

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Coconut Grove Elementary School (0841)

Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Avis Bemby

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Coconut Grove Elementary School, Miami-Dade County's first public school, is located on three and a half acres of land in the heart of the Coconut Grove business district. The school services approximately 310 students whose families' socioeconomic status range from high to low income levels. Fifty-three percent of the students qualify for free or reduced lunch. The student population is forty-one percent Hispanic, thirty-two percent Black, twenty percent White, and seven percent Multiracial, Asian American, and/or Indian. The number of student by grade level is twenty-six in prekindergarten; fifty-three in kindergarten; forty-eight in first grade; thirty-five in second; fifty-six in third; fifty-four in fourth; and thirty-eight in fifth. The student attendance rate averages are ninety-five percent. The percentage of students not promoted during the 2006-2007 school year was four percent.

The diversity among our students creates an environment which leads itself to the school's vision and mission to create lifelong learners and contributing citizens in a multicultural and changing world. In addition to providing our students with foreign language instruction in Spanish, we provide French for students in kindergarten through fourth grade.

The school is a recipient of the Reading First Grant. This program provides instructional support via a school-site based Reading Coach, core and supplemental reading materials and professional development for administrators and teachers.

Coconut Grove Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2007-2008 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by eighty-three percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by seventy-nine percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by eighty-two percent of students scoring 4.0 or higher on the 2008 administration of the FCAT Writing+ Test

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by fifty-three percent of the students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given a school-wide focus on parental involvement, parental role in assisting student learning will be integrated into the school program as evidenced by an increase of three percentage points in the number of parents attending related school-sponsored events during the 2007 - 2008 school year as documented in attendance logs of related activities offered as compared to the 2006 - 2007 school year.

Given school-wide focus on a discipline plan, student behavior will improve as evidenced by a decrease in the number of outdoor suspensions during the 2007-2008 school as compared to the number of suspensions during the 2006-2007 school.

Given a school-wide focus on implementing a comprehensive technology plan, our school will score at the intermediate level of technology planning, as evidenced by the results of the 2007-2008 Florida Innovates School Survey.

Given instruction dedicated to fitness related activities on a daily basis, students in grades two through five should improve fitness performance as evidenced by a two percentage point increase on the 2008 FITNESSGRAM as compared to the 2007 results.

Given a school-wide focus on promoting the French program, students in grades one through three will increase participation in the after school French program by an increase of one percentage point when comparing September 2007 attendance to May 2008 attendance.

Given a focus on proper utilization of funding resources, Coconut Grove Elementary will rank at or above the forty-seventh percentile on the next published State of Florida ROI.

The Organizational Performance Improvement Self-Assessment Survey showed that staff members are generally satisfied with the total school program. Staff members identified the categories of business results and strategic planning as areas that the school needs to address.



# 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.

## 0841 - COCONUT GROVE ELEMENTARY SCHOOL

### VISION

Coconut Grove Elementary School envisions literate, confident, and caring students who are able to think critically, solve problems, communicate effectively, and function as lifelong learners and productive citizens.

### MISSION

The mission of Coconut Grove Elementary School is to create an environment where everyone is respected and valued. We will empower all students to grow academically, physically, emotionally, and socially in order to meet life's challenges.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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.

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## **School Demographics**

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At Coconut Grove Elementary School we strive to meet the individual needs of students in pre-kindergarten through grade five utilizing the Sunshine State Standards. Students in kindergarten through grade five meet for two uninterrupted hours of reading and language arts. The students also meet for one uninterrupted hour of mathematics. Science and social studies classes are conducted following the required and recommended times set forth by the State of Florida Department of Education and the Miami-Dade County Public Schools (M-DCPS) District.

Our school offers special programs for students needing enrichment and/or extra support and remediation. We provide a home-based gifted program for students in grades kindergarten through fifth. Eighteen percent of our students participate in the gifted program. The number of students by grade level is one in kindergarten; eight in first grade; eight in second grade; fifteen in third grade; sixteen in fourth grade; and nine in fifth grade. We offer Special Education (SPED) classes, and use an inclusion model in our pre-kindergarten, first, third, fourth, and fifth grade classes. Twelve percent of our students qualify for the SPED program. The number of SPED students by programs is twenty-four Specific Learning Disabilities; twelve Developmentally Delayed; five Speech/Language Impaired; three receiving Occupational Therapy; and one receiving Physical Therapy.

