
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3181 - Melrose Elementary School

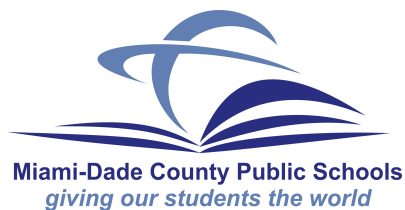
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Sergio Muñoz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Melrose Elementary School

Melrose Elementary School, located at 3050 N. W. 35th Street, Miami, Florida, is an I Choose! School under the Office of Parental Options consisting of pre-kindergarten through fifth grade with an enrollment of 607 students. It is located in an industrial inner city area of Miami, Florida. The school is designated as a Title I School Wide Program based on 98 percent of the students receiving free or reduced lunch. Our school's population is 78 percent Hispanic, 21 percent African-American, and one percent White and Multiracial. Melrose Elementary School offers programs to provide for the specific needs of its 218 Limited English Proficient students (LEP) and 33 Special Education students (SPED), as identified by the district's Student Assistance Profile.

After careful review and evaluation of pertinent data such as the School's Demographic and Academic Profiles, student report cards, Florida Comprehensive Assessment Test (FCAT) results, and the results from the 2005-2006 School Improvement Plan, the faculty and staff of Melrose Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the following objectives as school wide priorities for all stakeholders for the 2006-2007 school year. In order to achieve the objectives, appropriate strategies and activities to be implemented will include, but will not be limited to, collaborative planning, staff development, parental involvement, reading incentive programs, classroom libraries and computer centers, writing journals across the curriculum, the use of manipulatives during mathematics lessons, the Melrose Science Lab, the Comprehensive Research Reading Plan (CRRP), Pearson Digital Learning SuccessMaker® Enterprise Software Program, Gifted Program, Teaching Enrichment Activities to Minorities (TEAM), the Academic Excellence Program (AEP), the Melrose After-School Tutorial program, and Saturday tutoring. With confidence and commitment, we believe that our students will experience achievement in reading, writing, mathematics, and science, as outlined by the Sunshine State Standards (SSS), Grade Level Expectations (GLE), and Miami-Dade County Competency-Based Curriculum (CBC), thus yielding an increase in FCAT scores. Through the I Choose! Initiative, Melrose Elementary will promote global awareness education through a multiple intelligence approach.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades

three through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders at Melrose Elementary School, there will be a five percent increase in parent communication and parents attending "Parent Involvement" activities as evidenced by attendance rosters from the 2006-2007 school year as compared to those from the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a two percent increase in student attendance during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, students in grades three through five will increase in the Course Level Performance Report on the SuccessMaker Instructional Software Program by a five percent gain as evidenced by a comparison of the initial placement and the end of the year Cumulative Performance Report.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 65 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Given an emphasis on the benefits of participating in advanced academic programs, the number of students regularly attending the AEP Art Appreciation program will increase by 5 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Melrose Elementary School will improve its ranking on the State of Florida ROI index publication from the 35th percentile in 2005 to, at least, the 36th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot, areas for improvement can be found under the subheading of Business Results. The weakness consists of a lack of providing information on the management and the organization of the school's finances and removing obstacles that get in the way of progress. In order to address these weaknesses, the administration will meet with stakeholders two times during the year to provide information regarding finances and address any pertinent obstacles that are currently hindering their progress.

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.

Melrose Elementary School

VISION

The vision of Melrose Elementary School is to provide all stakeholders with a nurturing atmosphere which will produce a multi-learning state-of-the-art environment that will enhance student accountability and achievement with an emphasis on global awareness through a multiple intelligence approach.

MISSION

The mission of Melrose Elementary School is to enable all stakeholders to realize their potential by utilizing effective communication, adapting to students' individual needs, and fostering an open response line between all stakeholders. We believe that instruction and accountability are the keys that will unlock our youngsters' personal and academic potential. We will continue to exude enthusiasm in the delivery of instruction and make education our first priority. Our staff will be master instructional leaders, and our parents and community will be active participants in the educational process.

CORE VALUES

Respect

We value the need to recognize people for the goodness in them and in ourselves and regard everyone with high esteem.

Integrity

We encourage our faculty, staff and students to value honesty in themselves as well as others.

Caring

We are committed to care for ourselves and others, our education, our school and the world around us.

Commitment

We recognize that our obligations go beyond our professional responsibilities, and we view our faculty, staff and students as part of our extended family.

School Demographics

The faculty and staff of Melrose Elementary School believe that quality education is the right of every child. Therefore, the vision and mission provide a blueprint for high expectations in student achievement. Melrose Elementary School is located in an industrial inner-city section of Miami-Dade County near the Miami International Airport at 3050 N.W. 35th Street, Miami, Florida. The school, situated on eight acres, was built in 1947 with a Roman architectural style. Throughout the years, as the school population increased, the construction of additional classrooms became necessary, causing grade configuration changes. Melrose has had a variety of grade configurations: K-6, Pre-K and Grades 4-6 with a Gifted Center, and Grades Pre-K-5 with Educable Mentally Handicapped. In the mid 1970's, Melrose and Earlington Heights Elementary Schools were paired until the 1997-1998 school year when they were again separated under the Controlled School of Choice Plan thus reverting the grade configuration to Pre-K-5. The Melrose community is surrounded by auto-body and mechanical repair shops, discount stores, small corner grocery stores/cafeteria, a scrap metal processing center, vacant lots, abandoned buildings, churches, flea markets, the Department of Juvenile Justice Detention Center, and Miami Jai-Alai. The school has not been able to obtain any partnerships from the neighboring businesses since they are mainly family owned and not able to provide financial contributions to other entities. However, Melrose has been able to build partnerships with the community TEAM Metro Office, Regis House, and Florida International University, all of which provide occasional incentives and monetary donations for the students as well as resources for the parents such as paint and plants for home beautification, medical resources for uninsured families, training for teachers, and many more community services.

