

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Golden Glades Elementary School (2161)

Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Theron Clark

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Golden Glades Elementary School is a small pre-kindergarten to 6th grade school located in the city of Opa-Locka, Florida. Current school enrollment for the 2007-2008 school year is 400 students. Ninety-seven percent of this enrollment is Black with the remaining three percent being Hispanic. Ninety-four percent of the students qualify for free or reduced school meals. There are currently six students in the English Language Learners program.

Golden Glades has a content-gifted program, several special education programs, and a standard curriculum program for neighboring children in the Opa-Locka area. The following objectives will serve as the focus of our schoolwide priorities for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 58 percent of students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, our Black students in grades three through six will improve their reading skills, as evidenced by 58 percent of these students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, our Students with Disabilities in grades three through six will improve their reading skills, as evidenced by 58 percent of these students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, our Economically Disadvantaged subgroup in grades three through six will also improve their reading skills, as evidenced by 58 percent of these students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills, as evidenced by 62 percent of students achieving level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, our Black students in grades three through six will improve their mathematics skills, as evidenced by 62 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, our Students with Disabilities in grades three through six will improve their mathematics skills, as evidenced by 62 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, our Economically Disadvantaged students in grades three through six will improve their mathematics skills, as evidenced by 62 percent of students achieving level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88 percent of students scoring 3.5 or higher on the 2008 administration of the FCAT Writing Plus Assessment.

Given instruction based on the Sunshine State Standards and hands-on science activities, students in grade five will improve their science skills as evidenced by 41 percent of students achieving Level 3 or above on the 2008 Science FCAT Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 20 percent increase during the 2007-2008 school year in parent and community interaction as evidenced by comparing visitor and volunteer logs from the previous year.



School Improvement Plan

2007-2008



Given an emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 10 percentage point decrease in the number of teacher written referrals during the 2007- 2008 school year.

Given an increased emphasis on the infusion of technology into the curriculum all students will augment their usage of the Accelerated Reader Program and other educational software as evidenced by a 10 percentage point increase in curriculum program reports and student work samples.

Given increased emphasis on health and physical fitness, 90 percent of students in grades four and five will maintain a high level of standards as measured by the 2007-2008 National Standards FITNESSGRAM Test Program.

Given emphasis on the benefits of participating in advanced academic programs and enrichment, the number of students enrolled in enrichment programs will increase by 10 percentage points during the 2007-2008 school year as evidenced by participation rosters.

Given increased attention to financial resources and their correlation with student performance, Golden Glades will improve its ranking on the State of Florida ROI index publication above the 18th percentile to the 19th percentile on the next publication of the index.

A review of the Organizational Performance Improvement snapshot survey recommends a focus on the school's strategic plan. This will be addressed as we continue to implement the continuous improvement model with all stakeholders and increase communication with support staff as it relates to our school improvement plan. The accomplishment of these objectives will enhance our mission to work collaboratively with parents and community partners to increase student achievement and maximize the potential of each child.



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.

2161 - GOLDEN GLADES ELEMENTARY SCHOOL

VISION

Golden Glades Elementary School's vision is to prepare our children so that they can compete in the workplace of the 21st century. We strive to set high expectations for academic, personal, and civic achievement. The needs of our student population are addressed through various instructional programs with a literature and historical infused curriculum. We pledge to build an effective school community by molding our programs to meet the individual needs of our students and working collaboratively with parents and community to meet the challenge of preparing our students for their future roles in society.

MISSION

Golden Glades Elementary School's mission is to raise student achievement in all curricular areas while strengthening students' ethical and moral character so that they can maximize their potential in our democratic society.

CORE VALUES

It is our intent to provide an environment where students feel confident about succeeding in the real world. To accomplish this, we strive to provide activities and instruction that enhance students' self esteem, as we prepare them to meet academic goals established by the school district and the state. We seek improvement in student performance and the professional preparation of our staff in order to impact these areas positively. We foster an environment that serves all students and aspires to eliminate the achievement gap.

School Demographics

Golden Glades Elementary School was established in 1955 and sits on 7.09 acres of land. It has twenty-two classrooms, one VPK portable, a two-pack building and a Liberal Arts building. Golden Glades Elementary serves a community of single family homes in the city of Miami Gardens/Opa Locka. It is located in the northern section of the attendance boundary served by Miami-Dade County Public Schools. The cohesiveness and friendliness of the staff is a distinct characteristic of Golden Glades Elementary, which in turn, promotes the staff to feel empowered. Funding provided by a QZAB grant was utilized to provide additional computers in each classroom and purchase additional software.

