

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Biscayne Gardens Elementary School (0361)

Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Maria LaCavalla

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Biscayne Gardens Elementary School is a Title I funded school located at 560 NW 151 Street, Miami, Florida, in an urban, diverse community. Biscayne Gardens Elementary School coordinates with the district, region, and school resources to implement research-based programs and methods that support the district's curriculum driven by the Sunshine State Standards. The research-based programs are: Miami-Dade Comprehensive Reading Researched-Based Program, Houghton Mifflin Mathematics, Reading Plus, Accelerated Reader, FCAT Explorer, Learning Today, Breakthrough to Literacy, and Waterford which are incorporated in the curriculum as a part of whole school reform. In addition, our school implements the Gifted Program, Academic Excellence Program, Educable Mentally Handicapped, Trainable Mentally Handicapped, Physically Impaired, Specific Learning Disabled, English Language Learners, and the Inclusion Model. We develop goals and objectives for targeted areas to provide our students with the needed skills to improve academic achievement, as well as social and emotional development.

Biscayne Gardens Elementary School team of students, parents, and staff provide the essential energy necessary to cultivate young minds and harvest excellence. Through quality education and nurturing, students will evolve into productive life-long learners.

READING OBJECTIVES

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black, Non-Hispanic students in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

MATHEMATICS OBJECTIVES

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Black, Non-Hispanic students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

WRITING OBJECTIVE

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 82 percent of students reaching 3.5 or higher as documented by scores on the 2008 FCAT+ Writing Assessment.

SCIENCE OBJECTIVE

Given instruction using the Sunshine State Standards students in fifth grade will increase their Science skills as evidenced by 47 percent of students reaching Level 3 or above on the 2008 FCAT Science Assessment.

PARENTAL INVOLVEMENT OBJECTIVE

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of one percentage point in the number of parental and community contacts as evidenced by comparing log sheets and sign-in rosters for the 2006-2007 to 2007-2008 school years.

DISCIPLINE AND SAFETY OBJECTIVE

Given an emphasis on providing a safe and orderly environment, a system of disciplinary action will be implemented using the Student Code of Conduct, and as a result, student behavior will improve as evidenced by a decrease of outdoor suspensions from 17 students in 2006-2007 to 15 students in 2007-2008.

TECHNOLOGY OBJECTIVE

Given a school-wide emphasis on the integration of instructional technology into the curriculum, students and teachers will utilize the computer-based research lab a minimum of once every week as documented by a computer visitation log, teacher lesson plans, and student reports.

HEALTH & PHYSICAL FITNESS OBJECTIVE

Given the correlation between a healthy mind and body, students in grades 4-5 receiving awards will increase from 52.8 percent to 54 percent as evidenced by an increase of 1.2 percent as measured by the 2007-2008 FITNESSGRAM.

ELECTIVES & SPECIAL AREAS

Given instruction based on data reports, general education students will increase student involvement to 37 percent and SPED students will increase student involvement to 57 percent. Through real-life experiences, various resources will be utilized to increase student involvement as evidenced by extracurricular documentation, compared to the lists from 2006-2007.

RETURN ON INVESTMENT

Biscayne Gardens Elementary School will improve its ranking on the State of Florida ROI Index publication from the 42nd percentile in 2004-2005 to the 43rd percentile on the next publication of the ROI Index.

AREAS TARGETED FOR IMPROVEMENT

Biscayne Gardens Elementary has identified two areas of priority based on the Organizational Performance Improvement Snapshot Survey, Strategic Planning, Category 2 and Business Results, Category 7.

Based on the scale score of 5.0 to 1.0, and 5.0 being the highest score, the school received a score of 4.0 in the area of Strategic Planning and a score of 4.1 in the Business Results, Category 7. Within the Strategic Planning Category, employees expressed a need for the organization to ask for input about the future direction of the school. Within the Business Results Category, employees expressed a desire to know how well our organization is doing financially and a need to help employees remove things that get in the way of progress.

Employee satisfaction impacts student performance. Therefore, to specifically address these items in these categories, the school will (1) implement the Plan-Do-Check-Act as a component of the school's Strategic Planning process, (2) provide all employees professional development opportunities that promote continuous improvement, (3) use available resources i.e., the electronic mail system, grade level meetings, and staff meetings to improve and maintain communication about the welfare of the school (i.e., return on investment and budgetary needs), (4) utilize and implement the in-house computerized survey to gather employee input and feedback during the school year to monitor improvement; and (5) promote school activities that target all employee participation.



School Improvement Plan 2007-2008



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.

0361 - BISCAYNE GARDENS ELEMENTARY SCHOOL

VISION

Our vision for Biscayne Gardens Elementary School consists of a team of students, parents, staff, community leaders and other stakeholders working cooperatively to utilize a high standard of excellence in order to develop each student's unique potential intellectually, physically, and emotionally; provide self-esteem and confidence; prepare our students to be responsible citizens and effective problem solvers; provide a safe learning environment; and increase parental involvement in all facets of their children's development.

MISSION

Our mission at Biscayne Gardens Elementary School is to provide the essential energy necessary to cultivate young minds and harvest excellence. Biscayne Gardens Elementary School strives to maintain high expectations of excellence for all students, teachers, and through quality instruction, fostering a lifelong love of learning while developing responsible and productive citizens for the twenty-first century.

CORE VALUES

Integrity, Teamwork, Equity and Democracy through Excellence.

The orchestra of Biscayne Gardens Elementary School is the voice of all students, staff, parents, and stakeholders in our pursuit of excellence through integrity, teamwork, equity, and democracy.

School Demographics

Biscayne Gardens Elementary School is located in an urban, economically disadvantaged, diverse community. It was built in Miami in the year 1955 and is housed on 9.1 acres. The school is a two-story building with 24 portables and two additional buildings. As a diverse community of learners, we face challenges to meet the needs of all students. The school serves an economically disadvantaged population where 87 percent of the students are on free/reduced price lunch. More than 94 percent of our students are children of English Language Learner (ELL) parents. In our community, Creole is the first language. More than 94 percent of our students speak English as a second language. The ethnic make-up of our student population is 84 percent Black-Non-Hispanic, 13 percent Hispanic, 1 percent White-Non-Hispanic, and 2 percent Asian/Indian/Multiracial. Our student population of 738 consists of students in pre-kindergarten through fifth grade. Our Special Education Department (SPED) serves students in several programs: Educable Mentally Handicapped(EMH), Gifted, Physically Impaired (PI), Specific Learning Disabilities (SLD), and Trainable Mentally Handicapped (TMH). In addition, the school serves English Language Learners (ELL) students and special needs students through self-contained, inclusion, and pullout classes. The student attendance rate is 96.02 percent.

