

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Madie Ives Elementary School (2581)

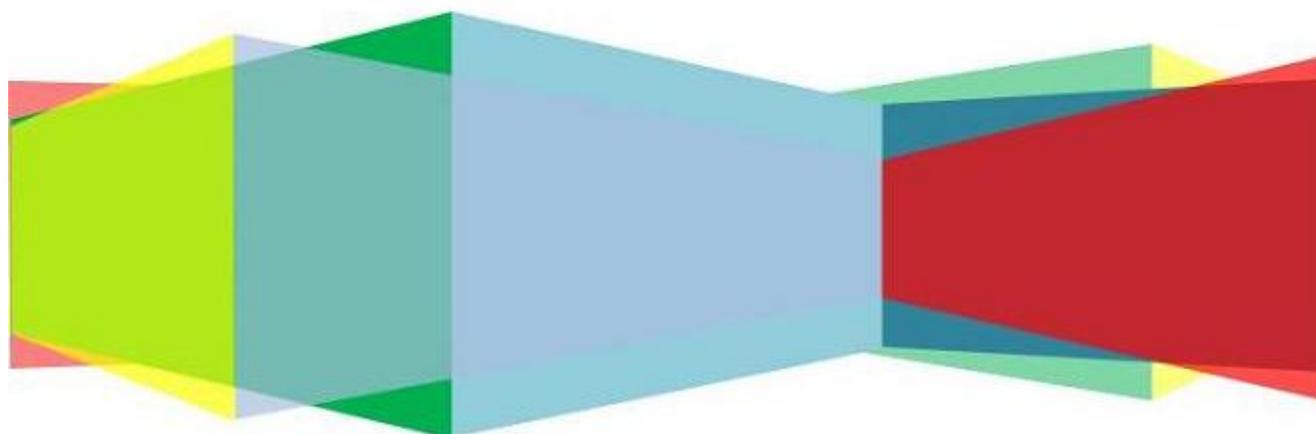
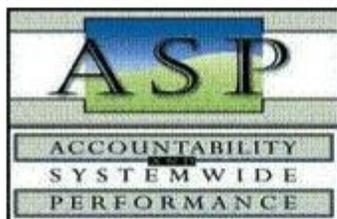
Feeder Pattern - Dr. Michael M. Krop Senior

Regional Center II

District 13 - Miami-Dade

Principal - Dr. Tanya Brown-Major

Superintendent - Rudolph F. Crew, Ed.D.



---

## EXECUTIVE SUMMARY

---

During the 2006-2007 school year, the staff at Madie Ives Elementary School implemented teaching strategies and programs to meet the varying needs of our students. Significant progress in our students scoring in the lowest twenty-five percentile in reading as well as learning gains in our sub groups as evidenced by Reports examined by Madie Ives Elementary's administration and staff. While we recognize a great need for further growth and continued development we are extremely satisfied with the direction we are heading and with the progress we have made. Our goal for the 2007-2008 school year is to identify children who were on the cusp of not achieving well or on the edge of exceeding on the state assessments and to further employ effective strategies to improve their achievement. In addition, our goal is to continue to rigorously challenge students who were already achieving at a high level.

Madie Ives Elementary School is located on seven (7) acres in North Miami-Dade County at 20770 NE 14th Avenue. Madie Ives' Primary Learning Center, 1351 Ives Dairy Road, is located on the main campus on an additional two acres. The main campus has twenty-seven (27) classrooms, a media center, and fourteen (14) portables. The Primary Learning Center has eleven (11) classrooms. This fifty (50) year-old school, which was built in 1957, has been wired to provide Internet access to all classrooms.

Madie Ives Elementary School is located in Regional Center II and is part of the Michael M. Krop Feeder Pattern, which includes three (3) elementary schools, one (1) middle school and one (1) senior high school. Our students transition to Highland Oaks Middle School which is also an A school. Madie Ives Elementary School is a Title I funded school that services pre-kindergarten through fifth grade students. The school has been identified as making Adequate Yearly Progress, which allows for an open door enrollment from schools not meeting the No Child Left Behind criteria. This will likely present a challenge to Madie Ives growing population as more instructional staff and classroom space will be needed to service incoming students. Madie Ives Elementary consists of a student population of approximately 1107 pre-kindergarten through fifth grade which includes: fifty-seven (57) gifted, sixty-six (66) students with disabilities, and one hundred and twenty (120) ELL students. This school serves a growing community comprised mostly of single family homes, rental apartments and condominium complexes. Most students live within walking distance of the school. The student population is ethnically made up of six (6) percent White Non-Hispanic, sixty-seven (67) percent Black Non-Hispanic, twenty-one (21) percent Hispanic and five (5) percent Asian/Indian/Multi-racial. sixty-eight point seven (68.7) percent of the students are eligible for free/reduced lunch.