Fifteen percent of our students are English Language Learners (ELLs) and participate in the English for Speakers of Other Languages (ESOL) program. The number of ELLs in ESOL by grade level is nineteen in kindergarten; eleven in first grade; four in second grade; two in third grade; three in fourth grade; and two in fifth grade. The ESOL program provides our ELLs with a program to help them master the English language. Kindergarten and first grade ELL students and ESOL Levels 3 and 4 second through fifth grade students receive language arts instruction from ESOL endorsed homeroom teachers. ESOL Levels 1 and 2 second through fifth grade students receive two uninterrupted hours of ESOL/Reading/Language Arts instruction from an ESOL endorsed resource teacher on a daily basis.

Our school offers two foreign language programs for the students; Spanish and French. We provide Spanish instruction for native Spanish speaking and non-Spanish speaking students. Non-Spanish speaking students in grades two through five have an opportunity to attend Spanish-Speakers of other Languages (Spanish-SL) classes for approximately 150 minutes per week. Thirty-five percent of our students participate in the Spanish-SL program. The number of students in Spanish-SL by grade levels is twenty-four in second grade; twenty-eight in third grade; thirty-five percent in fourth grade; and nineteen in fifth grade. Native Spanish speaking students in grades kindergarten through five attend Spanish for Speakers (Spanish-S) classes. Twenty-nine percent of our students participate in the Spanish-S program. The number of students in Spanish-S by grade levels is two in kindergarten, twenty-two in first grade; nine in second grade; twenty-six in third grade; sixteen in fourth grade; and sixteen in fifth grade.

The second foreign language program is the Extended Foreign Language/International Studies Program in French. This program provides students with instruction in French Languages Arts and the cultural aspects of France. Thirty percent of our students in grades kindergarten through fourth participate in the French program. The number of students in the French program by grade levels is twenty-three in kindergarten, twenty-one in first grade; fifteen in second grade; twenty-one in third grade; and twelve in fourth grade.

The 2007 Florida Comprehensive Assessment Test (FCAT) results yield the following curriculum student percentages in Reading: third grade – eleven percent in Level 1 and thirteen percent in Level 2; fourth grade – eleven percent in Level 1 and fourteen percent in Level 2; and fifth grade – sixteen percent in Level 1 and twelve percent in Level 2. The percentages were found in Mathematics; third grade – seven percent in Level 1 and nine percent in Level 2; fourth grade – eight percent in Level 1 and twenty-two percent in Level 2; and fifth grade – twelve percent in Level 1 and twenty-eight percent in Level 2.

The student population is forty-one percent Hispanic, thirty-two percent Black, twenty percent White, and seven percent Multiracial, Asian American, and/or Indian. Coconut Grove Elementary School staff includes: forty-five full time staff members, including two administrators and eleven part time staff members. The demographic breakdown includes thirty-seven percent Black; thirty-seven percent Hispanic; twenty-six percent White; seventy-nine percent female; and twenty-one percent male. Teacher/student ratio is 18:1 for prekindergarten through third grade and 22:1 for fourth and fifth grade. Instructional staff attendance rate averages are ninety-five percent.

Our students participate in regularly scheduled computer-assisted learning using Accelerated Reader, FCAT Explorer and SuccessMaker Enterprise Reading and Mathematics. Coconut Grove Elementary School provides an organized counseling program and individual guidance services to meet the social and emotional needs of our students. Our school is one of eight-nine schools that participate in the pilot program Health in Our Schools (HiOSs). This program provides students with services from a social worker from M-DCPS and a certified nurse, and health aide from a local health agency. Services include: health screenings, counseling, nutrition information, and other related health services. We also support the mentoring of our students and make connection with our business community through the Kids and the Power of Work (KAPOW) program, the Big Brothers/Big Sisters program, Lightning Printing Company, Crspin Porter, Coco Walk and the Ritz-Carlton Hotel. In addition, our teachers and staff provide before school and after school tutoring as well as individual interest clubs throughout the school year.

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## ***School Foundation***

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### **Leadership:**

The results of the Organizational Performance Improvement Self-Assessment Survey revealed that the school staff is generally satisfied with the leadership of the school. The category score was 4.3. The staff agreed that the school leadership has created a working environment that is safe and productive. Consensus among the staff denoted the school leader shares information about the school. Most of the members of the staff are aware of the school's vision and mission. The school staff indicated that they are not asked their opinion or what they think about various aspects of the school program.

### **District Strategic Planning Alignment:**

The School Improvement Plan (SIP) provides the goals and objectives that the school develops and follows throughout the school year. The Organizational Performance Improvement Self-Assessment Survey revealed that most of the school staff is aware of how the SIP will affect them and their work. The average score for this category was 4.0. Some staff members also indicated that the work location does not ask for their input or ideas.