The most recent data supplied by the Miami Dade County Public School Statistical profile reflects that our school staff ethnic make-up consists of 50 percent Black-Non-Hispanic, 23 percent Hispanic, and 27 percent White-Non-Hispanic. The level of education for the instructional staff is: approximately 61 percent have a Bachelors Degree; 36 percent of our staff have a Masters Degree; 3 percent have a Specialist Degree or Doctorate Degree. There are 39 general education teachers, 12 special education teachers, two elementary guidance counselors, one speech therapist, one media specialist, 11 special area teachers, 14 full time paraprofessionals, and one part time paraprofessional.

Our school has received a number of awards and recognition. They include the Gold Achievement Award 2002; MDCPS Performance Excellence Recognition 2002; MDCPS Gold Award 2002, and the MDCPS Silver Award 2002. We have also been the recipients of several grants to support and enhance student achievement: Title III 2003, Council of Educational Change (CEC) 2000-2003, 2004-2007, Family Literacy Grant 2000-2003, Technology Loan Grant 2004, Universal Library and Media Grant (known as E-Rate) 1998-2004, Teacher Technology Mentor 2003 and 2004, Arts for Learning 2003, 2004 and 2005, Comprehensive School Improvement Grant 2004 and 2005, and the DellTech Know Grant 2006-2007. Several classroom teachers have acquired mini-grants through the MDCPS Education Fund.

Biscayne Gardens Elementary School has identified variables in relation to the district's challenges in student literacy. One issue is student mobility; student mobility at Biscayne Gardens Elementary School is 29 percent. Many of these students enter our school without appropriate assessment records. Another issue that presents an ongoing challenge is that of parent/guardian contact. Students' contact numbers are constantly changing or disconnected making it difficult for teacher communication. To assist the school, the Community Involvement Specialist (CIS) must continually try to make parent contacts through home visits that are often difficult due to parent/guardian work hours. When contact is made, many times it is hampered by the inability of the parent/guardian to speak English. Dialogue with the teacher, Community Involvement Specialist, and parent/guardian often times require the support of additional school or District personnel.

School Foundation

Leadership:

The vision and mission sets the direction of the school. The school administration consists of a Principal and one Assistant Principal who serve as the instructional leaders of the school. The school consists of several leadership communities whose purpose is to assist administration and staff in enhancing student achievement. The literacy leadership team is composed of: Educational Excellence School Advisory Council (EESAC) and the Literacy Leadership Team consisting of the Reading Coach, Mathematics and Science Leader, and Grade Chairs/Department Heads. Leadership teams meet monthly to analyze goals and objectives.

EESAC, as a representative board of students, parents, staff, and community leaders have regularly scheduled monthly meetings to analyze data from district, progress reports, and State assessments to (1) identify strengths and opportunities to improve, (2) plan, develop and monitor the School Improvement Plan (SIP), and (3) recognize and celebrate student and school accomplishments.

There are four grade chairpersons who represent grades pre-kindergarten through fifth; one grade chair who represents SPED, and one special area teacher who represents special area teachers. The grade levels meet monthly with an administrator to strategize and formulate plans.

Employees are involved in the daily operation of the school. Classroom visitations are made by the administrative team to help create a supportive, informative environment. The school's mission and vision statement is posted in every classroom. Students recite the school's motivational pledge daily.

Communication to employees is enhanced through the electronic mail system implemented by the District and school intranet. A school-web is maintained to keep stakeholders informed about current resources and grade level expectations. Administrators hold monthly faculty meetings that are focused on professional growth. Every employee is essential to the daily operation of the school, which is expressed through recognition, celebrations, team building strategies, and promotions.

In summary, according to the findings of the Organizational Performance Improvement Snapshot self-assessment survey, Biscayne Gardens Elementary School is moving in the right direction as an innovative, learning community that supports its customers.

District Strategic Planning Alignment:

Biscayne Gardens Elementary School has a focus to support a school and District strategic plan that engages its stakeholders in the systematic process of specifying the goals of the school system, determining the present attainment of those goals, and then selecting strategies to reduce the discrepancies. To do this, Biscayne Gardens Elementary School engages in a school-based management system that analyzes its goals and objectives with its learning communities: Educational Excellence School Advisory Council, administrative team, and staff.

Strategically, Biscayne Gardens Elementary School incorporates the Continuous Improvement Model (CIM). Through CIM, an eight-step process is strategically employed to regularly assess students for intervention, remediation, and enrichment. These steps include: data desegregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. Professional development will provide faculty with the necessary skills to implement CIM as a tool in an integrated total quality management system.

Stakeholder Engagement:

According to the 2006-2007 Organizational Performance Improvement Snapshot Survey, the level of customer and market focus on a scale of 5.0 to 1.0 with 5.0 being the highest, the school received a score of 4.2 in the category of Customer and Market Focus. Staff frequently understands who their customers are and communicate to those customers. They feel that they are frequently allowed to make decisions about their customers and are allowed to solve problems for their customers. However, in analyzing the survey, our school can further assist the staff with additional tools to seek and gather feedback from their customers about their work. Currently, staff feedback is in the form of employee assessments, school climate surveys, and parent conferences. To facilitate ongoing feedback about customer and market focus, feedback from classroom visitations will be made available to teachers and communicated to grade chairpersons; grade levels will be encouraged to implement and utilize the Parent Communication Logs as a means of a quick assessment of their customer satisfaction. Teachers will be encouraged to use student portfolios as a means to receive feedback from their key customers.

As a school, our staff will analyze the results of school climate surveys, student service reports, and the monthly Title I Parent Outreach School Reports in staff meetings to generate discussions about customer satisfaction and help make decisions to solve problems for our customers. The Community Involvement Specialist (CIS), Parent Teacher Association (PTA), student services, and the EESAC will continue to be key partners in communicating, identifying and addressing our customers' concerns.

Faculty & Staff:

There is a collaborative partnership that involves students, parents, teachers, administrators and all stakeholders to monitor the progress of school functions to ensure that no child is left behind.