Madie Ives Elementary School provides an exceptionally well-balanced curriculum, based on The Sunshine State Standards, to students in grades Pre-K through five. Student-teacher ratios in grades K-3 are 18:1 and in grades 4-5 22:1. All classroom settings provide instruction through the delivery of the Comprehensive Research Reading Plan. Basic instruction is enhanced through Title I funding.

The retention rate percentage for the school for the 2006-2007 school year in grade three was ten point eight percent (10.8%). The school has demonstrated an increase in student attendance trends in the last school year, our attendance rate was ninety seven point six percent (97.6%).

Madie Ives Elementary employs a total of ninety (90) full-time staff members and nineteen (19) part-time staff members. Associated with the full-time personnel are three (3) administrators, fifty three (53) classroom teachers, six (6) Students with Disabilities teachers, thirteen (13) special area teachers, one (1) reading coach, two (2) guidance counselors, six (6) paraprofessionals, six (6) clerical employees, four (4) school support personnel employees, two (2) cafeteria managers, and eight (8) custodial service employees. The percentage of teachers new to the school is twenty-two point five (22.5) percent. Teachers at Madie Ives Elementary average eleven (11) years of teaching experience in Florida. Thirty-four (34) teachers have graduate degrees. The instructional staff is ethnically comprised of thirty-four (34) percent White Non-Hispanic, thirty-three (33) percent Black Non-Hispanic, twenty-nine (29) percent Hispanic and three (3) percent Asian/Indian/Multi-racial. The following faculty/teachers are a part of our Leadership Team: Dr. Tanya R. Brown-Major, Paula Good, Kevin Diehl, Elizabeth Abdallah, Irene Tara, Gerardo Capote, Charlene Briggs, Jana Connell and Monica Alba-Fives.

Madie Ives has several Students with Disabilities service models which includes a pre-kindergarten varying exceptionalities (V. E.) class, a pre-kindergarten co-teaching class, one (1) self contained emotionally handicapped classes, V.E. resource classes, and three (3) V.E. inclusion model classes. The Gifted and Academic Excellence programs are offered to students who meet the necessary qualifications for each program. FCAT Levels 1, 2, 3, and Students with Disabilities are serviced various school-wide intervention programs.

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

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 79 percent of students scoring Level 3 or higher on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 75 percent scoring Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 85 percent of the students achieving 3.5 or above on the 2008 Administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 65 percent of the students scoring Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given the correlation between parental involvement and student achievement, attendance at The Parent Academy Workshops will increase by 4 percent as evidenced by comparing the 2006 - 2007 and 2007 - 2008 attendance rosters.

Given attention to The Code of Student Conduct, students will demonstrate an increase in positive behavior as evidenced by a 15 percent decrease in the number of after-school detentions from 174 in 2006 - 2007 to 151 in 2007 - 2008 as documented by The Discipline Committee detention reports.

Given instruction based on the Sunshine State Standards, and an emphasis on the use of technology in education, 85 percent of all students in grades three through five will utilize technology in classrooms, the computer lab, and the mobile laptops as documented by computer sign-in sheets, teachers' lesson plans, and student reports.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, 75 percent of students in grades four and five will meet the Silver or Gold Award level on the M-DCPS 2007-2008 Physical Education FITNESSGRAM Test.

Given instruction based on the Sunshine State Standards, students in grades two, three, four, and five enrolled in the arts program, will attend four field trips in the 2007-2008 school year (as compared to three field trips in the 2006-2007 school year).

Madie Ives Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

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

After analyzing the results of the Organizational Performance Improvement Snapshot Assessment, the school had the lowest marks in the areas of Data/Information/Knowledge Management and District Strategic Planning Alignment. The average score for these categories was 4.3 on a scale of 5.0.