In the 2003-2004 school year, the school was awarded the I Choose! Grant under the Office of Parental Options, awarded by the Federal Voluntary Public School Choice Program geared towards increasing enrollment by providing parental choices to a broad array of educational opportunities. I Choose! is a five-year initiative designed to significantly expand the availability of high quality school options. In 2004-2005, as a result of the grant, Melrose launched the International Ambassadors of Multiple Intelligences Academy model. This model infuses global studies and multiple intelligences into the areas of reading/language arts, mathematics, science, social studies, music, art, and physical education. Melrose is also designated as a Title I school due to 98 percent of the students' eligibility for free or reduced lunch. Title I funds are utilized to provide resource teachers, paraprofessionals, educational materials, professional development for teachers and parents, transportation for after school tutoring, and parent/student incentives.

The Melrose community consists of primarily low-socioeconomic Hispanic immigrants. Children coming from these homes require extended participation in the English for Speakers of Other Languages (ESOL) Program. The African-American students bused to our school from the neighboring Earlington, Floral Heights and Bethune communities, mostly live in tenements and run-down trailers. The majority of the families from all four communities receive some form of government assistance. Many of our students live in single parent households and are being reared by grandparents or other members of the extended family. In both communities, the absence of the actual parent as head of the household is brought about because one or both parents relinquished parental rights due to abandonment, court order, child abuse, possible health conditions, HIV/AIDS, Hepatitis, Cancer, mental illness, alcohol/drug addiction, incarceration or death. The school's population is composed of 78 percent Hispanic, 21 percent African-American and one percent White/Multiracial. In January 2004, Floral Heights Elementary School, a double F school under the Governor's A+ Plan, was closed, and the students were transferred to other neighborhood schools as well as Heritage House Charter School. Melrose received approximately 100 of these students. The students at Melrose Elementary School continue their middle school education at Brownsville Middle, Ponce de Leon Middle, or Miami Springs Middle.

Student attendance at Melrose for the 2005-2006 school year was 93.79 percent. However, the major cause of low attendance is the lack of parental supervision as well as consistent transportation issues. In order to address the high absenteeism rate, Melrose has implemented various motivational programs such as a weekly classroom bulletin honoring those with perfect attendance, movie and popcorn days, ice cream parties, and other awards. The Community Involvement Specialist at Melrose has developed a bond

between the school and homes in order to assist parents with free uniforms, after school, Saturday, and during-school tutorial service information, home visits to provide information on school academics and recreational activities, gatherings at the school, such as pot-luck luncheons and Second Cup of Coffee to provide the parents an opportunity to gather information for assisting their children with Home Learning and Testing Taking Tips. Teachers attending on a daily basis are also given verbal recognition and occasional motivational incentives provided by business partners.

The Melrose Elementary School faculty consists of 28 regular classroom teachers, kindergarten through fifth grades, one pre-kindergarten teacher, one English for Speakers of Other Languages (ESOL) pull-out teacher, one counselor, four Spanish S/SL teachers, one Reading Coach, one Technology Facilitator, three special education teachers, one Media Specialist, one and a half physical education teachers, one art teacher, one music teacher, one mathematics/science resource teacher, one mathematics resource teacher, two paraprofessionals, and one Lead Teacher. Collectively, the Melrose faculty has an average of nine years of teaching experience ranging from two months to 28 years. The educational degrees held by the Melrose staff are: 30 Bachelor of Science/Arts, 10 Master of Science/Arts, two post-graduate degrees, and one National Board Certified Teacher. In order to address the challenge of seven beginning teachers, the Melrose Mentoring Program (MMP) has been established where highly qualified experienced teachers are paired with new teachers to offer support, demonstration lessons, lesson designing and data analysis. The curriculum/leadership team is made up of a Lead Teacher, Reading Coach, Counselor, Media Specialist, and Technology Facilitator. The ultimate goal of the Melrose Mentoring Program is to establish a reciprocating bond between the veteran teachers and the new teachers so that the veteran teachers can provide positive and beneficial experiences, while learning new innovative ideas from the newly hired teachers.

School Foundation

Leadership:

Melrose Elementary School enjoys a collaborative system of leadership that includes representation from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support as well as professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged, and new ideas are given every opportunity to succeed. Melrose Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of the decision-making process. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational services that are tailored to students' needs. Offering support to the parents and students of Melrose Elementary School, beyond the basic core curriculum courses, is crucial to the success of the school. Students need access to a strong system of mentoring in order to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and governmental resources. In order to provide for these needs, Melrose has instituted an extended school day, a Parent Outreach Center, and a series of ongoing parent informational services in cooperation with Team Metro, the Melrose Community Advisory Committee, the school's Community Involvement Specialist, and various other agencies. Through the school's leadership, a positive working environment is created in order to realize the vision and mission of the school.