Biscayne Gardens Elementary School learning communities impact the overall function of the school. Department heads and grade levels plan collaboratively with their teams to accomplish tasks. This is evident by the strong support for measurement, analysis, and knowledge management of the Organizational Performance Improvement Snapshot self-assessment survey. The core values Integrity, Teamwork, Equity and Democracy through Excellence energizes the way that the staff performs daily operations. The result is a collective group of team-oriented learning communities optimizing resources to create an environment where everyone can learn and excel.

Data/Information/Knowledge Management:

Teacher Mentoring Programs:

(1) Professional Growth Team

Biscayne Gardens Elementary School implements a Professional Growth Team pairing new teachers to the school and beginning teachers as defined in the PACES Program. The school is devoted to giving all students an exemplary education, and as such fosters leadership professional development mentoring among all teachers through horizontal and vertical articulation and planning. This is done for each subject to try to eradicate variances and promote uniformity in daily and long range planning and assessment. Teachers meet weekly on grade levels to discuss teaching strategies, alignment of sunshine state standards, curriculum, and resources, making data driven decisions as applicable to their classes and individual students.

(2) Leadership Teams

The Principal is the curriculum leader and is the main contact relative to budgetary needs and overall business of the school. An assistant Principal, Region II, and MDCPS district supports principal leadership. The Principal oversees and monitors the instructional programs through benchmarking, formative, and summative evaluations. School leadership and support personnel assist administration with the gathering of data and sharing of information for decision-making purposes with the aid of a district networked computerized system.

The Literacy Leadership Team of school leaders (Reading Coach, Mathematics and Science Leader, and Grade Chairpersons), along with administrators, analyze data and monitor classroom progress on an ongoing basis to ensure that all components of the school reform model, i.e., the M-DCPS Comprehensive Reading Plan are being implemented.

At weekly grade level meetings, teachers use both formative and summative evaluations, benchmarks, and progress reports for reviewing school reform components, monitoring student understanding and identify re-teaching methods.

Education Design:



School Improvement Plan 2007-2008



Extended Learning Opportunities

Biscayne Gardens Elementary School offers an array of learning opportunities for the broad spectra of student learning styles in exceptionalities, environmental awareness, language barriers, and social behaviors. The Retired Teachers Tutorial Pullout Program, afforded by Title I, target learners in the student category falling in the lowest twenty-five percentile rank, retained students, and students who scored a Level 2 on the FCAT. English Language Learners (ELL) receive additional academic tutoring in Reading, Writing, and Mathematics through after school small group tutoring classes. Intensive reading technological researched bases programs (i.e., Reading Plus, Accelerated Reader, Break Through to Literacy, Compass Learning Tomorrow's Promise, and Waterford) are integrated into the curriculum to enable the school to customize lessons/activities for all students deficient in Reading.

School-Wide Improvement Model

As previously stated, the CIM model, funded by a Comprehensive School Improvement Grant, involves an eight-step process that regularly assesses students for intervention, remediation, and enrichment. These steps include: data desegregation, timeline development, instructional focus assessment, tutorials, enrichment, maintenance, and monitoring. In this model, all teachers will enhance their planning skills by implementing the Plan-Do-Check-Act cycle and the FOCUS process. The FOCUS process is strongly aligned to the Plan-Do-Check-Act cycle. The components of FOCUS are: (1) formulate a plan; (2) optimize the timeline; (3) concentrate and collaborate on teaching FCAT standards; (4) utilize assessments, maintenance, and monitoring; and (5) sustain learning with tutorials and enrichment. All grade levels through the school will learn how to implement the Plan-Do-Check-Act cycle in planning, problem solving, and decision making to promote continuous student achievement.

THE PLANNING CYCLE – PDCA

PLAN a change aimed at improvement, collect data and establish a timeline

DO implement the change or strategy

CHECK the results of your actions and identify lessons learned

ACT to apply, abandon or modify the strategy as needed to achieve the desired improvement

Advance Initiatives

Biscayne Gardens Elementary School enhances its instructional program through Specialty Programs as part of our school's advanced initiatives to leave no child behind. Specialty programs include Special Education (SPED) Program with an inclusion model for students with diagnosed Exceptionalities; English Language Learners Program which provides instruction in English for Students of Other Languages; High Scope Pre-Kindergarten provides early learning strategies for four-year old students; Academic Excellence Program (AEP) benefits students by promoting higher order thinking and challenging enrichment activities; Supplemental Educational Services (SES), will support students after the regular school day; addressing small group tutoring in the five Mathematical strands of the Sunshine State Standards and an intensive remediation reading tutorial program; and the Retired Teachers Tutorial Pullout Program focuses on reading remediation for increasing reading fluency and comprehension during the school day.

Technology is incorporated throughout the curriculum to assure that skills learned can be infused and practiced. The mathematics program utilizes the Houghton Mifflin resources and all the support materials to ensure students have access to a variety of Mathematical experiences. Science benchmarks are practiced and enforced among all grade levels in order to enhance students' scientific skills and comprehension. Teachers follow the Sunshine State Standards to ensure that students are meeting district guidelines. Through technology, lab experiences, field trips, direct instruction, and evaluations the school aims to maximize opportunities to achieve in Science.

Biscayne Gardens Elementary School uses the District's computerized Student Performance Indicators (SPI) system to assess student achievement and drive instruction. Teachers also make use of the school purchased program, SNAPSHOT, to identify special care students, targeting and building instructional groups.

Performance Results:

Biscayne Gardens Elementary School anticipates that these strategies and methods will be the catalyst to support students emotionally, academically, and socially. It is anticipated the Character Education Program will also build self-esteem in all our students coupled with a school-wide discipline plan. It is anticipated that the impact of this plan, which celebrates and reinforces students' positive behaviors will decrease the number of suspensions and critical incidences.

In summary, it is anticipated that these strategies and methods will enable the school to improve its identified targeted areas.

Schools Graded 'C' or Below

Professional Development:

Biscayne Gardens Elementary School has implemented the following professional development activities for faculty and staff provided by administration, professional development liaison, Reading Coach, Mathematics/Science Coach and regional, and District support personnel. A new program called Mentoring and Induction New Teacher Program (MINT) has been designed for established teachers to mentor new teachers. Creating Independence through Student-Owned Strategies (CRISS), reciprocal teaching, best practices, and other new and innovative teaching strategies designed for teaching across the curriculum in-services will be held at the school site. Professional development in the Continuous Improvement Model (CIM) will be held to help disaggregate data and guide targeted goals for data driven instruction. Various technology in-services that enhance student learning will be held to introduce staff to innovative techniques and web-based programs designed for differentiated instruction. Along with the assistance of Reading and Mathematics/Science Coaches, professional development will be held through grade level meetings and faculty meetings for teachers and staff. Small learning communities will facilitate cohesive curricular alignment and sharing of new teaching methods.