When the staff was asked question 5b, "The people I work with cooperate and work as a team.," the average score was a 4.3 on a scale of 5.0. Similarly, when staff members were asked question 6a, "I can get all of the resources I need to do my job," the average score was a 4.3 on a scale of 5.0.

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



# 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.

## 2581 - MADIE IVES ELEMENTARY SCHOOL

### VISION

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

### MISSION

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

### CORE VALUES



# School Improvement Plan 2007-2008



## Achievement

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

## Partnership

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

## Respect

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

## Safe Environment

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

---

### ***School Demographics***

---

Madie Ives Elementary School is located on seven (7) acres in North Miami-Dade County at 20770 NE 14th Avenue. Madie Ives' Primary Learning Center, 1351 Ives Dairy Road, is located on the main campus on an additional two acres. The main campus has twenty-seven (27) classrooms, a media center, and fourteen (14) portables. The Primary Learning Center has eleven (11) classrooms. This fifty (50) year-old school, which was built in 1957, has been wired to provide Internet access to all classrooms.

Madie Ives Elementary School is located in Regional Center II and is part of the Michael M. Krop Feeder Pattern, which includes three (3) elementary schools, one (1) middle school and one (1) senior high school. Our students transition to Highland Oaks Middle School which is also an A school. Madie Ives Elementary School is a Title I funded school that services pre-kindergarten through fifth grade students. The school has been identified as making Adequate Yearly Progress, which allows for an open door enrollment from schools not meeting the No Child Left Behind criteria. This will likely present a challenge to Madie Ives growing population as more instructional staff and classroom space will be needed to service incoming students. Madie Ives Elementary consists of a student population of approximately 1107 pre-kindergarten through fifth grade which includes: fifty-seven (57) gifted, sixty-six (66) students with disabilities, and one hundred and twenty (120) English Language Learners students. This school serves a growing community comprised mostly of single family homes, rental apartments and condominium complexes. Most students live within walking distance of the school. The student population is ethnically made up of six (6) percent White Non-Hispanic, sixty-seven (67) percent Black Non-Hispanic, twenty-one (21) percent Hispanic and five (5) percent Asian/Indian/Multi-racial. sixty-eight point seven (68.7) percent of the students are eligible for free/reduced lunch.

Madie Ives Elementary School provides an exceptionally well-balanced curriculum, based on The Sunshine State Standards, to students in grades Pre-K through five. Student-teacher ratios in grades K-3 are 18:1 and in grades 4-5 22:1. All classroom settings provide instruction through the delivery of the Comprehensive Research Reading Plan. Basic instruction is enhanced through Title I funding.

The retention rate percentage for the school for the 2006-2007 school year in grade three was ten point eight percent (10.8%). The school has demonstrated an increase in student attendance trends in the last school year, our attendance rate was ninety seven point six percent (97.6%).

Madie Ives Elementary employs a total of ninety (90) full-time staff members and nineteen (19) part-time staff members. Associated with the full-time personnel are three (3) administrators, fifty three (53) classroom teachers, six (6) Students with Disabilities teachers, thirteen (13) special area teachers, one (1) reading coach, two (2) guidance counselors, six (6) paraprofessionals, six (6) clerical employees, four (4) school support personnel employees, two (2) cafeteria managers, and eight (8) custodial service employees. The percentage of teachers new to the school is twenty-two point five (22.5) percent. Teachers at Madie Ives Elementary average eleven (11) years of teaching experience in Florida. Thirty-four (34) teachers have graduate degrees. The instructional staff is ethnically comprised of thirty-four (34) percent White Non-Hispanic, thirty-three (33) percent Black Non-Hispanic, twenty-nine (29) percent Hispanic and three (3) percent Asian/Indian/Multi-racial. The following faculty/teachers are a part of our Leadership Team: Dr. Tanya R. Brown-Major, Paula Good, Kevin Diehl, Elizabeth Abdallah, Irene Tara, Gerardo Capote, Charlene Briggs, Jana Connell and Monica Alba-Fives.

Madie Ives has several Students with Disabilities service models which includes a pre-kindergarten varying exceptionalities (V. E.) class, a pre-kindergarten co-teaching class, one (1) self contained emotionally handicapped classes, V.E. resource classes, and three (3) V.E. inclusion model classes. The Gifted and Academic Excellence programs are offered to students who meet the necessary qualifications for each program. FCAT Levels 1, 2, 3, and Students with Disabilities are serviced various school-wide intervention programs.