### **Stakeholder Engagement:**

The Organizational Performance Improvement Self-Assessment Survey revealed that the staff overwhelmingly agreed that they know who their most important customers (students and parents) are and they keep in touch with the customers frequently. The average score for this category was 4.5. Some staff members generally agreed that they are not always allowed to make decisions in solving problems for the school's customers.

### **Faculty & Staff:**

Teacher Mentoring Programs: Coconut Grove Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's Professional Assessment and Comprehensive Evaluation System (PACES) program. At the beginning of the school year, new teachers are identified and scheduled to participate in both the District and school site sponsored orientations to familiarize them with the Miami-Dade County Public Schools' policies and procedures and facilities their success in their new environment. Each new teacher is provided with a Professional Growth Team to support professional growth and classroom instruction. Additional support for new teachers are addressed via weekly grade group meetings, District and school site professional development training sessions, and visiting colleagues' classrooms on and off campus.

### **Data/Information/Knowledge Management:**

The staff members of Coconut Grove Elementary revealed via the Organizational Performance Improvement Self-Assessment Survey that they know how to measure the quality of their work; how to review the quality of their work to see if changes are needed; and how to use the analyses for making decisions about their work. However, they do feel that they get all of the important information needed to do their work properly. The average score for this category was 4.4.

### **Education Design:**

Extended Learning Opportunities: Coconut Grove Elementary School provides before, during and after school tutorial weekly from September to April to provide students with additional assistance in reading, mathematics, writing and science. Each day of week any student can receive help with home learning, FCAT preparation in one particular strand or cluster and/or mathematics enrichment. Also, an Extended Foreign Language program is provided in French for students in grades kindergarten through three. Plans are to expand the program to fifth grade by the 2008-2009 school year.

School-wide Improvement Model: The Eight-Step Continuous Improvement Model is the research-based school improvement model that is used at Coconut Grove Elementary School. The teachers have the opportunity to review data and analyze data. The results are used to determine the appropriate instructional program for the students. Also, reviewing and analyzing data reveal professional development is needed to implement a successful academic program for all students.

### **Performance Results:**

This process has allowed the organization to analyze additional areas of concern. The analysis revealed that stakeholders agree that all efforts should be made to increase the inclusion rate among the Special Education student population.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**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 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"/>

**Reading Statement**

Coconut Grove Elementary School will increase the number of students meeting high standards and making learning gains in the area of reading.

**Needs Assessment**

An assessment of the 2006 – 2007 test data revealed that nineteen percent of the students in grades three through five did not score at or above FCAT Achievement Level 3 on the FCAT Reading Test. Students in grade three demonstrated strengths in the reading content clusters of main idea/author’s purpose and comparisons. The students answered seventy-one percent correctly in the main idea/author’s content cluster and answered seventy-six percent correctly in the comparisons content cluster. Fourth and fifth grade students demonstrated strength in the reference and research content cluster. The fourth and fifth grade students answered seventy-five percent correctly in reference and research content cluster. The third grade students’ greatest area of reading need is research and reference. The average percentage of questions the students answered correctly was fifty. The fourth grade students’ greatest areas of reading need is words/phrases. The average percentage of items the students answered correctly was sixty percent. The fifth grade students’ areas of reading need is main idea/ author’s purpose. The average percentage of items the students answered correctly was sixty-five. The assessment revealed needs which include, but are not limited to, the following: 1) provide tutorial program with instructional emphasis on identified areas of greatest needs; 2) the need for a refresher training for Project CReating Independence through Student-Owned Strategies (CRISS) trained staff on those learning strategies which maximize reading comprehension; and 3) develop a program to increase parental involvement among parents of all students.

**NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 grades three through five will improve their reading skills as evidenced by eighty-three percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students in grades kindergarten through five with daily computer-assisted instruction using Riverdeep, SuccessMaker, and FCAT Explorer.	Principal, Assistant Principal, Special Area Department Chairperson, and Teachers	08/20/2007	05/30/2008	Education Innovation	0
Promote reading across the curriculum to develop projects for Career Day.	Principal, Teachers, Reading Coach, Department Chairperson, and Counselor	08/20/2007	05/30/2008	Other/ Not Applicable	0
Implement and monitor Miami-Dade County Public Schools Reading/Language Arts Curriculum Pacing Guide and school based long range plans.	Principal, Assistant Principal, Department Chairpersons and Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Promote parental involvement in the child's academic development by providing workshops related to literacy assistance through the Parent Academy.	Principal, Assistant Principal and Reading Coach	10/09/2007	01/31/2008	District-wide Literacy Plan	350
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading Test, including SWD, and implement a weekly intensive tutorial program.	Principal, Hourly Teacher, Teachers, Reading Coach	10/9/2007	04/11/2008	Continuous Improvement Model	3000
Provide professional development opportunities for teachers to share best practices and strengthen data analysis and reading instructional skills.	Principal, Assistant Principal, and Professional Development Liaison	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	3000

### Research-Based Programs

Research-based programs include: core program: Houghton-Mifflin Reading, and intervention programs: 1) SuccessMaker Enterprise; 2) Voyager; 3) Early Success; and 4) Soar to Success.

