, and World Fact Book).	Teachers, Media Specialist, Technology Coordinator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Create one grade level project (project-based learning) by incorporating technology into an existing teaching thematic unit/lesson in science, social studies or language arts that will require using a research tool, productivity tool, or a form of multimedia.	Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide students in grades three through five with structured weekly media time to orient students to reference materials.	Media Specialist	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop quarterly lessons that utilize technology to solve real-world problems (problem-based learning).	Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the mobile lab unit and computer labs weekly to provide equal access to available software and Internet resources.	Teachers, Media Specialist, Technology Coordinator	8/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- * Houghton-Mifflin State Adopted Reading Series
- * Harcourt State Adopted Mathematics, Social Studies, and Science Texts
- * National Educational Technology Standards (NETS)
- * International Society for Technology Education (ISTE)

Professional Development

- * Classworks
- * Reading Plus
- * CRISS
- * FCAT Item Specifications Training

Evaluation

- * Documented lessons in teachers' lesson plans
- * 2007 FCAT Reading Reference and Research Benchmark Cluster Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Madie Ives Elementary School students will enhance their wellness by acquiring the knowledge and skills needed to promote endurance and fitness potential in physical education activities.

Needs Assessment

The 2005-2006 Physical Education FITNESSGRAM test results indicate that 72 percent of students tested in grades four and five were awarded the District Gold and Silver Awards. While 96 percent of the students (386 total) were assessed in grades four and five, one hundred fifty-six (156) students were awarded the Gold and one hundred twenty-three (123) students were awarded the Silver Award.

Forty percent (40) of the tested population was awarded the Gold Award. Thirty-two (32) percent of the tested population was awarded the Silver Award. This lower percentage was due to students failing to meet the requirements on the mile walk/run from the Aerobic Capacity component. In order to improve this deficiency in grades four and five, a personal plan of fitness will be implemented and monitored in order to increase students' knowledge of health and physical fitness. In addition, Madie Ives will plan ongoing events that will foster and promote proper nutrition, fitness awareness, and the maintaining of physical endurance.

Measurable Objective

Given instruction based on the Sunshine State Standards, in conjunction with the FITNESSGRAM components, 75 percent of students in grades four and five will meet the Silver or Gold Award level (as compared to 72 percent in 2005-2006) on the Miami-Dade County Public Schools 2006-2007 Physical Education FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop an individualized goal setting contract with students to assist them in meeting their fitness potential.	Physical Education Teachers	10/2/2006	5/30/2007	Continuous Improvement Model	\$0.00
Assist students weekly in understanding the correlation between physical fitness, Healthy Options for Public School-Children (HOPS), and maintaining physical endurance.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the fitness level of each student in grades four and five at the beginning and end of the academic year as baseline information to compare gains.	Physical Education Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00

Research-Based Programs

*FITNESSGRAM

Professional Development

- * Walk Safe Program
- * President's Physical Fitness Award

Evaluation

- * 2006-2007 Physical Education FITNESSGRAM Report

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 type="checkbox"/>	<input type="checkbox"/>	<input 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 9 STATEMENT:

Madie Ives Elementary School students in grades three, four, and five will participate in cultural enhancement experiences through field trips that will expose students to a variety of musical genres of orchestral works and artists' works in museum exhibitions.

Needs Assessment

Although students are exposed to a variety of artists, visuals, and recorded musical works in the classroom, they are unable to experience the interaction they would get from seeing original works of art as well as musical performances. Madie Ives Elementary students attended three field trips in the arts program in the 2005-2006 school year. Students will learn museum and concert etiquette as well as increase their knowledge and appreciation about styles, artistic mediums, and time periods in the arts through extra-curricular arts' experiences.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three, four, and five enrolled in the arts program will attend four field trips in the 2006-2007 school year (as compared to three field trips in the 2005-2006 school year).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use artists' visuals and recorded music selections to compare and contrast works.	Art Teachers, Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Participate in musical performances to reinforce concert etiquette.	Music Teachers	12/4/2006	5/30/2007	Expanding arts opportunities	\$0.00
Discuss and learn about famous works of art through art slide presentations.	Art Teachers	10/2/2006	5/30/2007	Expanding arts opportunities	\$0.00
Utilize class critiques with constructive criticism to evaluate students' works of art.	Art Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Learn to read music and play musical instruments.	Music Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create weekly works of art using various mediums in order to encourage students' creative expressions.	Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

* Log the number of fieldtrips for the 2006-2007 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.)

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

GOAL 10 STATEMENT:

Madie Ives Elementary School will rank at or above the 72nd percentile statewide in the Return On Investment Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Madie Ives Elementary School ranked at the 71st percentile on the State of Florida Return On Investment Index.

Measurable Objective

Given increased attention to the ranking on the State of Florida Return On Investment Index publication, Madie Ives Elementary will improve its ranking from 71 percent in 2005 to 72 percent on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Stakeholders	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Stakeholders	8/14/2006	05/30/2007	Community Partnerships	\$0.00
Collaborate with the district on resource allocations.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

- * Inservice for all stakeholders on evaluating the efficiency and effectiveness of programs

Evaluation

- * State of Florida Return On Investment Index publication

EESAC Compliance

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

Budget:

EESAC agreed to utilize 2005-2006 EESAC funds to purchase literary books, educational classroom supplies, and student recognition awards.

Training:

EESAC received school budget training provided by the principal.

Instructional Materials:

EESAC recognized the importance of instructional materials for students to utilize for curriculum programs.

Technology:

EESAC recognized the importance of maintaining technology-based programs as reflected in the 2005-2006 School Improvement Plan.

Staffing:

EESAC budget funds were used to honor staff requests for instructional materials and school supplies.

Student Support Services:

EESAC supported students through the Comprehensive Reading Plan by approving expenditures for supplementary reading materials to enhance student learning.

Other Matters of Resource Allocation:

EESAC suggested fifteen percent of the 2004-2005 Florida School Recognition Award monies be used for Madie Ives Elementary students.

Benchmarking:

EESAC monitored the implementation of the 2005-2006 School Improvement Plan at monthly EESAC meetings.

School Safety & Discipline:

EESAC supported procedures outlined in the Student Code of Conduct as well as the importance of providing a safe learning environment for all Madie Ives Elementary School students.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$33,500.00
Goal 2: Mathematics	\$12,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$45,500.00

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