---

## ***School Foundation***

---

### **Leadership:**

The average score on the District Strategic Planning Component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.5 out of a perfect score of 5 points. Staff members know what the organization's mission is, but feel that they should be consulted more often for ideas and suggestions. An open-door policy exists between staff members and all members of the leadership team as we look for solutions to this challenge.

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

The average score on the District Strategic Planning Component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.4 out of a perfect score of 5 points. Staff members know what the school's plans are and how the school makes progress, but feel that they need to be consulted as far as future plans for the organization are concerned. The school's solution to this challenge is to increase the opportunities to align our school and District's goals in faculty and team planning meetings.

### **Stakeholder Engagement:**

The average score on the Stakeholder Engagement Component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.7 out of a perfect score of 5 points. The school had the highest marks on customer and market focus. Staff members emphatically know who their most important customers are and know how to keep in touch with them. The faculty feel that they are frequently unable to make decisions and solve problems for their customers. The school's solution to this problem is to conduct meaningful parent involvement activities.

### **Faculty & Staff:**

The average score on the Faculty and Staff Component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.7 out of a perfect score of 5 points. The school had the highest marks in the area of measurement, analysis, and knowledge management. The faculty and staff indicate that they almost always know how to measure and analyze the quality of their work. Staff feel that they frequently get all the important information they need to do their work and know how my organization is doing. Team work will continue to be promoted between grade levels, and across grade level curriculum committees.

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

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

### **Education Design:**

The average score on the Education Design Component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.5 out of a perfect score of 5 points. The faculty indicates that they have control of their work processes and frequently work together to assess, remediate, and enrich the student's learning experience. All grade levels will continue to engage in the Continuous Improvement Model to disaggregate student data and develop an instructional focus.

### **Performance Results:**

The average score on the Performance Results of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.5 out of a perfect score of 5 points. Staff members indicate that their work almost always reflects high quality, excellence, and that their customers are satisfied with their work. The teachers feel that they do not know how well the organization was doing financially. The school's solution to this problem is to have budget training at an EESAC meeting.



# School Improvement Plan 2007-2008



---

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

---

**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



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 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**

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

### **Needs Assessment**

A review of the 2007 FCAT Reading Assessment Content Cluster indicates that 74 percent of students in grades three through five scored at Level 3 and above as compared to 77 percent from the previous year.

The 2007 School Accountability Report indicates that 63 percent of students in the lowest 25 percent made adequate progress as compared to 66 percent in the 2006 FCAT Reading Test. Additionally, 65 percent of students made a year's worth of progress in reading.

An in-depth analysis of the 2007 FCAT Reading Test data in each grade level indicates that students require additional help with Words/Phrases and Main Idea/Author's Purpose, even though the statewide average was met for every benchmark tested. This population will continue to benefit from formative and summative evaluations of ongoing progress and strengthened intervention strategies.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 79 percent of students scoring Level 3 or higher on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide intervention strategies for students in word/phrases, main idea, and comparisons.	Administrative Team, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide intensified small group reading instruction (five times a week) for students who did not make sufficient learning gains in grade three.	Administrative Team, Teachers, Reading Tutors	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Monitor students' independent reading through the Accelerated Reader Program.	Administrative Team, Reading Coach, Teachers	9/4/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide parent workshops in FCAT strategies.	Administrative Team, Teachers, Reading Coach	9/5/2007	3/7/2008	District-wide Literacy Plan	0
Use the District's Pacing Guide for student instruction in all grades.	Administrative Team, Teachers, Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide before and after school tutoring three days a week for students who scored in the Level 1, Level 2, and the low Level 3 range in grades three through five monitored by benchmark assessments.	Administrative Team, Teachers	10/1/2007	3/07/2008	District-wide Literacy Plan	12000
Provide remedial assistance addressing the Sunshine State Standards for Level 1, Level 2, ELL, and SPED students.	Administrative Team, Teachers, Reading Tutors	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the Five Step Process for teaching vocabulary acquisition: explanation/description, visualization, generate own explanation, word mapping, and review.	Administrative Team, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide Reading Plus for targeted high Level 1, Level 2, Level 3 students, as well as those students enrolled in the Gifted Program.	Administrative Team, Teachers, Reading Coach.	9/5/2007	5/30/2008	Continuous Improvement Model	16500
Provide Voyager Passport for targeted students in grades three, four and five.	Administrative Team, Reading Coach, Teachers, Paraprofessionals.	9/4/2007	5/30/2008	District-wide Literacy Plan	0