### Professional Development

Professional development will be provided in the following: 1) Data Analysis: Linking Data to Instruction; 2) Differentiated Instruction for Struggling Readers; 3) Project CRISS; 4) Curriculum Mapping; 5) Planning for Effective Instruction in the Two-Hour Block; 6) Technology-Curriculum Integration; and 7) Edusoft.

### Evaluation

Methods of evaluation that will be utilized include: 1) 2008 FCAT results; 2) DIBELS results; 3) 2008 Stanford Achievement Test-Tenth Edition test results; and 4) District Interim Assessments results utilizing the Edusoft program.

## 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 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"/>

### **Mathematics Statement**

Coconut Grove Elementary School will increase the number of students meeting high standards and making learning gains in the area of mathematics.

### **Needs Assessment**

An assessment of the 2006-2007 test data revealed that twenty-three percent of the students in grades three through five did not score at or above FCAT Achievement Level 3 on the FCAT Mathematics Test. Students in grade three demonstrated strength in the measurement content cluster. The students answered seventy-five percent of the questions correctly. Students in grade four demonstrated strength in the geometry and algebraic thinking content clusters. The students answered seventy-one percent of the questions correctly in both content clusters. Students in grade five demonstrated strength in geometry content cluster. The students answered sixty-one percent of the questions correctly. The third grade and fourth grade students' greatest area of need in mathematics is data analysis. The average percentage of questions the students answered correctly was fifty-seven. The fifth grade students' greatest area of need in mathematics is number sense. The average percentage of questions the students answered correctly was fifty-four. The assessment also revealed needs which include, but limited to the following: 1) additional professional development for teachers focusing on instructional strategies that provide enrichment for high achieving students and 2) develop a program to increase parental involvement among parents of all students.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 grades three through five will improve their mathematics skills as evidenced by seventy-nine percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide weekly before, during and after school tutorial programs for students scoring Achievement Levels 1 and 2 on the FCAT Mathematics Test	Principal, Technology Mentor and Teachers	10/09/2007	04/11/2008	Continuous Improvement Model	3000
Promote and increase parental involvement in their child's academic development by providing parent workshops through the Parent Academy	Principal, Primary and Intermediate Department Chairpersons, and Teachers	10/09/2007	01/31/2008	Exchange Meaningful Information	3000
Implement and monitor the M-DCPS Mathematics Curriculum Pacing Guide and school-based long-range plans.	Principal, Primary and Intermediate Department Chairpersons, and Teachers	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	0
4. Provide students with learning opportunities through the implementation of technology to utilize online resources which will facilitate computer-assisted instruction and provide support for benchmark skills.	Principal, Assistant Principal, Special Area Department Chairperson, and Teachers	08/20/2007	05/30/2008	Education Innovation	0
Implement daily mathematics word problems activity in grades K - 5.	Principal, Assistant Principal, and Teachers	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	0
Provide professional development opportunities for teachers to share best practices and strengthen data analysis skills	Principal, Assistant Principal, and Professional Development Liaison	08/20/2007	05/30/2008	Other/ Not Applicable	5000
Provide students with mathematics activities including Math Superstars and a Math Bowl.	Principal, Assistant Principal, Primary and Intermediate Chairpersons, and Teachers	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	200

### Research-Based Programs

Core programs: Harcourt-Brace Mathematics Series

### Professional Development

Professional Development will be provided in the following: 1)Data Analysis: Linking Data to Instruction; 2) Differentiated Instruction; 3) Project CRISS; 4) Curriculum Mapping; 6) Technology-Curriculum Instruction; and 7)Edusoft Program.

### Evaluation

Methods of evaluation that will be utilized include: 1) 2008 FCAT results and 2) (M-DCPS) Interim Assessments results utilizing Edusoft program.

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

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

#### **District Strategic Plan**

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

### **Writing Statement**

Coconut Grove Elementary School's students will demonstrate improvement in their writing skills.