Based on the data from the Organizational Snapshot, the survey reflects a score of 4.4 out of 5. Therefore, participants need to encourage employees to continue professional development and post secondary education in order to advance in their careers. Participants also expressed a desire to be given the opportunity to provide input and share what they think.

District Strategic Planning Alignment:

Melrose Elementary School has developed a strategic plan that is aligned to the 2006-2007 District Strategic Plan and Regional Center III Strategic Plan. The Strategic Planning process is intended to create a school-wide mission and vision that directs, motivates and inspires all stakeholders to work together for the one common goal of student achievement. Through the identification of external and internal critical issues and challenges, the formulation and implementation of a Strategic Plan will provide a school and community-based partnership that will establish a bridge to the future and help meet the educational needs of the students at Melrose Elementary School. The strategic planning portion of the survey reflects 4.3 as a category score. Participants expressed a need to be included in the decision-making process as the organization plans for the future.

Stakeholder Engagement:

The administration and staff work with parents and students in providing an atmosphere of trust. The safety and well being of the students remains our top priority at all times. The school grounds are maintained year round with cooperation of the Beautification Committee and the support of the Melrose PTA to make our school a desirable place for learning. The data from the 2005-2006 School Climate Survey indicates a high level of customer satisfaction. The Customer and Market Focus portion of the survey revealed a 4.4 category score. Participants expressed a need to receive feedback from the customers and to ask customers if they are satisfied or dissatisfied with the work produced.

Faculty & Staff:

The Melrose Mentoring Program (MMP) was initiated in the 2004-2005 school year because of the high number of beginning teachers and acquisition of district surplus teachers. The MMP supplements the Education Fund New Teacher Mentoring Program (NTMP) by pairing beginning teachers with veteran school-site teachers as mentors for the entire school year. The purpose of the mentors will be to provide support, assistance, and demonstration lessons as necessary or upon request of the beginning teacher or the administration. The mentors consist of the school's leadership team and the professional growth team. The results of the survey show a score of 4.4 out of 5. Participants expressed that they know how the measures used in their work fit into the organization's overall measures of improvement.

Data/Information/Knowledge Management:

Melrose Elementary uses a number of evaluation and assessment strategies to continuously monitor the progress of its faculty and staff. The PACES evaluation tool was developed to raise expectations for teaching and learning and to enable higher levels of student learning. The Continuous Improvement Model is implemented school-wide to provide overall knowledge of school functions. The results of the survey reveal a score of 4.4 out of 5. Participants feel there is not an interest in their effort to develop job skills so that participants can advance in their careers.

Education Design:

Melrose Elementary School provides in-house tutoring and after-school tutoring services for students in grades two, three, four, and five. Students in the lowest 25 percent quartile have been identified as needing additional instruction and will attend an extended day tutorial service provided by hourly certified in-field teachers. In addition, students in grades two through five are offered an opportunity to attend the Positive Options Program (POP) tutorial service provided by Regis House after-school program, district approved Supplemental Educational Services, and Americorps Tutors.

Melrose Elementary School implemented the Comprehensive Research Reading Plan (CRRP), a model which emphasizes the five major components of early reading instruction. Melrose Elementary School will continue to implement the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four step analysis approach for continuous improvement. The four-step process includes the following: (1) Plan - for change aimed at improvement, collect data, and establish a timeline, (2) Do - implement the plan, (3) Study - analyze data, (4) Act - infuse adjustments as necessary.

Melrose Elementary School will examine disaggregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching for identified benchmarks in all appropriate content areas. Students will participate in quarterly assessments, tutorials, and enrichment activities to ensure that the school meets adequate progress.

Melrose Elementary School will incorporate character education throughout the curriculum by providing classroom lessons monthly on each character value. The lessons will focus on the nine character core values which are: pursuit of excellence, responsibility, citizenship, kindness, honesty, integrity, respect, cooperation and fairness. In order to connect character core values to the home, the students will be provided with character value information to take home. Implementation of this program will facilitate children in all grade levels to take responsibility for themselves, each other, their school, and their community as required by district guidelines. The survey results indicate a 4.3 out

of 5. Participants expressed that they did not have the resources available to do their job as effectively as possible.

Performance Results:

The results of the data revealed from the survey indicate that 25 out of 68 participants did not feel that they were informed of the organization's position regarding finances. Receiving a category average score of 3.7 makes this the lowest of the results across categories and criteria items within categories.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract and retain teachers, Melrose Elementary has participated in the Teacher Recruitment Fair sponsored by the district and by Florida International University. Mentoring teachers have helped with retaining highly qualified individuals by providing assistance with lesson planning and classroom management. At Melrose Elementary School we ensure that teachers work in an environment which facilitates success by positive recognition and professional growth.