### Research-Based Programs

Houghton-Mifflin State Adopted Reading Series  
Reading Plus  
Voyager

### Professional Development

FCAT Benchmark Training  
Reading Plus  
FCAT Item Specification Training  
DIBELS

### Evaluation

District Interim Assessments  
DIBELS/F-ORF(diagnostic)  
2008 FCAT Reading Test

## 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**

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

### **Needs Assessment**

A review of the 2007 FCAT Mathematics Test indicates that 71 percent of students scored at Level 3 and above in grades three through five as compared to 67 percent from the previous year.

The 2007 School Accountability Report indicates that 73 percent of students in the lowest 25 percent made adequate progress as compared to 60 percent in the 2006 FCAT Mathematics Test. Additionally, 71 percent of students made a year's worth of progress in mathematics.

An in-depth analysis of the 2007 FCAT Mathematics Test data in each grade level indicates that students require additional help in Geometry and Data Analysis, even though the statewide average was met for every benchmark tested. Focused instruction and intervention in these areas should result in an increase in student achievement in mathematics.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 75 percent scoring Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Emphasize spatial concepts of geometric thinking: visualize, manipulate, build, and explore.	Administrative Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate short and extended responses within the monthly tested benchmarks.	Administrative Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate Every Day Counts Calendar Math in all grade levels in daily mathematics instruction.	Administrative Team, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide daily remedial assistance that addresses the Sunshine State Standards for Level 1, Level 2, ELL, and SPED students.	Administrative Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase competency and fluency of the basic mathematics facts, awareness of number patterns, and emphasize procedural steps in computation.	Administrative Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide Parent Workshops in FCAT strategies.	Administrative Team, Teachers	9/5/2007	3/7/2008	Improve Public Perception	0
Use the District's Pacing Guide for student instruction in all grades.	Administrative Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide before and after school tutoring three days a week for students who scored in the Level 1, Level 2, and the low Level 3 range in grades three through five monitored by benchmark assessments.	Administrative Team, Teachers	10/1/2007	3/7/2008	Academic Enrichment Opportunities	12000

### Research-Based Programs

Harcourt State Adopted Mathematics Series

### Professional Development

FCAT Item Specifications Training  
Meeting Fifth Grade Standards Training  
Item Specifications in Mathematics  
Anchor Papers

### Evaluation

District Interim Assessments  
2008 FCAT Mathematics Test

### 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**

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

**Needs Assessment**

An analysis of the 2007 FCAT Writing+ Assessment data from the School Performance Accountability Report indicates that the percent of students scoring 3.5 and above decreased from 88 percent to 80 percent. Results indicate that forty-four percent (combined) of students scored in the 4.0 and above range, as compared to thirty-nine percent of students in the 2006 FCAT Writing+ Assessment.

A careful review of the two types of writing required for the FCAT Writing+ Assessment indicates that there was a significant drop in the Expository scores as compared to the Narrative scores. The mean score for the Expository writing decreased from 4.3 to 3.9 and the percent of students scoring 3.5 and above decreased from 87 percent to 85 percent. The mean score for the Narrative writing scores minimally decreased from 4.0 to 3.8 and the percent of students scoring 3.5 and above decreased from 82 percent to 75 percent.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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 85 percent of the students achieving 3.5 or above on the 2008 Administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement grade level reflective practices to plan instruction in writing.	Administrative Team, Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Utilize the revision process in which students edit and revise their own graded writing prompts in order to increase rubric scores.	Administrative Team, Teachers	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Analyze results of monthly school-site writing prompts with a pretest administered in September 2007, and a posttest administered in April 2008.	Administrative Team, Teachers	9/4/2007	4/25/2008	Continuous Improvement Model	0
Provide more teacher/student conference time to assess students' writing strengths and weaknesses.	Administrative Team, Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Utilize the Five Step Process for teaching vocabulary acquisition: explanation/description, visualization, generate own explanation, word mapping, and review.	Administrative Team, Teachers	8/20/2007	6/5/2008	Education Innovation	0
Monitor students' daily independent reading to ensure that they are alternating reading between fiction and nonfiction books.	Administrative Team, Teachers	8/27/2007	6/05/2008	District-wide Literacy Plan	0
Encourage writing across the curriculum and integrate writing skills into all content areas.	Administrative Team, Teachers	8/20/2007	6/05/2008	Education Innovation	0