### **Needs Assessment**

Results of the 2007 FCAT Writing+ Test indicate that twenty percent of the students in grade four did not score 3.5 or higher. Thirty-nine percent did not score 4.0 or higher. Twenty-eight percent of the students in grade four did not score 3.5 or higher on the FCAT Expository Writing+ Test. Forty-four percent did not score 4.0 or higher on the FCAT Expository Writing+ Test. Sixteen percent of the students in grade four did not score 3.5 or higher on the FCAT Narrative Writing Test. Thirty-seven percent of the students did not score 4.0 or higher on the FCAT Narrative Writing+ Test. The results of the test indicate that students' greatest area of need is instruction in expository writing. The 2007 report indicates that our total population did improve performance in writing by a six point increase in the percentage of students scoring 4.0 or higher when compared to the 2006 administration.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 Sunshine State Standards, students in grade four will improve their writing skills as evidenced by eighty-two percent of students scoring 4.0 or higher on the 2008 administration of the FCAT Writing+ Test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Publish student work via school website, school newspaper, morning announcements, etc.	Principal, Department Chairperson, Reading Coach, Media Specialist, and Special Area Department Chairperson	10/15/2007	05/30/2008	Improve Public Perception	500
Develop and implement a weekly Writing Academy for third and fourth grade students.	Principal, Third and Fourth Grade Teachers, Primary and Intermediate Department Chairpersons, and Reading Coach	08/20/2007	05/20/2008	Other/ Not Applicable	0
Develop and implement a school-wide writing plan.	Principal, Primary and Intermediate Department Chairpersons, and Reading Coach	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	0
Implement and monitor the M-DCPS Reading / Language Arts Curriculum Guide and school based long range plans.	Principal, Assistant Principal, Reading Coach, and Primary and Intermediate Department Chairpersons	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Utilize multimedia technology and instructional software that address the writing process.	Principal, Assistant Principal, Special Area Department Chairperson, and Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Promote parental involvement in their child's academic development by providing parent workshops related to home learning and writing process strategies through the Parent Academy.	Assistant Principal and Reading Coach	10/09/2007	04/11/2008	Continuous Improvement Model	350
Provide weekly tutorial interventions for students scoring 3.0 or lower on the District FCAT Writing+ Pre-Test.	Principal, Teachers and Reading Coach	10/09/2007	04/11/2008	Other/ Not Applicable	2000

### Research-Based Programs

Research-based programs include: 1) Houghton Mifflin reading program and 2) Great Source Education Group Writing Textbook Program.

### Professional Development

Professional development will be provided in the following: 1) Project CRISS; 2) Analysis: Linking Data to Instruction; 3) Technology-Curriculum Integration; and 4) Implementing School-Wide Writing Program.

### Evaluation

Methods of evaluations that will be utilized include: 1) 2008 FCAT Writing+ results and 2) 2007-2008 District pre- and post-writing test results.

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

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

#### **District Strategic Plan**

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

### **Science Statement**

Coconut Grove Elementary School's students will improve their science skills.

### **Needs Assessment**

Results of the 2007 FCAT Science Test indicate that students in grade five had a mean scale score of 311, which is above the State's mean scale score. Fifth grade students demonstrated strengths in the content cluster of Earth and Space science.. The students' greatest area of need is scientific thinking. The mean point for this content area is six.



### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by fifty-three percent of the students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide learning opportunities through the implementation of technology to utilize online resources which will facilitate science skills.	Principal, Assistant Principal, Special Area Department Chairperson, and Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Promote an interdisciplinary approach stressing writing across the science curriculum.	Principal, Assistant Principal, Primary and Intermediate Department Chairpersons, and Teachers	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	0
Implement and monitor the M-DCPS Science Curriculum Pacing Guide.	Principal, Assistant Principal, and Teachers	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	0
Provide opportunities for students in grades kindergarten through five to conduct scientific inquires using the Scott Foresman Science kits.	Principal, Assistant Principal, and Teachers	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	0
Conduct parent workshops to provide assistance in the development of science fair projects as well as science activities involving critical thinking and problem solving skills through the Parent Academy.	Assistant Principal, Primary and Intermediate Department Chairpersons, and Teachers	8/20/2007	03/10/2008	Other/ Not Applicable	0
Provide professional development opportunities for teachers to share best practices and strengthen instructional knowledge in hands-on science.	Principal and Professional Development Liaison	8/20/2007	5/30/2008	Continuous Improvement Model	1000

### Research-Based Programs

Research-based programs include: Core Program: Scott Foresman Science Series and Destination (Riverdeep)

### Professional Development

Professional Development will be provided in the following: 1) FCAT items specifications; 2) Data Analysis: Linking Data to Instruction,; 3) Instructional Strategies for Hands on Science; and 4) Technology-Curriculum Integration

### Evaluation

Methods of evaluation that will be utilized include:1) 2008 FCAT results; 2) Percentage of students participating in school site Science Fair participation; 3) District Science Fair participation; and 4) District Interim Assessment.