• Highly Qualified, Certified Administrators:

Mr. Sergio A. Muñoz, Principal

Melrose Elementary School's principal, Sergio A. Muñoz, holds a Master's degree and is certified in Educational Leadership and Physical Education/Driver and Traffic Education. He began his tenure in the Miami-Dade County Public School System in 1990 where he taught at Miami Edison Senior High School for one year. Mr. Muñoz taught high school at Miami Senior and Miami Central for one year respectively and at William H. Turner Tech Arts High School for five years. At William H. Turner Tech Arts High School, he coordinated and sponsored a gamut of clubs and programs such as the Youth Crime Watch and Students Against Drunk Driving. He became an administrator in 1998, serving as an Assistant Principal at Madison Middle School from 1998 to 2001, Orchard Villa Elementary School in 2001, and John I. Smith Elementary School from 2001-2005, which was a recipient of the Governors A+ Plan for five consecutive years. In July 2005, Mr. Muñoz joined the staff of Melrose Elementary as principal.

Ms. Kathy Jones, Assistant Principal

Melrose Elementary School's assistant principal, Kathy Jones, is certified in Elementary Education and Leadership. She began her tenure in the Miami-Dade County Public School System in 1979. She taught at Orchard Villa Elementary School for eight years, where she was also the coordinator of the After School Tutoring Program. She then taught at Gratigny Elementary School for 10 years. Ms. Jones then became an assistant principal at Olinda Elementary School in 1998 and finally joined the Melrose family in 2003 as the assistant principal. Since joining the staff, Ms. Jones has been responsible for the state's Truancy Intervention Program. She has demonstrated high proficiency in all stakeholder communication issues. Ms. Jones also oversees the Melrose Mentoring Program, which utilizes veteran teachers to mentor new teachers at Melrose, and the Title I program Parental Involvement.

• Teacher Mentoring:

The Melrose Mentoring Program (MMP) was initiated in the 2004-2005 school year because of the high number of beginning teachers and acquisition of district surplus teachers. The MMP supplements the Education Fund New Teacher Mentoring Program (NTMP) by pairing beginning teachers with veteran school-site teachers as mentors for the entire school year. The purpose of the mentors will be to provide support, assistance, and demonstration lessons as necessary or upon request of the beginning teacher or the administration. The mentors consist of the school's leadership team and the professional growth team.

• School Advisory Council:

The purpose of the School Advisory Council is to ensure improved student achievement. One of the ways the council will do this is by preparing and evaluating the School Improvement Plan as required by Section 229. 591, F.S., comprehensive revision of Florida's system of School Improvement and Education Accountability. Our School Advisory Council is responsible for budget preparation which has provided the funding for student and parent FCAT incentives, transportation for after-school tutoring three

days per week, educational field studies related to grade level curriculum to support the Sunshine State Standards, and technology enhancements to provide classroom integration for NETS Standards. The council provided recommendations as they relate to staffing and staff development, instructional and technology materials needed, student support services, school safety, and discipline.

• Extended Learning Opportunities

Melrose Elementary School provides in-house tutoring and after-school tutoring services for students in grades two, three, four, and five. Students in the lowest 25 percent quartile have been identified as needing additional instruction and will attend an extended day tutorial service provided by hourly certified in-field teachers. In addition, students in grades two through five are offered an opportunity to attend Positive Options Program (POP) tutorial service provided by Regis House after-school program and District Approved Supplemental Educational Services.

• School Wide Improvement Model

Melrose Elementary School implemented the Comprehensive Research Reading Plan (CRRP), a model which emphasizes the five major components of early reading instruction.

Melrose Elementary School will continue to implement the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four step analysis approach for continuous improvement. The four-step process includes the following: (1) Plan - for change aimed at improvement, collect data, and establish a timeline, (2) Do - implement the plan, (3) Study - analyze data, and (4) Act - infuse adjustments as necessary.

Melrose Elementary School will examine disaggregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching for identified benchmarks in all appropriate content areas. Students will participate in quarterly assessments, tutorials, and enrichment activities to ensure that the school meets adequate yearly progress.

Melrose Elementary School will infuse character education throughout the curriculum by providing classroom lessons on the character values. The lessons will focus on the nine character core values which are: pursuit of excellence, responsibility, citizenship, kindness, honesty, integrity, respect, cooperation, and fairness. In order to connect character core values to the home, the students will be provided with character value information to take home. Implementation of this program will facilitate an appreciation by all children of their responsibility for themselves, each other, their school, and their community as required by district guidelines.

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 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 type="checkbox"/>

GOAL 1 STATEMENT:

All students will be able to read at or above grade level.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 54 percent of the students tested in grades three through five achieved Level 3 and above on the FCAT Reading Test. At the current level of performance, the school is faced with the challenge of increasing student achievement in order to meet the NCLB mastery level of performance for each group in order to determine Adequate Yearly Progress. After analyzing the data across the grade levels for the 2006 Reading FCAT, the following information was compiled in ascending order from the lowest performing content clusters to the highest performing content clusters. In grade three, the mean percentage score for Reference and Research was 50 percent, for Comparisons it was 58 percent, for Main Idea/Author's Purpose it was 59 percent, and for Words and Phrases it was 71 percent. In grade four, the mean percentage score for Reference and Research was 33 percent, for Main Idea/Author's Purpose it was 50 percent, for Comparisons it was 53 percent, and for Words and Phrases it was 67 percent. In grade five, the mean percentage score for Words and Phrases was 57 percent, for Main Idea/Author's Purpose it was 59 percent, for Comparisons it was 67 percent, and for Reference and Research it was 67 percent.