The student body consists of students in grades pre-kindergarten through sixth grade. The student body is made up of ninety-six percent Black with the remaining four percent Hispanic. Ninety-seven percent of the students qualify for free or reduced priced meals. 150 students scored Levels 1 and 2 on the 2007 FCAT Test. The student mobility rate is thirty percent. The school serves approximately 420 students, Special Education Students 20%, LEP students 1%, Gifted students 6%. 90% of students are economically disadvantaged.

Our general education class size ratio is 1:18 in the primary grades and 1:22 in the intermediate grades. The average class size for our SPED population is as follows: Our SED students are serviced with a 1:5 student/teacher ratio. There are two units of SED. One primary and one intermediate. Our EH population is serviced by two teachers with a 1:8 ratio for intermediate and 1:4 for primary. Our VE population includes about 32 students serviced with inclusion and content/pull out models. There is currently one ESE teacher to service all of these students.

Golden Glades has many students with a high mobility rate. The school averages a 96% daily student attendance which is just below the state and district average.

The ethnicity of the faculty and staff is as follows: ninety-six percent of our staff is African American. Two percent are Hispanic and two percent are White.

Golden Glades Elementary employs a total of fifty-seven staff members. Of this total, there are two administrators, twenty-seven classroom teachers, one special education teacher, one guidance counselor, six paraprofessionals, one math facilitator, two reading coaches, one science coach, one computer technician, one community involvement specialist, two school psychologists, four clerical employees, three security monitors and three custodians. There is also one retired, certified hourly teacher. There is currently one teacher out on maternity leave and another out on a medical leave causing us to show an opening in a third grade classroom.

The leadership team, comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, two Title I Reading Coaches, and a Curriculum Leadership Team (consisting of teachers from grades kindergarten through grade six) will meet regularly and provide suggestions, solutions, and feedback for all aspects of the school's programs. Monthly data meetings will be conducted with grade levels and Golden Glades Elementary School's Leadership Team to review and analyze data in order to drive instruction.

Golden Glades Elementary students feed into the Hialeah-Miami Lakes feeder pattern. One of the main high schools in this area is Hialeah Miami Lakes that is currently identified by the state as an "F" school. This area is a multi-ethnic community that strives to provide its students with the best diverse and academic choices.

Golden Glades offers several programs to enhance the school experience. The school offers chess, 5000 role models, Girls Destined for Success, Concerned African Women, Academic Excellence Program, Gifted, morning and afternoon tutorials. The school was awarded a QZAB grant for the purpose of upgrading our technological infrastructure and purchasing new computers. The school additionally received a Family Literacy Grant that provided evening classes for GED, ESOL, Computer Education, and student tutoring to the surrounding community twice a week.

OMBS Alarm and Security and Costco were two of our Dade Partners. They provided the school with breakfasts for teachers and professional development presenters, bicycles, and MP3 players. This allowed for the school to provide incentives for high achieving students.

School Foundation

Leadership:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.5) with the leadership team. The leadership team is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven, however, staff is encouraged to implement new innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. The leadership team will render leadership that empowers the staff, promotes collegial sharing and collaboration.

District Strategic Planning Alignment:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are confident in the school's strategic plan (score = 4.3). The school's goals are outlined in the school's mission statement. These goals include: 1) raising student achievement in the areas of reading, mathematics, science and written communication; 2) build students' ethical and moral character so that they can actively participate in a democratic society and 3) use effective school strategies to provide a safe and orderly learning environment. To attain this mission, Golden Glades Elementary School will provide a supportive and healthy environment, which will enhance the students' academic, social, physical, and emotional development.

Stakeholder Engagement:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty, staff, and stakeholders at Golden Glades Elementary School are extremely satisfied (score = 4.4). The stakeholders of Golden Glades Elementary School include representatives from the community, students, and parents. The stakeholders will review, analyze and evaluate pertinent data such as FCAT, DIBELS results, and other formative and summative assessments with our school demographics and academic profile to formulate objectives as a schoolwide priority. The stakeholders will schedule meetings, notify participants and create agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the stakeholders. The stakeholders will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the media center and a teacher incentive program. The stakeholders will recommend additional training for all teachers in reading, mathematics, science, writing and higher order thinking skills. The EESAC will recommend the purchase of software to support instruction and enhance learning. The EESAC will also support incentives for our schoolwide discipline plan.