### Research-Based Programs

Houghton Mifflin State Adopted Reading Series (Student Writing Model)  
 Harcourt State Adopted Social Studies Series  
 Scott Foresman State Adopted Science Series

### Professional Development

Rubric Scoring  
 Performance Task Scoring

### Evaluation

District mandated prompts  
 Administer and monitor school-site monthly writing prompts  
 2008 FCAT Writing+ Assessment

## 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**

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

### **Needs Assessment**

Scores on the FCAT 2007 Science Test indicates that 40 percent of students reached the State required mastery level. Scores on the FCAT 2007 Science Test indicates an increase of 14 points (298 Mean Scale score) as compared to the FCAT 2006 (285 Mean Scale score) administration. When analyzing the data by clusters it is evident that the areas of Physical and Chemical as well as Scientific Thinking need additional focus. An emphasis on the instruction and procedures of the scientific process will impact science achievement.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 65 percent of the students scoring Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Focus on producing an outcome product to validate students' understanding of the skills for each science cluster.	Administrative Team, Teachers	8/20/2007	6/5/2008	Education Innovation	0
Apply a hands-on scientific methodology approach into science assessments through lab logs.	Administrative Team, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Explore science topics in multiple media forms: multimedia, movies, simulations, Internet access tools/sites, and laser discs/video discs.	Administrative Team, Teachers	8/20/2007	6/5/2008	Education Innovation	0
Maintain student science journals focusing on vocabulary development, scientific exploration, and results of investigations.	Administrative Team, Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Focus on students extending the response format when documenting the scientific process.	Administrative Team, Teachers	8/20/2007	05/30/2008	Education Innovation	0
Integrate FCAT questioning (open-ended) and assessment techniques(authentic assessment, performance based) into the science curriculum.	Administrative Team, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the District's Pacing Guide in all grades to drive student instruction.	Administrative Team, Teachers	8/20/2007	6/5/2008	Education Innovation	0
Implement grade level science projects.	Administrative Team, Teachers	9/4/2007	5/30/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Scott Foresman Adopted Science Series  
Harcourt State Adopted Mathematics Series

### Professional Development

FCAT Item Specifications Training  
Meeting Fifth Grade Standards Training

### Evaluation

Science experiments using the scientific process  
Unit evaluation tests  
Formative and summative evaluation using the FCAT Simulation Assessment  
2008 FCAT Science Test

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

Formative data collected from 2006-2007 Parent Academy rosters indicates that 56 parents attended these classes. This validates that by providing meaningful activities for parents, their involvement in school activities will increase. Addressing these needs will provide additional opportunities for parents to help their child academically through workshops, training, family events, and community outreach programs. This vital communication will increase mutual understanding as it relates to school and parent needs and will create positive attitudes of respect and clarity of purpose.

### Measurable Objective

Given the correlation between parental involvement and student achievement, attendance at The Parent Academy Workshops will increase by 4 percent as evidenced by comparing the 2006 - 2007 and 2007 - 2008 attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct workshops presented by The Parent Academy.	Administrative Team, Community Involvement Specialist, The Parent Academy	9/20/2007	5/22/2008	Improve Public Perception	0
Provide FCAT strategies for parents to be used at home that support reading, mathematics, writing, and science achievement through workshops and printed information.	Administrative Team, Teachers	9/5/2007	3/7/2008	Education Innovation	0
Inform parents of websites that enhance student learning.	Administrative Team, Technology Coordinator	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide communication with parents in their primary language, and increase and improve communication between parents, faculty, and staff.	Administrative Team, Teachers, Staff, Parents, Counselors	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide open doors of communication between administration, teachers, parents, and students.	Administrative Team, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	38000

### Research-Based Programs

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

### Professional Development

Parent Academy

### Evaluation

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

## 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"/>

#### *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"/>

### **Discipline & Safety Statement**

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

### **Needs Assessment**

There is a need to reduce the number of students in after-school detention. Students will be provided with strategies that address the need for improvement in discipline and safety throughout the school. The faculty is participating in a variety of school wide programs to better facilitate and monitor student discipline and safety.

Students will be provided opportunities to participate in anger management counseling for the purpose of addressing and evaluating strategies to continue to reduce the number of Student Case Management forms.

Students will be provided open doors of communication between other students, parents, teachers, and administration to help decrease students' inappropriate behavior, reduce absenteeism, and improve overall conduct.

### Measurable Objective

Given attention to The Code of Student Conduct, students will demonstrate an increase in positive behavior as evidenced by a 15 percent decrease in the number of after-school detentions from 174 in 2006 - 2007 to 151 in 2007 - 2008 as documented by The Discipline Committee detention reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to participate in anger management counseling sessions.	Administrative Team, Counselors	8/20/2007	6/05/2008	Student Wellness	0
Maintain a Discipline/Safety Committee to improve student conduct and increase self-esteem.	Administrative Team, Teachers, Counselors	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Address students' appropriate actions through a school-wide behavior modification program.	Administrative Team, Madie Ives Staff	9/4/2007	6/05/2008	Student Wellness	0
Periodically review Student Code of Conduct with students to discuss safety and discipline issues.	Administrative Team, Teachers, Counselors	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Maintain a continuous Character Education Program.	Administrative Team, Teachers, Counselors	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Increase the number of school-wide Safety Patrols.	Administrative Team, Teachers, Safety Patrol Coordinator	8/20/2007	6/05/2008	Safe and High-quality Facilities	0

### Research-Based Programs

Not Applicable

### Professional Development

\* Character Education

### Evaluation

\* Discipline Committee after-school Detention Reports

\* Student Case Management Reports

## 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*

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"/>

### Technology Statement

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

### Needs Assessment

After the review of our school's data, including FCAT results and the Florida System for Technology Accountability and Rigor Survey (STaR), it was determined that technology instruction used drill and practice about twice a week and simulation and tool-based software about twice a month. A review of Accelerated Reader reports reveals that there is a need to improve consistent computer access in all classrooms.

### Measurable Objective

Given instruction based on the Sunshine State Standards, and an emphasis on the use of technology in education, 85 percent of all students in grades three through five will utilize technology in classrooms, the computer lab, and the mobile laptops as documented by computer sign-in sheets, teachers' lesson plans, and student reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Design classroom lessons that enable students to use online reference resources (Discover SIRS, Grolier, Gale, and NewsBank), Electronic Software and traditional sources (Atlas, Thesaurus, and World Fact Book).	Administrative Team, Teachers, Media Specialist, Technology Coordinators	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Create one grade level project (project-based learning) by incorporating technology into an existing teaching thematic unit/lesson in science, social studies or language arts that will require using a research tool, productivity tool, or a form of multimedia.	Administrative Team, Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide students in grades three through five with structured weekly media time to orient students to reference materials.	Administrative Team, Media Specialist	9/05/2007	5/30/2008	Education Innovation	0
Incorporate technology based instruction during students' independent learning activities.	Administrative Team, Teachers, Technology Coordinators	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Continue to implement strategies to reinforce students' test taking skills through technology.	Administrative Team, Teachers, Technology Coordinators	8/20/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

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

### Professional Development

Reading Plus  
 FCAT Item Specifications Training

### Evaluation

Documented lessons in teachers' lesson plans  
 Documented students' work folders  
 Reading Plus Reports  
 Accelerated Reader Reports

## 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"/>

#### *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"/>

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

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

### **Needs Assessment**

The 2006-2007 Physical Education FITNESSGRAM Test results indicates that 70 percent of students tested in grades four and five were awarded the District Gold and Silver Awards. While 98 percent of the students (401 total) were assessed in grades four and five, one hundred fifty-nine (159) students were awarded the Gold Award and one hundred sixteen (116) students were awarded the Silver Award.

Forty-one percent (41) of the tested population was awarded the Gold Award. Twenty-nine (29) percent of the tested population was awarded the Silver Award. The remaining percentage of the tested population failed to meet the requirements on the mile walk/run from the Aerobic Capacity component. In order to improve this deficiency in grades four and five, a plan of fitness will be implemented and monitored in order to increase students' knowledge of health and physical fitness. In addition, Madie Ives staff will plan ongoing events that will foster and promote proper nutrition, fitness awareness, and the maintaining of physical endurance.

### Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, 75 percent of students in grades four and five will meet the Silver or Gold Award level on the M-DCPS 2007-2008 Physical Education FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assist students weekly in understanding the correlation between physical fitness and maintaining physical endurance.	Administrative Team, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Monitor the fitness level of students in grades four and five at the beginning and end of the academic year as baseline information to compare gains.	Administrative Team, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide instructional based curriculum in and out of the classroom incorporating health, nutrition, and safety education.	Administrative Team, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Celebrate National School Lunch Week promoting good nutrition.	Cafeteria Manager, Classroom Teachers, Administration	10/15/2007	10/27/2007	Healthcare & Healthy Choices	0
Promote improvement in cardiovascular exercises, muscular strength and endurance through the district's grade level expectations in physical education.	Physical Education Teachers, Administration	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

Walk Safe Program  
President's Physical Fitness Award

### Evaluation

2007-2008 Physical Education FITNESSGRAM Report.

## 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*

#### *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"/>

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

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

### **Needs Assessment**

Although students are exposed to a variety of artists, visuals, and recorded musical works in the classroom, they are unable to experience the interaction they would get from seeing original works of art as well as musical performances. In order to address this need, Madie Ives Elementary students will attend four field trips in the arts program in the 2007-2008 school year. This will create additional opportunities for students to learn museum and concert etiquette as well as increase their knowledge and appreciation about styles, artistic mediums, and time periods in the arts through extra-curricular arts' experiences.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades two, three, four, and five enrolled in the arts program, will attend four field trips in the 2007-2008 school year (as compared to three field trips in the 2006-2007 school year).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize artists' visuals and recorded music selections to compare and contrast works.	Administrative Team, Art Teachers, Music Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Participate in musical performances to reinforce concert etiquette.	Administrative Team, Music Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Facilitate discussion and encourage the research of famous artists through artistic reproductions.	Administrative Team, Art Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize class critiques with constructive criticism to evaluate students' works of art.	Administrative Team, Art Teachers	8/20/2007	6/05/2008	Education Innovation	0
Encourage students to read music and play musical instruments.	Administrative Team, Music Teachers	8/20/2007	6/5/2008	Advanced Academics	0
Create weekly works of art using various mediums in order to encourage students' creative expressions, and strengthen specific motor skills.	Administrative Team, Art Teachers	8/20/2007	6/05/2008	Education Innovation	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

Log the number of fieldtrips for the 2007-2008 school year

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

### **Return On Investment Statement**

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

### **Needs Assessment**

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

### Measurable Objective

Madie Ives Elementary Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become adequately informed about the use of financial resources in relation to school programs.	Administrative Team, Stakeholders	8/20/2007	06/05/2008	Business Process Redesign	0
Collaborate with the District on resource allocations.	Administrative Team	8/20/2007	6/05/2008	Business Process Redesign	0
Research existing resources for taking advantage of a broader resource base, e.g. private foundations, volunteer networks, etc.	Administrative Team, Stakeholders	8/20/2007	06/05/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Administration	8/20/2007	6/5/2008	Business Process Redesign	0
Align Title 1 resources by examining Title 1 reports, and attending Title 1 district workshops and meetings.	Administration, Community Involvement Specialist	8/20/2007	6/5/2008	Business Process Redesign	0

### Research-Based Programs

Not Applicable

### Professional Development

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

### Evaluation

State of Florida Return On Investment Index publication

**EESAC Compliance**

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

**Budget:**

EESAC agreed to utilize 2006-2007 EESAC funds to purchase literary books, educational classroom supplies, and student recognition awards.

**Training:**

EESAC received school budget training provided by the principal.

**Instructional Materials:**

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

**Technology:**

EESAC recognized the importance of maintaining technology-based programs as reflected in the 2006-2007 School Improvement Plan.

**Staffing:**

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

**Student Support Services:**

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

**Other Matters of Resource Allocation:**

EESAC suggested five percent of the 2005-2006 Florida School Recognition Award monies be used for Madie Ives Elementary students.

**Benchmarking:**

EESAC monitored the implementation of the 2006-2007 School Improvement Plan at monthly EESAC meetings.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



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

---

***Budget Summary***

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	28500
Mathematics	12000
Writing	0
Science	0
Parental Involvement	38000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>78500</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*