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 through five will increase by 5 percent their reading skills on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify the students who scored in Levels 1 and 2 on the FCAT Reading Test and implement an extended day tutoring service to address the reading deficiencies of the targeted lowest 25 percent students in each subgroup.	Reading Coach	8/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Develop grade level thematic units on Global Awareness using the PDSA model for grades Pre-K-5, whereby students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Lead Teacher / Media Specialist	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Utilizing Pearson SuccessMaker Instructional Software, students in grades 3-5 will receive reading remediation and enrichment skill practice.	Technology Facilitator	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Implement Accelerated Reader Program to promote Reading Comprehension in grades K-5.	Media Specialist	8/14/2006	6/1/2007	District-wide literacy plan	\$1000.00
Implement Reading Plus to address reading deficiencies of the targeted lowest 25 percent students in each subgroup.	Reading Coach	08/14/2006	06/01/2007	District-wide literacy plan	\$15000.00
Implement the third grade retention instructional Model I and Model II of intensive remediation to address the reading deficiencies of all Tier 2 and Tier 3 third grade students.	Reading Coach / Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Utilizing the Plan-Do-Study-Act (PDSA) model, teachers will monitor each subgroup through a comparison of the interim assessment item analysis and the weekly assessed benchmarks to ensure mastery of all assessed benchmarks.	Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Develop a Plan-Do-Study-Act (PDSA) model scope and sequence calendar for grades K-5 to improve the delivery of reading instruction.	Principal and Assistant Principal	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton-Mifflin M-DCPS Reading Series, Reading Plus and SuccessMaker® Software Program

Professional Development

Professional Development will be provided for teachers and will include: Plan-Do-Study-Act (PDSA) training for all teachers in August 2006, ongoing training in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), ongoing training in classroom assessment for screening, diagnostic and progress monitoring, initial instruction, immediate, intensive, and intervention, the Comprehensive Research-Based Reading Plan and the use of assessments, data analysis and differentiated instruction, Best Practices inservices, FCAT Explorer for all classroom teachers in October 2006, Voyager Passport Program, Houghton Mifflin (M-DCPS Reading Series), Reading First Academy Training, SuccessMaker Instructional Software for all classroom teachers on a quarterly basis, Riverdeep Instructional Software for all classroom teachers in October 2006, Training for D.I.B.E.L.S. (K-5), DAR, FLKRS for kindergarten, technology integration, Reading Plus implementation, Right Beginnings, Project B.E.A.R., Project O.W.L., Project D.R.A.W., FCAT Reading Rubric Scoring, Creating Independence through Student-owned Strategies (CRISS), and Reciprocal Teaching.

Evaluation

This objective will be evaluated by comparing the scores of the 2006 and 2007 Reading FCAT. The strategies will be evaluated based on the results of teacher-generated biweekly assessments, district interim assessments, and D.I.B.E.L.S. Other evaluations will include a career articulation form, a grade level Career Fair Showcase, a research and grade level project log culminating in a Global Awareness Fair and Exposition, and SuccessMaker weekly reports.

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 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 type="checkbox"/>

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 43 percent of the students tested in grade four achieved high standards in mathematics of Levels 3 and above, and 31 percent of the students in grade five achieved high standards in mathematics of Levels 3 and above. After analyzing the data across the grade levels for the 2006 Mathematics FCAT, the following information was compiled in ascending order from the lowest performing content clusters to the highest performing content clusters. In grade three, the mean percentage score for Geometry was 43 percent, in Data Analysis it was 43 percent, in Number Sense it was 50 percent, in Measurement it was 50 percent, and in Algebraic Thinking it was 67 percent. In grade four, the mean percentage score for Geometry was 43 percent, in Algebraic Thinking it was 43 percent, in Data Analysis it was 43 percent, in Number Sense it was 50 percent, and in Measurement it was 63 percent. In grade five, the mean percentage score for Measurement was 36 percent, in Algebraic Thinking it was 36 percent, in Number Sense it was 38 percent, in Geometry it was 38 percent, and in Data Analysis it was 42 percent.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilizing the Pearson SuccessMaker Instructional Software, students in grades 3-5 will receive remediation and enrichment skill practice.	Technology Facilitator	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Utilize the district's mathematics scope and sequence calendar in grades K-5 to monitor each subgroup.	Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Provide staff development for teachers for mathematics strategies facilitated by district, Regional Center III and school personnel.	Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Integrate grades Pre-K -5 thematic units on a pre-selected continent whereby students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Lead Teacher/Media Specialist	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Identify the students in all subgroups scoring at Levels 1 and 2 on the Mathematics FCAT, as delineated in Adequate Yearly Progress (AYP) disaggregated data, and implement an extended day tutoring service to address the deficiencies of each student.	Grade Level Chairs/ Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Harcourt Brace Math Series, Houghton-Mifflin FCAT Series and SuccessMaker Software Program.