Disaggregated Data :

The leadership team comprised of administration, Reading and Mathematics/Science Coaches, counselors, grade level chairpersons, media specialist, and other support personnel disaggregates student assessment data to determine students' strengths and areas in need of improvement. Bi-weekly benchmark testing and District Interim Assessment data will be disaggregated by the leadership team and individual teachers to drill down and determine appropriate differentiated instructional strategies. Students performing at or above grade level are placed in our Teaching Enrichment Activities for Minority Students (TEAM), gifted resource and self contained gifted classes, and Academic Excellence classes to promote educational advancement and prepare students for secondary education and magnet school programs within the District. Students performing below grade level are scheduled into remedial reading and mathematics courses for additional instruction in their areas of academic weakness. Students who require additional instruction for remediation will participate in pull-out tutoring for reading, mathematics, and science tested benchmarks with the assistance of retired teachers. Additionally, students who need extra assistance will incorporate computer based programs such as Reading Plus and FCAT Explorer, Compass Learning and Riverdeep. Afterschool and Saturday tutoring services will be provided for all students who seek additional assistance in all academic classes.

Informal and Formal Assessments:

Biscayne Gardens Elementary School will utilize teacher-made tests and quizzes, student portfolios, bi-weekly assessments, district interim assessments, pretests, mid -year tests, and post-tests to assess student mastery of course material, grade level expectations, and targeted tested benchmarks. This will ensure baseline data and progress monitoring data to target areas of weakness and increase student achievement.

Alternative Instructional Delivery Methods :

Biscayne Gardens Elementary School utilizes various instructional delivery methods to ensure academic achievement for all students. These methods include guest speakers, cooperative learning, educational field trips, project based learning, motivational assemblies, career presentations, multi-media presentations, research based software programs, web-based instructional programs, and Community Based Instruction (CBI). Additionally, the use of the facility such as the media center and computer labs will be utilized to enhance learning. Whole group and small group learning, differentiated instruction, and hands-on inquiry based instruction will be used to support traditional teaching model.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students in grades 3-5 at Biscayne Gardens Elementary School will read on grade level.

Needs Assessment



School Improvement Plan 2007-2008



Results from the 2007 FCAT Reading Assessment indicate that 51 percent of students in grades three through six have scored at or above grade level. This is a four percentage point decrease when compared to the 2006 FCAT Assessment.

Results from the 2007 FCAT Reading Assessment indicate that 45 percent of Black, Non-Hispanic students in grades three through six scored at or above grade level. This is an eight percentage point decrease when compared to the 2006 FCAT Assessment.

Results from the 2007 FCAT Reading Assessment indicate that 45 percent of Economically Disadvantaged students in grades three through six scored at or above grade level. This is a seven percentage point decrease when compared to the 2006 FCAT Assessment.

Results from the 2007 FCAT Reading Assessment indicate that 33 percent of English Language Learners (ELL) in grades three through six scored at or above grade level. This is a two percentage point decrease when compared to the 2006 FCAT Assessment.

Results from the 2007 FCAT Reading Assessment indicate that 35 percent of Students With Disabilities (SWD) in grades three through six scored at or above grade level. This is a ten percentage point decrease when compared to the 2006 FCAT Assessment.

According to the overall disaggregated data, 63 percent of students in grades three through six demonstrated learning gains. This is a three percent decrease when compared to the 2006 FCAT Assessment.

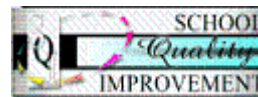
According to the overall disaggregated data, 65 percent of students in the lowest quartile in grades three through six demonstrated learning gains. This is a two percentage point increase when compared to the 2006 FCAT Assessment.

NCLB Subgroup Target

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



School Improvement Plan 2007-2008



Measurable Objective

READING OBJECTIVES

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black, Non-Hispanic students in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

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Given instruction using the Sunshine State Standards, English Language Learners in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five will increase their reading skills as evidenced by 58 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the District approved, uninterrupted 90 minute reading block using Comprehensive Research-Based Reading Plan in Kindergarten through fifth grade to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills.	Reading Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Disaggregate and analyze data from the 2007 FCAT and SAT Reading subtests, in addition to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to identify students' strengths and opportunities for improvement.	Administration and Reading Coach	8/20/2007	05/30/08	District-wide Literacy Plan	0
Implement a plan of action for teachers new to a grade level and beginning teachers who will be coached, mentored and given additional in-house professional development.	Principal, Reading Coach	8/27/2007	6/5/2008	Exchange Meaningful Information	0
Utilize Special Area Teachers to assist daily in tutoring Intensive and Intensive Plus students in fifth grade for one hour five days a week.	Assistant Principal and Reading Coach	10/2/2007	6/5/2008	Education Innovation	0
Provide professional development and support for teachers teaching ELL students in a classroom inclusion model.	Reading Coach, Bilingual Teachers, CCHL Teacher, Administration	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Monitor support systems and progress of ELL and SWD's through classroom visitations to assist teachers and students with transition.	Administration, SPED Program Specialist	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Provide opportunities for teachers to observe the implementation of the reading plan and strategies in other classrooms.	Reading Coach, Administration	9/10/2007	6/5/2008	District-wide Literacy Plan	0
Implement The Reading Plus Program into the language arts curriculum to enhance literacy skills and promote skills for life.	Reading Coach, Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize bi-weekly reading focus skill data to identify and remediate deficient skills.	Reading Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Facilitate Supplementary Educational Services (SES) small group tutoring after school. Target FCAT Level 1 and 2 students for after school tutoring twice weekly, Saturday Academy, and during the school day. Provide approved reading interventions during the school day for Tier 2 and 3 students using Voyager Passport. Tutoring will be monitored through benchmark assessments.	Reading Coach, Classroom Teachers, Retired Teacher Tutors, Administration	9/4/2007	6/5/2008	Diversity & Educational Equity	0
Develop and monitor individualized ELL Plans to address the needs of struggling ELL students.	ELL Teacher, Reading Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Integrate the Continuous Improvement Model (CIM) utilizing the Eight-Step Process as a framework for instructional improvement in reading.	Administration, Reading Coach, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize and monitor reports through computer-assisted instructional programs in reading such as Accelerated Reader, Learning Today, RiverDeep, FCAT Explorer, Reading Plus, and Leapfrog to improve reading comprehension and to promote independent reading.	Reading Coach, Media Specialist, Classroom Teachers, Administration	9/4/2007	6/5/2008	District-wide Literacy Plan	0
Implement a Retired Teacher Pullout Tutorial program for identified students during the school day three times a week for one hour.	Principal	10/2/2007	2/28/2008	District-wide Literacy Plan	8500