Faculty & Staff:

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

Data/Information/Knowledge Management:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.4). Golden Glades Elementary school utilizes a data driven approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available. Instructional teams review the results and then participate in any restructuring that may be needed to meet the identified areas of concerns. This process is repeated throughout the year and adjustments to academic programs are made as necessary.

Education Design:



School Improvement Plan

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According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.4). The school improvement model utilized at the school is the Continuous Improvement Model(CIM)consisting of the Plan, Do, Study, Act (PDSA) Cycle. This systematic approach to making improvement has been effective in identifying areas in need of attention and modification. An example of this approach has been utilized in the teaching of reading skills. By gathering available data based on previous state tests, PMRN, formal and informal assessments the staff is better able to understand the needs of the students. These needs are addressed with a plan of action. Continuous evaluation of the students' progress allows for adjustments.

Performance Results:

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

Schools Graded 'C' or Below

Professional Development:

Student scores on the FCAT indicate a need to modify instructional methods to raise the level of achievement and reduce the number of students at the lowest performance level. Collaborative planning and focused instruction continue to be implemented throughout the grade levels. A team concept has been implemented to allow grade levels to plan together and share best practices. Reciprocal teaching will take place across all grade levels by our village leaders and reading coaches. Surveys and data will be analyzed to target weak teaching methods and item specifications needing improvement. Professional development in using Accelerated Reader, Success Maker, Riverdeep, FCAT Explorer, Voyager, and DIBELS will enable the teachers to tailor instruction based on student needs and will be provided throughout the school year.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration and teachers. The Reading coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, analyzing student data, and coordinating opportunities for learning with the help of our PD Liaison.

Disaggregated Data :

Data will be analyzed and disaggregated as soon as it is available. The results will be shared with our EESAC and grade level teams. Administration will schedule a debriefing time for teachers to discuss and implement an action plan after each meeting session. Student achievement data will set priorities in the delivery of instruction by teachers. Weakest benchmarks will be ranked and placed on a focus calendar for selected grade levels to follow. Teacher lesson plans will be aligned to the focus calendars. Periodic class visitations will take place to ensure that teachers are on pace with delivering targeted benchmarks. Assessments will be created and results will be analyzed. An intervention and tutorial time to teach non-mastered items will be given. Continuous accountability from all teachers, students, and parents will be expected.

Village leaders and coaches will model effective strategies for teachers. They will design and deliver professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

Informal and Formal Assessments:

Regular assessments are an integral part of the instructional process. DIBELS, FCAT Explorer, Riverdeep, Success Maker, Accelerated Reader, STAR, district and school site interim assessments are reviewed via Edusoft reports. Student performance indicators (WSPI), are utilized to access the FCAT and SAT data. These diagnostic and performance reports all assist in teacher, grade level, and school data analysis. As a result of this data analysis the school develops tutoring groups, intervention groups, and in class flexible instructional groups. Repeated classroom walkthroughs will also provide valuable feedback to administration.

A systematic approach to making improvement has been effective in identifying areas in need of attention and modification, and breaks down each stage in to manageable steps that allow for evaluation and refinement. Instructional pull out schedules and departmentalization has occurred from studying the data at different levels. This model is being implemented in all areas of curriculum and academic concerns. Grade level meetings will take place weekly following the eight step process. Administration will schedule a time to debrief with teachers. Reading coaches and learning communities will adjust instructional focus calendars. Common planning time will be used to articulate needs. Modeling will take place by our reading coaches and mentors. Assessments will be used to target weak areas and create our small groups for instruction.

Alternative Instructional Delivery Methods :



School Improvement Plan

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Instructional teams will review the results and then participate in any restructuring that may be needed to meet the identified areas of concerns. Instructional focus calendars will be developed and utilized to ensure that instruction addresses the identified needs. Data will be analyzed to include time to expand and enrich understanding of content matter for those students that are performing at or above grade level. The use of FCRR binders will also assist in remediating or accelerating students. Teachers will create centers targeting unique deficiencies by students. FCRR activities will be used in centers to promote vocabulary, fluency, and comprehension. The Media Specialist will ensure that different forms of media are used in the library and in all classrooms to engage students in learning.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.