Professional Development

Professional Development will be provided for all teachers and will include: Plan-Do-Study-Act (PDSA) model training, classroom assessment for screening, diagnostics and progress monitoring, initial instruction, immediate, intensive, and intervention, Innovative Teaching Strategies inservices, Best Practices inservices, FCAT Explorer, SuccessMaker Instructional Software, Riverdeep Instructional Software, ongoing inservices by the Division of Math and Science, Data-driven Decision Making for Mathematics Learning, FCAT Lessons Learned, and Principles and Standards for School Mathematics in November 2006.

Evaluation

This objective will be evaluated by the results of the 2007 Mathematics FCAT . District interim assessments will provide comparison scores which will be used to determine student progress toward the objective. Each strategy will be evaluated utilizing the research and project based log to be monitored by the technology facilitator through weekly reports.

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 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 type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The results attained from the School Performance Accountability Results indicate that 75 percent of the students tested met the state standard of 3.5 or above in writing. The score reflects a combined mean score of 3.7. The needs assessment reveals that students require further development in mastering the writing benchmarks. The data revealed that improvement is needed in the areas of focus, organization and support. Though data dictates the strength is expository writing with 80 percent of the students tested scoring at 3.5 or above, continuous instruction is required as we seek to raise student achievement levels. Ongoing data collection and analysis regarding progress on monthly assessments will drive instruction.

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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide writing intervention tutorial service to students identified as needing additional writing practice.	Grade Level Chairpersons	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Participate in a total of three national and/or county-wide writing contests for students in grades K-5.	Reading Coach	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Integrate grades Pre-K-5 thematic units based on a pre-selected continent whereby students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Lead Teacher / Media Specialist	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Develop a Plan-Do-Study-Act (PDSA) model scope and sequence calendar in grades K-5 in order to increase student achievement.	Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Monitor students through a writing process analysis and progress check meeting every nine weeks.	Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton Mifflin Miami-Dade County Schools Reading Series Writing Component.

Professional Development

Professional development will be provided for all teachers and will include: techniques for writing, rubric scoring, pre-writing skills, vocabulary development, editing and drafting, Writing Across the Curriculum, Step Up to Writing, and prompt writing and grammar for grades three and four.

Evaluation

This objective will be evaluated by the 2007 FCAT Writing Test, district mandated writing pre and post tests, and grade level portfolios. Project based learning will be used to monitor the writing objective. Each strategy will be monitored and evaluated by classroom teachers using pre and post test assessment data, by the classroom teachers and the Reading Coach using participation entry guidelines, and by the Lead Teacher and Media Specialist using a research and project based log.

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

GOAL 4 STATEMENT:

All students will increase their scientific performance skills to high standards.

Needs Assessment

The results of the 2006 Science FCAT reflect a mean scale score of 273, and nine percent of the fifth grade students tested achieved Levels 3 and above. The scores indicate that we are performing below the district's and state's mastery levels. The needs assessment reveals that students require continued instruction in all the benchmarks, with special areas of concentration to occur in all content clusters. After analyzing the data for the 2006 Science FCAT, the following information was compiled in ascending order from the lowest performing content clusters to the higher performing content clusters. The mean percentage score for grade five students in Earth and Space Sciences was 36 percent, in Scientific Thinking it was 42 percent, in Life and Environmental Sciences it was 46 percent, and in Physical and Chemical Sciences it was 50 percent. In order to increase the number of students reaching standards, ongoing data analysis of monthly assessments will be conducted by the fifth grade teachers in conjunction with the leadership team.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Complete an average of three hands-on FOSS kit experiments in each classroom in grades K through five every grading period.	Science Lab Teacher	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Continue a grade five science lab to enhance science instruction and familiarize students with the various aspects of careers in the field of science and to provide hands on project based research experiences.	Science Lab Teacher	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Enter students from grades two through five in a national/county science exposition to showcase their scientific skills.	Science Fair Chairperson	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Participate in science-related educational field-trips that will expose students to real-life science concepts.	Science Lab Teacher	08/14/2006	06/01/2007	District-wide literacy plan	\$500.00
Develop a scope and sequence calendar in grades K through five to demonstrate a clear understanding of the connection between academic performance and career employment.	Principal and Assistant Principal	08/14/2006	06/01/2007	School-to-Career	\$0.00
Incorporate science activities into grade level "Family Nights" to encourage parent involvement in the learning of the scientific process.	Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$0.00
Maximize the use of a resource teacher to work with students in grade five to increase understanding of the scientific process.	Principal and Assistant Principal	08/14/2006	06/01/2007	District-wide literacy plan	\$30000.00

Research-Based Programs

Harcourt Brace Science Series

Professional Development

Professional development will be provided for all teachers and will include: Harcourt Brace Science Series staff development, mathematics and science integration inservice, implementation of the Sunshine State Standards in science, effective teaching of Earth/Space Sciences, utilization of the district's professional development calendar for upcoming inservices, effective implementation of inquiry-based strategies in the classroom, Elementary Earth Science Classroom Hands-On Activities in October/November 2006, and Science and Mathematics Integrated with Literacy Experiences (SMILE) in September/October 2006.

Evaluation

This objective will be evaluated by the results of the 2007 Science FCAT. Each strategy will be evaluated by experiment activity logs, teacher assessments, and science lab portfolios.