Research-Based Programs

Reading Plus
 School Renaissance Accelerated Reader
 Houghton Mifflin - State Adopted Textbook
 Voyager
 Early Success
 Learning Today



School Improvement Plan 2007-2008



Professional Development

District's Comprehensive Reading Research-Based Program
Reading Plus
School Renaissance Accelerated Reader StaR
Snapshot
Compass Learning
High Scope
Breakthrough To Literacy
Waterford
Brainchild
FCAT Explorer
Edusoft
Guided Reading

Evaluation

Houghton Mifflin Assessments
District Interim Assessments
DIBELS
DAR
2007-2008 FCAT Reading Assessment

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students at Biscayne Gardens Elementary School will demonstrate increased performance in mathematics on the FCAT Mathematics Assessment.

Needs Assessment

Results from the 2007 FCAT Mathematics Assessment indicate that 41 percent of students in grades three through six scored at or above grade level. This is an one percentage point increase when compared to the 2006 FCAT Assessment.

Results from the 2007 FCAT Mathematics Assessment indicate that 38 percent of Black, Non-Hispanic students in grades three through six scored at or above grade level. This is an one percentage point decrease when compared to the 2006 FCAT Assessment.

Results from the 2007 FCAT Mathematics Assessment indicate that 36 percent of Economically Disadvantaged students in grades three through six scored at or above grade level. This is a two percentage point decrease when compared to the 2006 FCAT Assessment.

Results from the 2007 FCAT Mathematics Assessment indicate that 30 percent of Students With Disabilities in grades three through six scored at or above grade level. This is an eight percentage point decrease when compared to the 2006 FCAT Assessment.

According to the overall disaggregated data, 52 percent of students in grades three through six demonstrated learning gains. This is a two percent increase when compared to the 2006 FCAT Assessment.

According to the overall disaggregated data, 70 percent of students in the lowest quartile in grades three through six demonstrated learning gains.

NCLB Subgroup Target

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

Measurable Objective

MATHEMATICS OBJECTIVES

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Math Assessment.

Given instruction using the Sunshine State Standards, Black, Non-Hispanic students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will increase their mathematics skills as evidenced by 62 percent scoring at or above Level 3 as documented by scores of the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide support to bilingual teachers with available materials and resources for math enhancement for all students.	Assistant Principal	8/14/2007	5/30/2008	Dual Language	0
Use current resources to assist in analyzing data to drive instruction, i.e., Edusoft, SPI, and Snapshot.	Administration	8/14/2007	5/30/2008	Continuous Improvement Model	0
Provide teachers new to a grade level and beginning teachers with in-house professional development and mentoring services in data analysis, and SIP training.	Administration	8/14/2007	5/30/2008	Exchange Meaningful Information	0
Utilize and monitor student achievement through reports of Computer-Assisted Instructional Programs in mathematics such as Riverdeep and FCAT Explorer to improve mathematics instruction.	Mathematics & Science Leader, Classroom Teachers, Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer and review monthly assessments based on the District's Pacing Guide to remediate specific skill deficiencies.	Mathematics & Science Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Implement an uninterrupted one-hour mathematics block and utilize the District's Mathematics Pacing Guide to drive instruction in grades K-5.	Administration, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, and communication.	Mathematics & Science Leader, Classroom Teachers, Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Integrate the Continuous Improvement Model (CIM) utilizing the Eight-Step Process as a framework for instructional improvement in mathematics.	Administration, Mathematics & Science Leader, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Target lowest quartile students in grades 3-5 for after school tutoring twice weekly, Saturday Academy, and during the school day monitored by benchmark assessments.	Mathematics & Science Leader, Classroom Teachers, Retired Teacher Tutors, Administration	10/2/2007	2/29/2008	Education Innovation	6665
Disaggregate and analyze data to drive instruction from the 2007 FCAT and SAT Mathematics subtests.	Administration, Mathematics & Science Leader, Classroom Teachers	8/27/2007	5/30/2008	Continuous Improvement Model	0
Monitor support systems and progress of ELL and SWD's through classroom visitations to assist teachers and students with transition.	Administration, SPED Program Specialist, ELL Teacher	8/20/2007	6/5/2008	Diversity & Educational Equity	0



School Improvement Plan 2007-2008



Research-Based Programs

State-adopted text Houghton-Mifflin
Researched-based software Learning Today
Researched-based software Voyager Math

Professional Development

Item Specifications
Pacing Guide
Focus Calendar
Computer-Assisted Instruction
Short and extended responses in fifth grade

Evaluation

2008 FCAT Mathematics Assessment
Monthly Assessments
Benchmark Assessments
Teacher-made Assessments
Houghton-Mifflin Assessments
District Interim Assessments

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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Writing Statement

All students in grade four at Biscayne Gardens Elementary School will be able to incorporate the following elements in their writing: focus, organization, support, and conventions, which are incorporated into the District and/or State Standards.

Needs Assessment

Scores on the 2007 FCAT Writing+ Assessment indicate that 81 percent of standard curriculum fourth grade students scored a 3.5 or higher as compared to 80 percent on the 2006 FCAT Writing+ Assessment. The average score on the narrative prompt was 3.8, the expository average was 3.9, and the combined average was 3.9. These results indicate that there remains opportunities for improvement in writing by fourth grade students.