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

Reading Statement

The goal of Golden Glades Elementary School is to improve performance in reading for all students.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) in Reading indicates that 52 percent of the students scored at or above grade level in reading and 49 percent demonstrated acceptable levels of learning gains. The data also revealed that 37 percent of the students in the lowest 25 percent did not demonstrate acceptable learning gains in reading. Based on performance of all curriculum groups, Reference and Research is the content area requiring the most focus.

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

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 58 percent of students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, our Black students in grades three through six will improve their reading skills, as evidenced by 58 percent of these students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, our Students with Disabilities in grades three through six will improve their reading skills, as evidenced by 58 percent of these students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, our Economically Disadvantaged subgroup in grades three through six will also improve their reading skills, as evidenced by 58 percent of these students achieving Level 3 or higher on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer district and onsite created bi-weekly assessments and analyze data in order to plan differentiated instruction.	Administrative Team Reading Coaches Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement and monitor the Accelerated Reader, Riverdeep, and Reading Plus programs in grades 1-6 to increase comprehension and fluency skills to motivate students to read independently.	Reading Coach Media Specialist Administrative Team	8/20/2007	5/30/2008	District-wide Literacy Plan	100
Identify students scoring at the lowest 25 percent on the FCAT Reading Test and implement several tutorial programs including in school tutorials, before school, and after school tutorials and a Saturday Academy to address the reading deficiencies.	Administrative Team Select Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	15000
Increase the use of CRISS strategies during reading instruction to engage learners	Teachers Reading coaches	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Follow the Continuous Improvement Model and the Comprehensive Reading Plan to impact student achievement as evidenced by grade level meetings.	Administrative Team Grade Level Leaders Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide reading rallies and events to assist parents in promoting reading strategies.	Administrative Team Reading Coaches Media Specialist	9/10/2007	3/31/2008	Academic Enrichment Opportunities	50
Provide small group interventions utilizing the Voyager Passport program for low performing students.	Select teachers ST2 Team	8/20/2007	5/30/2008	Academic Enrichment Opportunities	12000
Modeling of effective strategies will be conducted by our reading coaches and curriculum support specialists to deliver item specification lessons.	Curriculum Specialists Reading Coaches Administrative Team	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Increase the use of the Reading Plus and Success Maker programs to monitor the progress of our Black, SWD, and Economically Disadvantaged children.	Administrative Team Reading Coaches Select Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs



School Improvement Plan 2007-2008



- Houghton Mifflin Reading Program
- Voyager (Expanded Learning for Tier 2 and Tier 3)
- Soar to Success Intervention Program by Houghton Mifflin
- Early Success Intervention Program by Houghton Mifflin
- Riverdeep
- Accelerated Reader

Professional Development

- Staff Development on Reading First initiatives
- Inservices conducted by Region I Curriculum Specialist
- Monthly Reading Cluster Meetings conducted by the Reading Coaches
- CRISS Training will be provided for all teachers
- Soar to Success Training
- Continued use of Accelerated Reader
- Riverdeep software training
- Interpreting Diagnostic tests such as DIBELS
- Continuous Improvement Model

Evaluation

- DIBELS
- District-Authored Interim Assessments
- FCAT Reading Assessment in 2008

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 checked="" type="checkbox"/>

Mathematics Statement

The goal of Golden Glades Elementary school is to improve performance in mathematics for all students.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment test (FCAT) in mathematics indicates that 50 percent of students scored at or above FCAT Achievement Level 3 and 53 percent of students demonstrated acceptable levels of learning gains. The data also reveals that 44 percent of the students in the lowest 25 percent did not demonstrate acceptable levels of learning gains in mathematics. Performance of all curriculum groups identify Algebraic Thinking as one of the most needed targeted areas.