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 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 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of the data from the 2005-2006 Title I Parent Logs indicates that the number of parents attending school-wide events and activities must increase by five percent. Title I Parent Outreach monthly school reports reflect a 25 percent deficiency in parental involvement in relation to identified subgroups not meeting Adequate Yearly Progress as compared to those students making Adequate Yearly Progress.

Measurable Objective

Given increased attention to communication with all stakeholders at Melrose Elementary School, there will be a five percent increase in parent communication and parents attending "Parent Involvement" activities as evidenced by attendance rosters from the 2006-2007 school year as compared to those from the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Facilitate "Parent Involvement" activities that will provide current information on academic strategies to promote student achievement by communicating activities through calendars/flyers/newsletters.	Principal and Assistant Principal/ Community Involvement Specialist	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Conduct parent workshops based on the needs of each subgroup, which will promote home learning, test taking strategies and parental issues.	Principal and Assistant Principal/ Community Involvement Specialist	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Maintain an effective parent compact whereby they agree to be actively involved in their child's education and attend school activities.	Principal and Assistant Principal/ Community Involvement Specialist	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Monitor telephone communication between the school and the home using Title I telephone logs in order to inform and promote student achievement and/or activities.	Principal and Assistant Principal/ Community Involvement Specialist	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Conduct home visits to target subgroups in order to involve and inform parents of their child's needs/concerns.	Principal and Assistant Principal/ Community Involvement Specialist	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Conduct and analyze a needs assessment survey followed by quarterly parent surveys to determine parent needs and satisfaction with the school.	Principal and Assistant Principal/ Community Involvement Specialist	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided for parents which includes: Community Involvement Specialist (CIS) monthly trainings to promote parental involvement and community resources, monthly "Second Cup of Coffee" informational meetings with the administration, quarterly parent "Family Nights" together with the report card distribution, monthly parent "Arts and Crafts" workshops, Open House/Parent Resource Fair informational meeting, I Choose! Recruitment Fair, Global Awareness Cultural Fair, and Career Day Showcase Fair.

Evaluation

This objective will be evaluated by Title I parental involvement documentation reflecting data obtained from all school activities attendance rosters and Title I Parent Outreach monthly school reports to be monitored by the counselor and Community Involvement Specialist (CIS) through attendance rosters.

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

Miami-Dade County Public Schools

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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:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

An analysis of the data from the 2005-2006 final attendance report indicates that the percentage of students attending school must increase by 5 percentage points. Data from the final attendance report indicates that 93.79 percent of students attended Melrose Elementary School daily. The data also indicates a progressive decrease in student attendance from the first nine weeks to the fourth nine weeks. The data indicates that there was a 4.25 percent point decrease in attendance throughout the year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a two percent increase in student attendance during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a school wide attendance incentive program to address the importance of student attendance on a daily basis.	Principal and Assistant Principal	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Provide incentives for students who attain and/or maintain perfect attendance per grading period.	Principal and Assistant Principal	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Report chronically absent students to truancy interventions for further evaluations.	Principal and Assistant Principal	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Distribute periodic flyers congratulating students with perfect and near perfect attendance and promoting student attendance in general.	Principal and Assistant Principal	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Notify parents of student absences through the Connect-Ed electronic telephone system.	Principal and Assistant Principal	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Contact parents of students who are chronically absent from school.	Principal and Assistant Principal	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Maintain and promote attendance awareness through Parent Resource Center.	Principal and Assistant Principal/ Community Involvement Specialist	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided which includes: Title I Community Involvement Specialist (CIS) monthly trainings to promote student attendance through parental involvement and community resources, Open House/Resource Fair, and Parent Academy courses.

Evaluation

This objective will be evaluated by progress monitoring of quarterly attendance reports reflecting data obtained from daily school attendance and the final attendance report provided by the district and the COGNOS Connection attendance 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

The school will integrate technology in all curriculum areas.

Needs Assessment

Based on the 2005-2006 end-of-year total student usage time summary report for SuccessMaker Enterprise, students in grades three through five dedicated 35.75 hours to the program indicating that the time students spend on the system must increase by 10%.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will increase in the Course Level Performance Report on the SuccessMaker Instructional Software Program by a five percent gain as evidenced by a comparison of the initial placement and the end of the year Cumulative Performance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with access to SuccessMaker Enterprise program for monitoring purposes.	Technology Facilitator	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Provide incentives for students who show gains in reading and math on SuccessMaker Enterprise per grading period.	Technology Facilitator	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Analyze and interpret cumulative performance reports and conduct student conferences to review data.	Technology Facilitator	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Chart student progress through the used of the Prescriptive Level Report.	Technology Facilitator	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Celebrate student accomplishments throughout the year emphasizing student achievement on computer based programs.	Technology Facilitator	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Monitor Prescriptive Scheduling Reports monthly to track student achievement throughout the year.	Technology Facilitator	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

SuccessMaker Enterprise

Professional Development

Provide Professional Development for staff on SuccessMaker Enterprise Computer program emphasizing FCAT forecasting in grades three through five, SuccessMaker Enterprise Training by Pearson Educational Consultants, and ongoing training in technology integration in the curriculum.