NCLB Subgroup Target

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

Measurable Objective

WRITING OBJECTIVE

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 82 percent of students reaching 3.5 or higher as documented by scores on the 2008 FCAT+ Writing Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Celebrate individuals' essays through morning announcements weekly.	Reading Coach, Administration, Media Specialist	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Coordinate retired teacher tutorial services during school for ELL students in grades three and four.	Reading Coach, Administration	10/2/2007	2/29/2008	Diversity & Educational Equity	8500
Provide ELL students with the ELL inclusion model in writing to ensure adequate learning gains.	Reading Coach, ELL Teacher, Administration	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Plan, implement, and monitor a schedule which includes daily instruction and weekly writing opportunities across the curriculum.	Reading Coach, Assistant Principal, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize monthly writing prompts to ensure that students learn effective narrative and expository writing techniques.	Reading Coach, Classroom Teachers, Assistant Principal	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Improve the quality of writing through daily use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and magic words.	Reading Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the revision technique by providing students with their own graded writing prompt, and allowing them to edit and revise for the purpose of increasing the same writing piece to the next rubric level.	Reading Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) utilizing the Eight-Step Process.	Administration, Reading Coach, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate daily classroom journal writing to provide additional writing opportunities.	Reading Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

State-adopted text Houghton Mifflin
 State-adopted text Scott Foresman Science

Professional Development

Writing process
 Holistic scoring
 Creating Independence Through Student Owned Strategies, Project CRISS
 Conferencing techniques
 Narrative and expository conventions

Evaluation

2008 FCAT Writing+ Assessment
 District Pre/Posttest Writing Assessment
 Monthly Writing Assessments

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

Students at Biscayne Gardens Elementary School will be able to apply the scientific method and increase their annual performance on the FCAT Science Assessment.

Needs Assessment

Scores of the 2007 FCAT Science Assessment indicate that 22 percent of students in fifth grade achieved a Level 3 or higher, which was 15 percentage points higher than the 2006 administration. Results indicate that fifth grade students scored 40 percent on the Earth and Space subtest, 50 percent on the Life and Environmental subtest, 33 percent on the Scientific Thinking subtest, and 42 percent on the Physical and Chemical subtest. Given these results, targeted instruction will be applied to all science areas.

Measurable Objective

SCIENCE OBJECTIVE

Given instruction using the Sunshine State Standards students in fifth grade will increase their Science skills as evidenced by 47 percent of students reaching Level 3 or above on the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) utilizing the Eight-Step Process.	Administration, Mathematics & Science Leader, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use Sunshine State Standards for students in grades 3-5 giving students explorative hands-on experiences.	Classroom Teachers, Administration	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Encourage an increase participation in a school-wide Science Fair.	Mathematics & Science Leader, Classroom Teachers, Science Committee, Administration	9/4/2007	5/16/2008	Improve Public Perception	0
Disaggregate and analyze data to drive instruction from the 2007 FCAT Science Assessment to identify strengths and weaknesses.	Administration, Mathematics & Science Leader, Fifth Grade Teachers	8/27/2007	5/30/2008	Continuous Improvement Model	0
Implement the District Science Pacing Guide in grades K-5 to ensure that all Sunshine State Standards are being taught through content area instruction.	Administration, Mathematics & Science Leader, Classroom Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Implement the District Science Pacing Guide in grades K-5 to ensure that all Sunshine State Standards are being taught through content area instruction.	Administration, Mathematics & Science Leader, Classroom Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Implement the school's Science Focus calendar in fifth grade to ensure that all standards are being taught.	Assistant Principal, Mathematics & Science Leader, Fifth Grade Classroom Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Administer a district in-house pre/post assessment to fifth grade students to help monitor progress.	Assistant Principal	10/2/2007	5/7/2008	Education Innovation	0
Provide support and monitor appropriate training for teachers new to the grade level and/or new to MDCPS.	Administration	8/14/2007	6/5/2008	Exchange Meaningful Information	0
Integrate the use of FOSS Kit lessons into the curriculum for all students beginning in Kindergarten to increase students' interest in science.	Classroom Teachers, Administration	9/4/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Offer professional development activities for teachers in fifth grade on science specifications.	Administration, Region Support Staff, Mathematics & Science Leader	9/4/2007	5/4/2008	Exchange Meaningful Information	0
Provide information to parents to increase their knowledge of the content areas and the use of the Scientific Method.	Classroom Teachers, Administration	8/20/2007	5/18/2008	Improve Public Perception	0
Incorporate effective teaching strategies using the CIM Process to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands-on activities, and the use of problem-solving/critical thinking strategies.	Mathematics & Science Leader, Classroom Teachers, Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman textbook
FOSS kits

Professional Development



School Improvement Plan 2007-2008



Science Resource Teacher in-service trainings
District-offered teacher in-services
Scott Foresman Textbook trainings
Item Specifications
Technology in the classroom
Managing and guiding cooperative groups
Experimental demonstrations
Concept development
Scientific thinking

Evaluation

2008 FCAT Science Assessment
Benchmark Assessments
District Pre/Posttest Science Assessments
District Interim Assessments

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

Biscayne Gardens Elementary school will provide opportunities for families to increase involvement in their children's education.

Needs Assessment

The 2006-2007 Year-End Progress on the School Improvement Plan Objectives Report indicated that there were over 4,000 parent contacts involving either parent workshops/school activities, home visitations, or parent/teacher conferences. Recognizing the importance of frequent parent/teacher communication, teachers need to increase the number of parent contacts recorded on conference logs.

Measurable Objective

PARENTAL INVOLVEMENT OBJECTIVE

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of one percentage point in the number of parental and community contacts as evidenced by comparing log sheets and sign-in rosters for the 2006-2007 to 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct student parent/teacher conferences to collaboratively set the student's achievement goals, and inform parents of the student's strengths/weaknesses to increase readiness and student performance.	Classroom, Special Area Teachers, Administration	9/5/2007	6/5/2008	Exchange Meaningful Information	0
Provide opportunities for parents to visit the Art Extravaganza Exhibit which incorporates "The Arts" into the basic subject areas.	Music, Art, Bilingual Teachers, Administration	8/20/2007	6/5/2008	Improve Public Perception	0
Provide monthly parental workshops for parents in their home language to better understand the programs and needs of their children.	Community Involvement Specialist, Administration	9/5/2007	5/30/2008	Improve Public Perception	0
Provide grade level parental workshops to address the FCAT Reading, Writing, Mathematics, and Science Sunshine State Standards.	Classroom Teachers, Special Area Teachers, Administration	10/2/2007	3/11/2008	Improve Public Perception	0
Utilize the newspaper, school website, radio, school marquee, connect-ed, and flyers in order to keep parents and community informed of school functions.	Principal	8/20/2007	6/5/2008	Improve Public Perception	0
Monitor students thirty-minutes reading benchmark by parent signature logs on a monthly basis for students in Pre-kindergarten through fifth grade.	Reading Coach, Classroom Teachers, Administration	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

National PTA Standards and Parent/Family Involvement Program

Professional Development

Parent Academy
Parent conferencing techniques

Evaluation

Monthly Community Involvement Specialist logs
Student/Parent/Teacher Conference logs
Home visitation logs

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Biscayne Gardens Elementary School will promote programs and practices that facilitate a safe and disciplined environment for all students and adults.