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

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Given instruction based on the Sunshine State Standards, our Economically Disadvantaged students in grades three through six will improve their mathematics skills, as evidenced by 62 percent of students achieving level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Meet with grade level teams to review and adjust the pacing guides.	TeachersAdministrative Team, Grade Level Chairperson	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize Brainchild, V-Math, Riverdeep, and FCAT Explorer to increase competency in the main benchmarks tested.	Media SpecialistSelect teachersAdministrative Team	8/20/2007	5/30/2008	Academic Enrichment Opportunities	10000
Identify the lowest 25 percent of students not demonstrating learning gains and implement before school tutoring and small group assistance to address, monitor and evaluate their deficiencies.	Select teachersAdministrative Team	8/20/2007	5/30/2008	Academic Enrichment Opportunities	15000
Increase use of manipulatives to address item specifications.	TeachersAdministrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize the Continuous Improvement Model to develop mathematics assessments to monitor progress and plan instruction.	Select TeachersAdministrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Conduct grade-level meetings and desegregate data to drive small group instruction and address the needs of students not making adequate progress.	Teachers, Administrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide parent workshops on how they can assist their child in mathematics.	Administrative TeamSelect teachers	9/10/2007	3/31/2008	Academic Enrichment Opportunities	25
Administering of bi-weekly assessments as well as quarterly assessments will be conducted to monitor the progress of all subgroups especially our Black, SWD, and Economically Disadvantaged groups.	TeachersAdministrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

- Scott Foresman Mathematics Program
- Brainchild Handheld Software Machines
- Riverdeep
- FCAT Explorer
- Voyager Math

Professional Development

Monthly Mathematics grade level meetings conducted by the Math Lead teachers using data to drive instruction will be conducted. Curriculum Support Specialists will conduct training and provide support in all tested benchmarks.



School Improvement Plan 2007-2008



Evaluation

- Bi-weekly Benchmark Assessments
- District-Authored Interim Assessments
- Monthly formative assessments
- FCAT Mathematics Assessment 2008

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

District Strategic Plan

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

Writing Statement

The goal of Golden Glades Elementary School is to achieve improved performance in writing for all students.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test(FCAT)Writing indicated that 24 percent of students in grade 4 did not meet high standards in writing.

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

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88 percent of students scoring 3.5 or higher on the 2008 administration of the FCAT Writing Plus Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct grade level meetings with Writing Coach and implement grade-level writing strategies.	Writing Coach, Teachers, Administrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Administer Monthly writing prompts to monitor progress in writing and to align instruction across grade levels using the Continuous Improvement Model.	TeachersWriting CoachAdministrative Team	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Conduct a fourth grade parent workshop on the writing process and how they can assist their child.	Writing Coach Administrative TeamTeachers	10/1/2007	3/31/2008	Academic Enrichment Opportunities	0
Provide small group assistance for the lowest performing fourth graders in writing.	Select TeachersWriting CoachAdministrative Team	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Increase usage of classroom word walls and continue a schoolwide word of the week to enhance vocabulary.	Teachers, Writing Coach, Administrative Team	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement before school writing tutorial two days a week for the fourth graders based on their pre test results.	Hourly Teachers Administrative Team	9/10/2007	3/31/2008	Academic Enrichment Opportunities	0
Administer schoolwide writing pretest in August to analyze writing and identify weak elements to plan instruction.	Select teachersWriting CoachAdministrative Team	8/20/2007	3/31/2008	District-wide Literacy Plan	0

Research-Based Programs

- Sunshine State Standards
- Houghton Mifflin Writer's Workshop/Reading Program

Professional Development

- Staff Development conducted by Region I Curriculum Specialist
- Monthly Reading/Writing Cluster Meetings conducted by the Reading coach
- Increase the use of word walls
- Coordinate selected staff members to attend District trainings to provide support for writing teachers.

Evaluation

- Monthly Writing Assessments
- FCAT Writing Plus Assessment 2008

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

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"/>

Science Statement

The goal of Golden Glades Elementary is to improve the science skills of all our students.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) in Science indicates that 15 percent of students scored at or above FCAT achievement level 3. Upon analyzing the 2007 Florida Comprehensive Assessment Test (FCAT) in Science the content strand that will be targeted with additional support is that of "Scientific Thinking".

Measurable Objective

Given instruction based on the Sunshine State Standards and hands-on science activities, students in grade five will improve their science skills as evidenced by 41 percent of students achieving Level 3 or above on the 2008 Science FCAT Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use District Instructional Scope and Sequence Pacing Guides of our new Science series and monitor progress.	TeachersAdministrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize hands-on investigative science activities that integrate the Sunshine State Standards.	Teachers, Administrative Team	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Implement the use of FOSS kits to further support the Scott Foresman program.	Teachers, Administrative Team.	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Infuse literature to target science item specifications.	Teachers, Reading Coaches	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Utilize curriculum support specialist to model and implement science lessons.	Curriculum Specialist, Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Develop bi-weekly science monitoring tests for grade 5.	Curriculum Support Specialist, Science TeachersAdministrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Administer chapter and unit tests of the science series to monitor progress and address defeciciencies.	Science TeachersAdministrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Administer Science Pre/Post assessments	Teachers Administrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0
Coordinate a school wide Science Fair	Administrative TeamTeachers	12/10/2007	4/21/2008	Academic Enrichment Opportunities	50
Provide professional development opportunities for teachers to incorporate science process skills and hands on science lessons.	Science Lead TeacherAdministrative Team	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Meet and plan with fifth grade teachers bi-weekly using the eight step process of the CIM.	Select fifth grade teachersAdministrative Team	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

- Glencoe/Scott Foresman Science Program.
- FOSS is used to further support the science program.

Professional Development

- Inquiry based science training
- Data analysis workshop
- Content strands training
- Performance task writing

Evaluation

- Science Chapter Tests
- Bi-weekly Benchmark Assessments
- Monthly formative assessments
- District-Authored Interim Assessments
- FCAT Science Assessment 2008

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

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

Needs Assessment

An analysis of the School Parent Workshop calendar, indicates that several Parent Academy workshops and on-site workshops were offered during the 2006-2007 school year. Overall, there were 262 parents attending these workshops. As a result, this plan will focus on increasing Parent Academy offerings and attendance.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 20 percent increase during the 2007-2008 school year in parent and community interaction as evidenced by comparing visitor and volunteer logs from the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the "Connect-Ed" automated phone service to promote parental involvement activities and events.	Administrative Team CIS	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Schedule parent workshops in the use of technology to assist students in their academic achievement.	Technology coordinator Administrative Team Media Specialist CIS	10/9/2007	4/30/08	Academic Enrichment Opportunities	0
Facilitate Fall Open House and Resource Fair.	Teachers Administrative Team CIS	8/20/2007	10/17/2008	Exchange Meaningful Information	0
Plan and implement a "Night of the Arts"	Special Area teachers Administrative team Media Specialist CIS	1/8/2008	4/10/2008	Academic Enrichment Opportunities	0
Facilitate evening GED Program / Internet cafe twice a week.	Hourly Teacher Administrative Team Media Specialist	9/4/2007	5/30/2008	Academic Enrichment Opportunities	0
Use our newsletter, school's website, and marquee to communicate school events to parents and community.	Technology coordinator Community Involvement Specialist Media Specialist	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Provide bi-annual Book Fair.	Media Specialist Administrative Team CIS	10/23/2007	5/7/2008	Academic Enrichment Opportunities	0
Coordinate Family Reading, Writing, Math and Science workshop nights.	Reading Coach Media Specialist Administrative Team Select Teachers CIS	8/20/2007	5/2/2008	Academic Enrichment Opportunities	100
Work collaboratively with PTA and establish a parental involvement calendar to pair parent and student activities.	Administrative Team Community Support Specialist PTA Board	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

-National PTA Standards for Parental/Family Involvement

Professional Development

- Teachers will continuously contact and involve parents in classroom activities.
- Teachers will provide input via our school wide newsletter to communicate activities with parents and attend professional development in the area of communication.
- Review parental involvement strategies at faculty and EESAC meetings.

Evaluation

- Hourly Visitor Logs
- Volunteer Logs
- Parent Academy 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

Discipline & Safety Statement

The goal of Golden Glades Elementary school is to provide a positive environment with emphasis on Character Education.

Needs Assessment

Data pertaining to the 2006-2007 school year referrals and suspensions will be compared with current information for each grading period. Improvement can be assessed by a decrease in the number of referrals and suspensions, as well as, a conducive learning environment. Teacher survey indicates that an increase in the core value education program would be helpful.

Measurable Objective

Given an emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 10 percentage point decrease in the number of teacher written referrals during the 2007- 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Schoolwide Disciplinary Action Plan and the Do The Right Thing Program	School Staff Administrative TeamCounselor	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Orchestrate Youth Crime Watch in grade 6.	6th Grade Teacher/Youth Crime Watch Advisor Administrative Team	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Involve School Resource Officers as needed.	Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement and monitor the core value incentive program to encourage safety and good behavior.	School CounselorTeachersAd ministrative Team	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Focus on Character Education Core Values monthly with students during whole class lessons.	School CounselorTeachersAd ministrative Team	08/20/2007	5/30/2008	Exchange Meaningful Information	0
Facilitate "5000 Role Model Program" for 5th and 6th grade male students.	Select Teacher/5000 Role Model Advisor	8/20/2007	5/30/2008	Improve Public Perception	0
Continue "Girls Destined for Success" for grades 4-6.	Select Teachers	8/20/2007	5/30/2008	Improve Public Perception	0
Continue School Safety Patrol for grades 5 and 6.	Select Teacher/Safety Patrol Advisor Administrative Team	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Establish behavior contracts with parents and students as needed.	Administrative TeamTeachersCounsel orCIS	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Develop and Implement alternative strategies to outdoor suspensions,including implementing student point logs.	School CounselorAdministrativ e TeamSelect Teachers	8/20/2007	5/30/2008	Safe and High-quality Facilities	0

Research-Based Programs

- Lee Canter's Assertive Discipline Plan
- The Comer School Development Program by Dr. James Comer
- Harry K. Wong Publications
- Core Values Character Education Program

Professional Development

- Professional Development for teachers in schoolwide Disciplinary Action plan and classroom management techniques.
- School counselor will discuss and review the Disciplinary Action Plan along with the Character Education Core Values.
- Overview of all program strategies being used at the school level
- Counselor will attend District training

Evaluation

- Student Case Management Referral Forms
- Character Education Classroom Rosters

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

Technology Statement

The goal of Golden Glades Elementary School is to increase and integrate the use of technology across the curriculum for all students.

Needs Assessment

The 2006 - 2007 classroom Accelerated Reader reports indicate that less than 60 percent of the students in most classes were using the Accelerated Reader Program regularly.

Measurable Objective

Given an increased emphasis on the infusion of technology into the curriculum all students will augment their usage of the Accelerated Reader Program and other educational software as evidenced by a 10 percentage point increase in curriculum program reports and student work samples.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Accelerated Reader Motivational Rally in the Fall.	Media Specialist Administrative Team Reading Coaches	9//17/2007	11/5/2007	Academic Enrichment Opportunities	0
Establish Incentive Based Student Program for Accelerated Reader, Riverdeep, and V-Math on a monthly basis.	Media Specialist Reading Coaches Administrative Team	9/4/2007	5/30/2008	Academic Enrichment Opportunities	0
Offer technology workshops that address the needs of the students to enhance learning.	Media Specialist Teachers Technology coordinator	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Increase the usage of technology throughout the school site daily by utilizing computer lab and educational software.	Teachers Administrative Team Technology coordinator Media Specialist	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Motivate teachers to use the technology lab in correlation with the Sunshine State Standards.	Media Specialist Classroom Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Coordinate participation of teachers with professional development activities focusing on the use of technology in the classroom.	Media Specialist Classroom teachers Administrative Team	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Schedule parent workshops in the use of technology to assist with student academic achievement and programs.	Media Specialist Teachers Administrative Team	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

- Renaissance Learning (Accelerated Reader)
- Riverdeep
- V- math
- FCAT Explorer

Professional Development

- Professional Development in the various components of the Early STAR Literacy Program for Pre-K - first grade.
- Professional Development in the various components of the STAR Reading Program
- Professional Development in the various components of the Accelerated Reader and Riverdeep programs.
- Technology liaison will attend district training and provide support for classroom teachers.

Evaluation

- Accelerated Reader Reports
- Riverdeep reports
- FCAT Explorer teacher 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 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"/>

Health & Physical Fitness Statement

The goal of Golden Glades Elementary is to provide physical education 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

An analysis of the FITNESSGRAM Test Program indicate that 80 percent of students in grades four and five maintained a high level of standards.

Measurable Objective

Given increased emphasis on health and physical fitness, 90 percent of students in grades four and five will maintain a high level of standards as measured by the 2007-2008 National Standards FITNESSGRAM Test Program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Institute Recess 3 times a week.	Teachers Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Coordinate The President's Challenge in the Spring.	Physical Education Teacher	8/20/2007	3/26/2008	Other/ Not Applicable	0
Instill in students a level of personal fitness - ongoing.	Physical Education Teacher Classroom Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Administer a pretest to determine baseline measures for the 2007-2008 FITNESSGRAM test program.	Physical Education Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Offer schoolwide health and fitness programs such as "Jump Rope for Heart", "Walk Safe", AIDS Awareness Curriculum and Human Growth and Development.	Physical Education Teacher Select Teachers Administration Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Set up Internural Sports Activities ongoing throughout the year.	Physical Education Teacher 6th Grade Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Promote May Day Activities for all grade levels.	Physical Fitness Coach Administrative Team Select Teachers	3/24/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

- FitnessGram Test Program developed by Human Kinetics.
- National Standards for Physical Education.

Professional Development

Physical Education teachers will attend district training and provide support to classroom teachers and highlight the importance of physical activity for health, enjoyment, challenge, self-expressions and social interaction.

Evaluation

- FITNESSGRAM RESULTS

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 type="checkbox"/>

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

Electives & Special Areas Statement

The goal of Golden Glades Elementary is to increase the number of students who participate in special programs.

Needs Assessment

According to information provided by the Miami-Dade County Public Schools, Golden Glades has a total of 22 students enrolled in the gifted program. This number needs to be increased. According to participation rosters from the 2006-2007 school year only twenty-five students participated in the Advanced Academics Excellence Program.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs and enrichment, the number of students enrolled in enrichment programs will increase by 10 percentage points during the 2007-2008 school year as evidenced by participation rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilization of higher order thinking skills throughout daily lessons.	All teachers Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Integrate enrichment activities throughout the curriculum.	All teachers Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement a "Night of the Arts" to showcase the talent of the students.	Special Area Teachers Administrative Team	10/2/2007	4/28/2008	Other/ Not Applicable	0
Implement a student chess club - twice a week	Chess Coordinator Administrative Team	9/4/2007	5/30/2008	Other/ Not Applicable	0
Disaggregate data to identify high performing students monthly.	All teachers and coaches Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Offer the Advanced Excellence Program to students in Grades 4 -6.	Select teachers Administrative Team	9/11/2007	5/30/2008	Other/ Not Applicable	0
Increase hands-on cooperative learning activities daily.	All teachers Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement Chorus for participating students in grade 2-6 to establish a school performing group.	Select teachers Music Teacher	9/4/2007	5/30/2008	Other/ Not Applicable	0
Implement schoolwide multicultural activities.	Media Specialist All Teachers Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

-National Standards for Gifted Education

Professional Development

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

-Coordinate selected staff members to attend training on the importance of special areas and self esteem.

Evaluation

-Advanced Academics Participation Rosters
-Advanced Excellence Program Roster
-Extracurricular Enrichment Rosters

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

Return On Investment Statement

Golden Glades Elementary School will rank above the 18th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005-2006, Golden Glades Elementary ranked at the 18th percentile on the State of Florida ROI index.

Measurable Objective

Given increased attention to financial resources and their correlation with student performance, Golden Glades will improve its ranking on the State of Florida ROI index publication above the 18th percentile to the 19th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrative Team Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	0
Review expenditures of EESAC, FCAT Enhancement Funds and discretionary funds to maximize student performance.	Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrative Team Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, ex: private foundations.	Administrative Team Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Administrative Team Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	0
Analyze the effectiveness of hourly expenditures with student performance results.	Administrative Team	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

- Return On Investment Index
- Houghton Mifflin Reading Series
- Voyager Expanded Learning (Tier 2 and 3)
- Soar to Success Intervention Program
- Scott Foresmann Mathematics (2004) Program
- Houghton Mifflin Writer's Workshop
- Continuous Improvement Model

Professional Development

- Technology
- Textbooks
- Reading First Initiatives
- Tutorial programs

Evaluation

On the next State of Florida ROI index publication, Golden Glades Elementary will show progress toward reaching the 19th 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 Educational School Advisory Council (EESAC) will consider recommendations for the following expenditures: funds to provide additional reading resources for students in grades pre-kindergarten through sixth grade; funds to provide incentives for student achievement, and funds to enhance the school facility.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC will continue to support the implementation of programs such as Youth Crime Watch, Safety Patrol, Do the Right Thing, 5000 Role Models, Girls Destined for Success, KAPOW, and Character Education.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	27150
Mathematics	25025
Writing	0
Science	50
Parental Involvement	100
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	52325



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