Evaluation

This objective will be evaluated by analyzing data on a daily, weekly, and monthly basis utilizing the SuccessMaker Enterprise Management system.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

An analysis of the data from the 2005-2006 health and fitness report indicates that 60 percent of students tested on the one mile run/walk using the Fitness Gram met high standards.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 65 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide instruction to students on the proper form when running long distances.	Physical Education Teacher	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Instruct students on building stamina utilizing proper running and breathing techniques.	Physical Education Teacher	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Discuss proper nutrition to achieve optimal performances when running.	Physical Education Teacher	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Chart student progress and achievements throughout the year.	Physical Education Teacher	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00
Celebrate student accomplishments when running goals are achieved.	Physical Education Teacher	08/14/2006	06/01/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

District Professional Development Physical Education Workshops on FITNESSGRAM standards.

Evaluation

This objective will be evaluated by students' performance on the one mile run/walk test reflecting data obtained at the conclusion of the Fitness Gram program. Each strategy will be evaluated by weekly student evaluation on running progress and informal oral evaluations on nutrition and running form.

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.)

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 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 9 STATEMENT:

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

Needs Assessment

An analysis of the data from the 2005-2006 AEP Art Appreciation attendance records indicate that 45 percent of students enrolled in the AEP Art Appreciation after school program attended the class throughout its entirety.

Measurable Objective

Given an emphasis on the benefits of participating in advanced academic programs, the number of students regularly attending the AEP Art Appreciation program will increase by 5 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Discuss and clarify attendance goals and responsibilities with students.	Art Teacher	08/14/2006	06/01/2007	Expanding arts opportunities	\$0.00
Contact parents of students who do not attend AEP sessions to maintain an open line of communication for attendance purposes.	Art Teacher	08/14/2006	06/01/2007	Expanding arts opportunities	\$0.00
Monitor student portfolios, focusing on completed projects required throughout the year.	Art Teacher	08/14/2006	06/01/2007	Expanding arts opportunities	\$0.00
Provide incentives for students who attend the AEP Art Appreciation program on a regular basis.	Art Teacher / Principal and Assistant Principal	08/14/2006	06/01/2007	Expanding arts opportunities	\$0.00
Participate in culminating activities such as Multicultural Festival and Arts for Learning to celebrate the end of the year accomplishments.	Art Teacher / Principal and Assistant Principal	08/14/2006	06/01/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development will include Academic Excellence Program district-wide workshops and art workshops to infuse higher order thinking skills in the curriculum.

Evaluation

This objective will be evaluated by final attendance records of the AEP Art Appreciation program submitted at the end of the year. Each strategy will be evaluated by the number of students who participate in the culminating art activity at the end of the 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

GOAL 10 STATEMENT:

Melrose Elementary School will increase by its ranking statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs by one percent.

Needs Assessment

An analysis of the most recent data provided by the Florida Department of Education indicates that in 2004 Melrose Elementary School ranked at the 35th percentile on the State of Florida ROI index.

Measurable Objective

Melrose Elementary School will improve its ranking on the State of Florida ROI index publication from the 35th percentile in 2005 to, at least, the 36th percentile 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.	Principal and Assistant Principal	08/14/2006	06/01/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal and Assistant Principal	08/14/2006	06/01/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principal	08/14/2006	06/01/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal and Assistant Principal	08/14/2006	06/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The Principal and Assistant Principal will provide in-house training for the staff on the State of Florida ROI.

Evaluation

On the next State of Florida ROI index publication, Melrose Elementary School will show an increase ranking of one percent.

EESAC Compliance

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

Budget:

Educational Excellence School Advisory Council (EESAC) prepared its budget to provide funding for student and parent incentives, transportation for tutoring, transportation for educational field studies, and technology enhancements.

Training:

EESAC supported training that should continue in the areas of reading, writing, mathematics, CRRP, and technology integration training for faculty, staff, and parents in order to assist in achieving set objectives.

Instructional Materials:

EESAC surveyed classrooms in conjunction with teachers to determine the instructional materials needed to achieve set objectives.

Technology:

EESAC surveyed the staff to determine technology needs. Through the I Choose! Initiative, each grade level received an LCD projector in order to integrate technology in their curriculum. In addition, technology training will be provided for teachers to enhance and extend technology literacy.

Staffing:

EESAC recommended the number of staff members necessary to provide after-school tutoring and parental workshops.

Student Support Services:

EESAC recommended Melrose after-school tutoring services, clubs and supplemental academic instruction trainings in mathematics, reading, writing, and science.

Other Matters of Resource Allocation:

EESAC earmarked funds to support professional development for teachers.

Benchmarking:

EESAC monitored student growth by reviewing mastery in progress of weekly benchmarks.

School Safety & Discipline:

EESAC reviewed the data of the most current School Climate Survey and found that 84 percent of the parents at Melrose Elementary felt that their child's school is safe and secure and that school and law enforcement authorities work together to keep their child's school free of violence and gang activity. A total of 88 percent felt that the school is free of substance abuse. Melrose Elementary students abide by the Miami-Dade County Public Schools Code of Student Conduct which they review at the beginning of the school year. Melrose also has a school wide discipline plan for maintaining a safe and orderly environment for our students.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$16,000.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$30,500.00
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
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Total:	\$46,500.00

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