Needs Assessment

Analysis of data indicates a need to improve student behavior. This is evident through the results of the Miami-Dade County Outdoor Suspension Report. The 2006-2007 report shows that 17 students were suspended outdoors. An increase in the implementation of strategies to reduce outdoor suspensions will help create a safe and orderly environment.

The Miami-Dade County Public School Percentage of Attendance Report for the 2006-2007 school year indicates an average attendance of 96.02 percent, an increase of .84 percent as compared to 2005-2006.

Measurable Objective

DISCIPLINE AND SAFETY OBJECTIVE

Given an emphasis on providing a safe and orderly environment, a system of disciplinary action will be implemented using the Student Code of Conduct, and as a result, student behavior will improve as evidenced by a decrease of outdoor suspensions from 17 students in 2006-2007 to 15 students in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the peer mediation program to resolve issues.	Guidance Counselors, Administration	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Promote basic literacy strategies by parents in the home to support early childhood education.	Pre-Kindergarten Classroom Teachers, Guidance Counselors, Administration	8/20/2007	6/5/2008	Universal Pre-K	0
Provide professional development in classroom management skills.	Principal	8/16/2007	6/5/2008	Exchange Meaningful Information	0
Contact parents and establish proactive rapport.	Community Involvement Specialist, Classroom Teachers, Administration	8/20/2007	6/5/2008	Improve Public Perception	0
Implement effective strategies for problem solving as early as Pre-Kindergarten in the life of school age students.	Guidance Counselor, Administration	9/4/2007	6/5/2008	Universal Pre-K	0
Utilize the School Discipline/ Safety Committee to assist in the identification and reporting of any unsafe health and safety issues.	Discipline/Safety Committee, Assistant Principal	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Provide parents with parenting skills information through available resources and media to promote school readiness and career development.	Guidance Counselors, Community Involvement Specialist, Administration	8/20/2007	6/5/2008	Improve Public Perception	0
Emphasize the character education program as an effective tool in teaching appropriate behaviors for lifetime success.	Guidance Counselors, Classroom Teachers, Administration	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Identify students with special needs, monitor, and conduct Student Support Team (SST) conferences to ensure students' individual needs are met.	SPED Program Specialist, Assistant Principal	8/20/2007	6/5/2008	Diversity & Educational Equity	0

Research-Based Programs

Not Applicable

Professional Development

Classroom management workshops
Peer observation and mentoring
Share successful discipline techniques

Evaluation

The Student Case Management System Executive Summary of 2007-2008 will serve as the evaluation tool for this objective. The objective will be monitored throughout the 2007-2008 school year as per the number of student referrals turned in to administration.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

Biscayne Gardens Elementary School will integrate technology in all curricular areas and promote equitable and universal access to technology for all students and staff.

Needs Assessment

During the 2006-2007 school year, through a review of our school's strengths and weaknesses, including results from the 2006-2007 STaR Profile, it was determined that additional technological instruction for teachers and students is necessary in 2007-2008.

Measurable Objective

TECHNOLOGY OBJECTIVE

Given a school-wide emphasis on the integration of instructional technology into the curriculum, students and teachers will utilize the computer-based research lab a minimum of once every week as documented by a computer visitation log, teacher lesson plans, and student reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Plan-Do-Check-Act model to integrate technology into the curriculum to increase time on task for students and increase learning.	Media Specialist, Administration	10/2/2007	5/30/2008	Continuous Improvement Model	0
Monitor students time-on-task using the Sunshine State Standards through data management reports on a daily basis to enhance instruction and student performance.	Classroom Teachers, Administration	9/4/2007	5/30/2008	Diversity & Educational Equity	0
Initiate appropriate learning opportunities to allow students to use different types of hardware and software that address diverse physical and academic needs of students from Pre-kindergarten to grade five.	Computer Specialist, Classroom Teachers, Administration	10/2/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide parents with access to technology as evidenced by sign-in-logs through workshops, Parent Center, and Media Center.	Community Involvement Specialist, Media Specialist, Administration	9/7/2007	5/30/2008	Improve Public Perception	0
Maintain access to researched software in reading and mathematics to students in after school tutorial programs targeted twice a week for one hour each.	Assistant Principal, Reading Leader	10/2/2007	5/30/2008	Academic Enrichment Opportunities	0
Maintain school web-site to provide students, parents, and faculty with links to educational resources to promote learning in reading, math, and content areas.	Computer Specialist, Administration	8/20/2007	6/5/2008	Improve Public Perception	0
Provide inservices to teachers for integrating technology into the curriculum based on the Sunshine State Standards such as Reading Plus.	District and Region Personnel, Principal	8/14/2007	5/30/2008	District-wide Literacy Plan	0

Research-Based Programs

Research-based software Learning Today

Professional Development

Reading Plus
 DellTech Know
 Riverdeep
 Electronic Gradebook

Evaluation

Computer Laboratory Log
 Teacher Lesson Plans
 Student Reports

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Biscayne Gardens Elementary School will promote overall health and fitness of students.

Needs Assessment

Based on the score of the FITNESSGRAM Report 2006-2007, 52.8 percent of our students in grades 4-6 received a fitness award. As a result of strategies to be implemented in the 2007-2008 school year, a 1.2 percentage point increase will be achieved by students in grades 4 and 5. Research conducted by the Department of Health and Services support that there is a positive correlation between a healthy mind and student achievement. There is a need to assess student fitness performance and programmatic success to determine student baseline measures, monitor progress, and promote overall health and fitness.

Measurable Objective

HEALTH & PHYSICAL FITNESS OBJECTIVE

Given the correlation between a healthy mind and body, students in grades 4-5 receiving awards will increase from 52.8 percent to 54 percent as evidenced by an increase of 1.2 percent as measured by the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote participation in Special Olympics and in the school-wide Field Day.	SPED Program Specialist, Physical Education Teachers, Administration	8/23/2007	5/23/2008	Healthcare & Healthy Choices	0
Assess student achievement and programmatic success in meeting the goals and objectives of physical education utilizing the FITNESSGRAM pre and posttests to determine baseline measures and progress.	Physical Education Teachers, Administration	8/20/2007	4/11/2008	Healthcare & Healthy Choices	0
Monitor and assess the physical education program to ensure that activities related to the FITNESSGRAM are implemented and are appropriate to grade levels (i.e., sit-ups, modified pull-ups, aerobic capacity, mile run, etc.).	Principal and Assistant Principal	8/20/2007	4/11/2008	Healthcare & Healthy Choices	0
Compare pre and post-test data to determine valid measures of student/school improvement.	Physical Education Teachers, Administration	8/20/2007	6/5/2008	Student Wellness	0
Promote physical activity and sports in the lives of girls and special needs children especially in areas of under-representation (i.e., swimming and tennis).	Physical Education Teachers, Administration	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Implement student research activities that support the Sunshine State Standards in reading, writing, and mathematics as a part of the overall fitness program.	SPED Program Specialist, Physical Education Teachers, Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Promote National Health Week and The President's Council on Physical Fitness and Sports to increase students' awareness of a healthy mind and body.	Physical Education Teachers, Administration	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Offer physical activities in certain sports like basketball, track and field to stimulate interest and promote healthy competition.	Physical Education Teachers, Administration	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0