## 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 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"/>

### **Parental Involvement Statement**

Coconut Grove Elementary will promote activities aimed toward increasing parental involvement.

### **Needs Assessment**

An informal analysis of parental involvement trends at Coconut Grove Elementary School reveals that parents of students demonstrating academic success participate in more academically-related activities and events (e.g., home learning, Parent Academy, EESAC, etc.) than parents of students needing to increase academic achievement. During the 2006-2007 school year, fifty-two percent of parents whose children were on the Principal's Honor Roll and regular Honor Roll attended academically-related activities and events. Only ten percent of parents whose children earned a final average grade of D or lower attended academically-related activities. In an effort to increase parental involvement, the following needs have been identified: 1) leadership team will develop and coordinate activities to promote increased parental involvement and 2) the need for more school - sponsored events which are designed to assist parents in promoting literacy at home.

### Measurable Objective

Given a school-wide focus on parental involvement, parental role in assisting student learning will be integrated into the school program as evidenced by an increase of three percentage points in the number of parents attending related school-sponsored events during the 2007 - 2008 school year as documented in attendance logs of related activities offered as compared to the 2006 - 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disseminate academically-related information at monthly PTA meetings and via e-mail.	Principal, Assistant Principal, Reading Coach, Department Chairpersons, and Teachers	08/20/2007	05/30/2008	Exchange Meaningful Information	0
Disseminate information about Miami-Dade County Public Schools Parent Academy classes via flyers home to parents, marquee, parent newsletter, e-mail, and ConnectEd phone system.	Principal and Assistant Principal	8/20/2007	05/30/2008	Exchange Meaningful Information	0
Coordinate Family Literacy Nights to showcase student projects, disseminate information pertaining to FCAT administration and provide strategies for parents to use at home in support of all academic areas.	Principal, Assistant Principal, Reading Coach, Media Specialist and PTA (Parent Teacher Association) Executive Board Members	8/20/2007	05/20/2008	Exchange Meaningful Information	0
Coordinate Literacy Fair to showcase students work and progress.	Principal, Assistant Principal, Reading Coach, Counselor, Department Chairpersons, and PTA Executive Board Members	10/22/2007	01/31/2008	Other/ Not Applicable	0
Develop and disseminate a quarterly newsletter (via paper copies and school website) that provides school-related news and parenting tips.	Principal, Assistant Principal, Reading Coach, and Department Chairpersons	08/20/2007	05/30/2008	Exchange Meaningful Information	400
Utilize District Early Release and Evening Parent/Teacher Conference days to inform parents of student process.	Principal, Assistant Principal, and Teachers	10/16/2007	2/19/2008	Exchange Meaningful Information	0

### Research-Based Programs

National Standards for Parents/Family Involvement Program and Parent-Teacher Association (PTA)

### Professional Development

Professional development will be conducted through the following forums: 1) PTA meetings; 2) EESAC meetings; 3) new parent orientations on an at need basis; and 4) the Parent Academy. The focus areas of professional development will include: 1) test data review; 2) strategies that can be used to help with home learning and to increase academic achievement; 3) available health services within the community; and 4) ways to help a child control his/her behavior.

### Evaluation

Methods of evaluation that will be utilized include: 1) Workshop attendance logs; 2) PTA membership roster; 3) Parent Resource Center sign-in roster; and 4) sign-in sheets from Family Literacy Nights.

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

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

### **Discipline & Safety Statement**

Coconut Grove Elementary School will develop and implement a school-wide discipline plan to promote a safe learning environment for all students.

### **Needs Assessment**

Results of the 2006-2007 Student Case Management System Executive Summary indicated that eighteen outdoor suspensions were issued.

### Measurable Objective

Given school-wide focus on a discipline plan, student behavior will improve as evidenced by a decrease in the number of outdoor suspensions during the 2007-2008 school as compared to the number of suspensions during the 2006-2007 school.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement Students On Success (SOS) Club.	Principal, Assistant Principal and Counselor	08/20/2007	05/30/2008	Other/ Not Applicable	0
Develop and implement a mentoring program for students identified as needing to increase positive self esteem.	Principal, Assistant Principal and Counselor	08/20/2007	05/30/2008	Improve Public Perception	0
Develop and implement a school-wide discipline plan.	Principal, Assistant Principal, Counselor and Teachers	10/16/2007	05/30/2008	Other/ Not Applicable	0
Provide teachers with an opportunity to attend behavior management workshops.	Principal, Assistant Principal and Counselor	08/20/2007	05/30/2008	Other/ Not Applicable	1000
Conduct parent workshops to provide assistance in utilizing positive disciplining strategies through the Parent Academy.	Principal, Assistant Principal, Counselor and Teachers	10/09/2007	04/11/2008	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Professional development will be conducted in the following: 1) Assertive Discipline and 2) Alternative Strategies for Discipline.

### Evaluation

Method of evaluation utilized will be recording the number of outdoor suspensions at the end of the 2007-2008 school year.

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

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

#### **District Strategic Plan**

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

### **Technology Statement**

Coconut Grove Elementary School will develop and implement a school-wide technology plan that will support the total instructional program and enhance student performance.

### **Needs Assessment**

Results of the 2006-2007 data revealed that forty-five percent of the students used Riverdeep, FCAT Explorer, and SuccessMaker daily showed progress and competency in skills and benchmarks. The results indicate that the stakeholders need to provide students with more hours on the computers in order to reach and meet their individual goals.

### Measurable Objective

Given a school-wide focus on implementing a comprehensive technology plan, our school will score at the intermediate level of technology planning, as evidenced by the results of the 2007-2008 Florida Innovates School Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with a redesigned computer lab and upgraded computers in individual classrooms.	Principal, Special Area Department Chairperson, and Media Specialist	10/02/2007	05/30/2008	Safe and High-quality Facilities	10000
Monitor the hours students use the following: Destination Success, FCAT Explorer, and SuccessMaker Enterprise.	Principal and Special Area Department Chairperson	10/02/2007	05/30/2008	Other/ Not Applicable	0
Provide classroom teachers with new laptop computers via District Computer Refresh Program	Principal	10/02/2007	05/30/2008	Other/ Not Applicable	0
Prepare technology articles to disseminate to parents and staff members through the school newsletter.	Principal, Special Area Department Chairperson and Media Specialist.	10/02/2007	05/30/2008	Other/ Not Applicable	0
Establish and implement a school-wide Accelerated Reader Contest.	Assistant Principal and Media Specialist	10/02/2007	05/30/2008	Other/ Not Applicable	200
Conduct parent workshops through the Parent Academy that will provide technology strategies for parents and students to use at home.	Principal and Assistant Principal	10/30/2007	05/30/2008	Other/ Not Applicable	0
Provide professional development and follow-up for teachers in technology.	Principal and Professional Development Liaison	10/8/2007	05/30/2008	Seamless PreK-12 Curriculum	

### Research-Based Programs

Research-based programs include: Destination Success and SuccessMaker Enterprise

### Professional Development

Professional development will be provided in the following: 1) the electronic use of Progress Monitoring & Reporting Network (PMRN), 2) electronic gradebook, 3) Edusoft, 4) SuccessMaker, and 5) Destination Success

### Evaluation

Method of evaluation that will be utilized is the results of the 2007-2008 Florida Innovates School Survey.

## Health & Physical Fitness 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 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 checked="" type="checkbox"/>

### **Health & Physical Fitness Statement**

Coconut Grove Elementary School’s physical education program will provide students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

### **Needs Assessment**

The 2006 – 2007 FITNESSGRAM Assessment data indicated that ninety-seven percent of our students met the minimum health-related standards.



### Measurable Objective

Given instruction dedicated to fitness related activities on a daily basis, students in grades two through five should improve fitness performance as evidenced by a two percentage point increase on the 2008 FITNESSGRAM as compared to the 2007 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide appropriate amount of instructional fitness time.	Principal and Physical Education (PE) Teacher	08/20/2007	05/25/2008	Healthcare & Healthy Choices	0
Administer FITNESSGRAM Pre-test.	Principal and PE Teacher	01/14/2008	02/01/2008	Healthcare & Healthy Choices	0
Provide students with selected activities specifically related to assessment component items.	Principal, Assistant Principal and PE Teacher	01/07/2008	03/03/2008	Healthcare & Healthy Choices	0
Provide parents with information via professional physical education workshops and parent newsletters, about ways to promote proper fitness and healthy lifestyles.	Principal and PE Teacher	10/09/2007	05/30/2008	Exchange Meaningful Information	200

### Research-Based Programs

Not Applicable

### Professional Development

1) Attend workshops related to physical education and specifically physical fitness activities and 2) Participate in collaborative planning with other physical education teachers.

### Evaluation

Method of evaluation that will be utilized includes the results of the 2007-2008 FITNESSGRAM.

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

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

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

### **Electives & Special Areas Statement**

Coconut Grove Elementary School will provide students with an opportunity to participate in a French International Studies program.

### **Needs Assessment**

Eighty percent of grades one through four students who participate in the French program attend the after school portion of the program. There are plans to eventually turn it into an International Studies Program, and all participants will have to attend an additional hour after school to receive the French humanities instruction.

### Measurable Objective

Given a school-wide focus on promoting the French program, students in grades one through three will increase participation in the after school French program by an increase of one percentage point when comparing September 2007 attendance to May 2008 attendance.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Coordinate student events with the French consulate.	Principal, Assistant Principal, French teachers, and PTA	10/15/2007	05/30/2008	Dual Language	0
Coordinate student events with monthly PTA meetings.	Principal, Assistant Principal, French teacher, and PTA	09/20/2007	05/30/2008	Other/ Not Applicable	0
Develop and disseminate a French newsletter involving parental involvement and student activities.	Principal, Assistant Principal, French teacher, and PTA	10/15/2007	05/30/2008	Dual Language	100
Provide French after school club for interested students.	Principal, French Teachers, French Fulbright Assistant, and PTA Executive Board Member	11/20/2007	05/30/2008	Dual Language	

### Research-Based Programs

Not Applicable

### Professional Development

Foreign language teachers will attend professional development covering the subject of increasing students' foreign language proficiency.

### Evaluation

The evaluation component will include recording the number of students attending the after school French program in April 2008 as compared to September 2007 attendance.

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Coconut Grove Elementary School will remain at or above the highest level on the State of Florida Return on Investment (ROI) index.

### **Needs Assessment**

The most recent data from the FLDOE indicate that in 2004-2005, Coconut Grove Elementary School ranked at sixty-fourth percentile on the State of Florida ROI index.

### Measurable Objective

Given a focus on proper utilization of funding resources, Coconut Grove Elementary will rank at or above the forty-seventh percentile on the next published State of Florida ROI.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Faculty, Staff, and EESAC	08/14/2006	05/30/2007	Other/ Not Applicable	0
Collaborate with the District to reallocate existing resources to meet class size reduction.	Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Collaborate with District to secure funding resources to purchase new computers for students.	Principal, Faculty, Staff, and EESAC	08/20/2007	05/30/2008	Other/ Not Applicable	0

### Research-Based Programs

Core programs: Houghton-Mifflin Reading Series, Harcourt-Brace Mathematics Series, and Scott Foresman Science Series

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Coconut Grove Elementary will remind at or above the forty-seventh percentile.

**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:**

The EESAC recommended the use of EESAC funds be used to purchase electronic instructional tools and Accelerated Reader books to enrich classroom curriculum.

**Training:**

The EESAC recommended staff development activities in the areas of reading, writing, mathematics, and science. These include Riverdeep training, FCAT writing workshops, problem-solving and scientific inquiry workshops. Additionally, the EESAC recommended parent involvement workshops as a strategy in the 2007-2008 School Improvement Plan.

**Instructional Materials:**

The EESAC recommended the purchase of instructional materials that enable students to improve their writing skills and to participate in hands-on scientific inquiry and problem-solving activities.

**Technology:**

The EESAC recommended that funds be secured via PTA, District and community donations to purchased new computers. The EESAC also recommended that teachers participate in professional development related to technology topics, including website development.

**Staffing:**

The EESAC recommended that school funds be used to hire part-time certified teachers to work with small groups of students who need additional instructional support.

**Student Support Services:**

The EESAC recommended PTA and school funds be used to support the SOS Club and character education program.

**Other Matters of Resource Allocation:**

The EESAC recommended school funds be used to support SuccessMaker, Accelerated Reader, Reader-of-the-Month, Science Days, Science Fair, Math Superstars, school-wide writing program, our school website and the school newsletter.

**Benchmarking:**

The EESAC recommended that the use of Curriculum Pacing Guides, long range plans and Focus Calendars should be supported and monitored throughout the year.



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

The EESAC recommended that parent workshops on reinforcing positive student behavior and proper parenting skills should be offered during the school year. Also, the EESAC recommended that teachers be provided opportunities to participate in a classroom management inservice.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	6350
Mathematics	11200
Writing	2850
Science	1000
Parental Involvement	400
Discipline & Safety	1000
Technology	10200
Health & Physical Fitness	200
Electives & Special Areas	100
Return On Investment	0
<b>Total</b>	<b>33300</b>





# 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*