Research-Based Programs

Not applicable

Professional Development

Fitness programs

Evaluation

The 2007-2008 FITNESSGRAM Report will show an increase in the fitness score from 52.8 percent to 54 percent.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Biscayne Gardens Elementary School students will be given the opportunities to pursue areas of interest and participate in multicultural activities.

Needs Assessment

Based on in-house data reports, approximately 56 percent of our students who participated in real-life experiences in 2006-2007 were special need students. There was a decrease of approximately 36 percent of general education students participating in real-life experiences in 2006-2007, compared to 80 percent participation in 2005-2006. There is a need to continue to develop a stronger cultural awareness through educationally, enriched field trips and extracurricular activities for all students.

Measurable Objective

ELECTIVES & SPECIAL AREAS

Given instruction based on data reports, general education students will increase student involvement to 37 percent and SPED students will increase student involvement to 57 percent. Through real-life experiences, various resources will be utilized to increase student involvement as evidenced by extracurricular documentation, compared to the lists from 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the annual school-wide Arts Extravaganza to showcase all students' musical and/or artistic talents.	Art and Music Teachers, Administration	4/28/2007	5/2/2008	Improve Public Perception	0
Implement extracurricular challenging activities as part of the First Grade Self-Contained Gifted Class.	First Grade Teacher of the Gifted, Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Implement extra curricular activities challenging students in the after school Academic Excellence Program for one and a half hours two days a week.	Teacher of the Gifted, Art Teacher, Administration	9/17/2007	5/9/2008	Academic Enrichment Opportunities	0
Implement teacher in-services to familiarize teachers with available resources in the community i.e., within MDCPS Resources.	Guidance Counselor, Administration	8/16/2007	5/30/2008	Improve Public Perception	0
Increase student participation in grades 2-5 in the strings/orchestra program.	Music Teachers, Administration	8/20/2007	6/5/2008	Education Innovation	0
Implement extracurricular challenging activities as a part of the Gifted Resource Program for students in grades 2-5 two days a week for primary and two days a week for intermediate.	Gifted Resource Teacher and Principal	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide teachers with the resources to plan cultural, educational field trips to enrich competency based curriculum for all students.	Media Specialist, Gifted Resource Teacher, Administration	9/4/2007	5/30/2008	Academic Enrichment Opportunities	0
Implement extracurricular activities for intermediate students, such as, Junior Achievement, Future Educators of America (FEA), and Career Day.	Administration	9/4/2007	5/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not applicable

Professional Development

Advanced Academics

Evaluation

In-house Field Trip Report 2007-2008/Yearly Calendar
 Arts Extravaganza Log
 Youth Fair Participation Log
 Real-life Experiences Log

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Biscayne Gardens Elementary School will rank at or above the 43rd percentile statewide on the Return On Investment (ROI) Index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from Florida Department Of Education (FLDOE) indicate that in the 2004-2005 school year, Biscayne Gardens Elementary School ranked at the 42nd percentile on the State of Florida ROI Index.

Measurable Objective

RETURN ON INVESTMENT

Biscayne Gardens Elementary School will improve its ranking on the State of Florida ROI Index publication from the 42nd percentile in 2004-2005 to the 43rd percentile on the next publication of the ROI Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Research information about the use of financial resources in relation to school programs.	Principal	8/14/2007	6/5/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal	8/14/2007	6/5/2008	Succession Management	0
Review existing resources for taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal	8/14/2007	6/5/2008	Business Process Redesign	0
Market shared use of facilities, partnering with community agencies.	Principal	8/14/2007	5/30/2008	Improve Public Perception	0

Research-Based Programs

Not applicable

Professional Development

ROI Index
Budget meetings

Evaluation

State of Florida ROI Index

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:

EESAC recommends that the available funds will be allocated to enhance classroom instruction focusing on the Sunshine State Standards in reading and mathematics.

Training:

EESAC recommends that there be a focus on teachers, new to Biscayne Gardens Elementary School in the last two years, to receive additional professional development in reading, mathematics, writing, science, and technology to address student achievement. EESAC also recommends that all teachers receive professional development in data analysis, especially in resources as the MDCPS School Performance Improvement (SPI) program and SNAPSHOT.

Instructional Materials:

EESAC recommends that grade levels and department heads carefully evaluate instructional and business needs with an Administrator to determine resources that are needed to enhance student performance in the classroom.

Technology:

EESAC recommends that technology (1) be used by EESAC members and staff to analyze and monitor overall school performance in the areas of reading, mathematics, writing, and content areas, (2) be used as a tool to survey its stakeholders and improve the school climate, and (3) be used as a tool in developing and monitoring action plans for EESAC, i.e., members and faculty use technology to access EESAC minutes to save paper.

Staffing:

EESAC recommends that (1) Administration be given the support from its members in addressing the business functions of the school to meet student achievement, (2) school leaders conduct timely classroom visitations guided by school checklist and teachers receive feedback for instructional improvement as recommended by the Council of Educational Change (CEC).

Student Support Services:

EESAC recommends that the (1) school implement the volunteer teacher mentor for male students, (2) Retired Tutorial Pullout Program support Level I, Level II, and students who decreased in developmental score.

Other Matters of Resource Allocation:

EESAC recommends that resources be strategically planned for and allocated to increase the Return of Investment on its next publication.

Benchmarking:



School Improvement Plan 2007-2008



EESAC recommends analyzing data assessments from pre and post tests, and progress assessments to determine students' progress during the school year for allocating resources.

School Safety & Discipline:

EESAC recommends analyzing reports generated from ITS and the in-house school discipline plan to promote student excellence.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	8500
Mathematics	6665
Writing	8500
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	23665



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent