

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Martin Luther King Elementary School (2761)

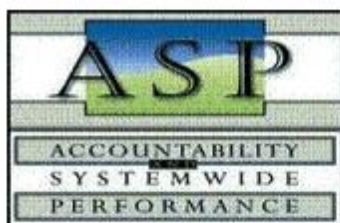
Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Tamme Williams

Superintendent - Rudolph F. Crew, Ed.D.



---

## EXECUTIVE SUMMARY

---

Martin Luther King Elementary School is located at 7124 NW 12 Avenue in Miami. Built in 1969, the school services students in Pre-Kindergarten through Second Grade. With 92% of its 260 students eligible for free or reduced lunch, Martin Luther King Elementary qualifies for participation in the Title I Program. As a part of Miami-Dade County's School Improvement Zone, many of the school's educational and student services programs are designed to meet the needs of academically at-risk students. To adequately provide academic intervention and enrichment services, the school has operated on an extended school day model, with all students participating in an additional hour of school each day. This year, Martin Luther King Elementary will continue to operate on an extended-day schedule; however, intervention and enrichment programs will be incorporated into the regular school day. To meet the affective and behavioral needs of its students and families, Martin Luther King Elementary utilizes the services of a full-time M-DCPS social worker and part time nurse and social worker from the Miami-Dade Dept. of Health. Additional parental support is provided via our state-of-the-art Parent Resource Center staffed by a full-time Community Involvement Specialist. Staff members participate in regular home visits to monitor student attendance, encourage positive student behaviors, and provide families with additional support when needed.

Given instruction based on the Sunshine State Standards, 58% of second grade students will score in the 3rd and 4th quartiles as evidenced by the 2008 administration of the reading portion of the SAT-10.

Given instruction based on the Sunshine State Standards, 62% of second grade students will score in the 3rd and 4th Quartiles during the 2008 administration of the mathematics portion of the SAT-10.

Given instruction based on the Sunshine State Standards, 37% of students in first grade and 38% of students in second grade will score a medium or high as evidenced by the 2008 administration of the District's Writing Posttest.

Given instruction based on the Sunshine State Standards, 88 % of second grade students will score 65% or higher on the 2008 school authored Science Posttest.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parent/guardian attendance to school-based programs/workshops as evidenced by comparing the 2008 Parental Involvement Participation Log to the previous year.

Given our goal to promote and maintain a safe learning environment, Martin Luther King Elementary School will log a minimum of 1,000 positive behavior referrals during the 2007-2008 school year.

Given an emphasis on the use of technology, 33% percent of the instructional staff will demonstrate the ability to incorporate technological strategies into the delivery of instruction.

Given instruction based on the Miami-Dade County Public Schools mandatory FITNESSGRAM standards, 50 percent of second grade students will obtain gold awards on the 2008 FITNESSGRAM Test.

Given an emphasis on the benefits of students participating in events showcasing Martin Luther King students, the number of events will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

During the 2007-2008 school year, Martin Luther King will improve the performance of students utilizing the Waterford Early Reading Program as evidenced by 25% of students completing their assigned level.



# School Improvement Plan

## 2007-2008



During the 2004-2005 school year, Martin Luther King Elementary, in an effort to bolster students' reading skills and in conjunction with the school District's I Choose! Program, began incorporating the Waterford Early Reading Program, a technology based program, into its daily literacy program. All Martin Luther King Elementary students participate in this program and the program's strong home learning component encourages family support and participation, as well. In addition, the Reading Plus and Accelerated Reader programs are also utilized in all classrooms as supplementary teaching resources.

Martin Luther King Elementary faces the challenges shared by many urban elementary schools. There is a high rate of student absenteeism. It is difficult to sustain high levels of parental involvement in school functions. Martin Luther King Elementary has developed a comprehensive plan to overcome these obstacles. The school adheres to the

District's Comprehensive Research-Based Reading Plan and utilizes the research-based, state-adopted Houghton Mifflin Reading Program during its two and one-half hour literacy block. Houghton Mifflin's Early Success (first and second grade) and Voyager Passport A (kindergarten) and Reading Plus (second grade) provide students with additional support (intervention). Enrichment activities including art and drama are provided for high achieving students. For the 2007-2008 school year, the school entered into a contract with the Easter Seals Society to provide before-school tutoring and after-school enrichment programs for selected students. These services are provided in addition to the extended school day. Student participation in the Accelerated Reader Program and the school-wide "Get Caught Reading" initiative provide students with incentives for becoming actively involved in reading.

The Scott Foresman Mathematics Program is utilized during mathematics instruction. This program is augmented by hands-on activities from the District's manual, "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."

To ensure that students are mastering appropriate reading and mathematics benchmarks, schoolwide bi-weekly reading and mathematics assessments are administered to all students in first and second grades. Results from these assessments are used when reteaching reading and mathematics concepts as well as in small group tutorial settings. In addition to these bi-weekly assessments, students' writing progress is measured through the completion of monthly writing prompts in kindergarten through second grade. The acquisition of science concepts is measured by a school-wide pre- and progress, and post-test in the second Grade.

To facilitate effective teaching and learning, students are encouraged to come to school each day. Incentives are provided to classes that maintain perfect attendance throughout the school week. During the 2006-2007 school year, Martin Luther King Elementary established an Attendance Committee to monitor the causes of student absenteeism. The committee made home visits, intercepted parents arriving late at the school's front gate, and held meetings with parents whose children were exhibiting high absentee/tardiness rates, in an effort to emphasize the importance of daily attendance and offer assistance when appropriate. Attendance rates improved, but the Attendance Committee will continue its efforts during the 2007-2008 school year. The school's daily attendance average during the 2006-2007 school year was 94%. Thus far, the average daily attendance rate for the 2007-2008 school year at Martin Luther King Elementary is 96%.

Because active parent involvement is a critical component of an effective educational program, Martin Luther King Elementary offers a variety of opportunities for families to become involved in the educational process. A variety of topics are covered in workshops presented in the Parent Resource Center. Families are encouraged to take advantage of the District's Parent Academy. Events such as Family Game Night, Grandparents Day, A Second Cup of Coffee, have been successfully held in addition to PTA meetings and other academically-oriented events, in order to increase parent participation. Computers and other educational tools are made available to parents and family members in the Parent Resource Center and adult family members are strongly encouraged to become approved volunteers and assist at the school.

By hiring highly trained teachers and utilizing research-based educational programs, Martin Luther King Elementary School seeks to create an environment where all students are encouraged to attain an enriching, well-rounded education. The school attempts to capitalize on its small size to ensure that, when students leave Martin Luther King Elementary School, they have been fully prepared for success.

Results from the Organizational Performance Improvement Snapshot Survey (OPIS) indicate that the faculty and staff at Martin Luther King Elementary are generally well-informed about school policies, procedures and operations. A review of survey results revealed that the item receiving the lowest score, 3.9, pertained to the issue of teachers seeking input from students and parents. Another area that received a relatively low score dealt with the issue of the work location asking what the faculty and staff thinks.

It is felt by the administration at Martin Luther King elementary that improvement in these two related areas is crucial to maintaining high staff and customer morale as well as utilizing staff and community resources to best meet the needs of students.

Martin Luther King is committed to addressing these issues by emphasizing the importance of seeking input from its customers, the students and parents, as well as faculty and staff, at weekly grade level meetings with administration, Leadership Team meetings, and soliciting community input through vehicles such as weekly newsletters to parents, Connect Ed. messages, and group forums such as PTA meetings, EESAC meetings, Parent Workshops, and Teacher-Parent meetings. Overall, of the 78% of staff members completing the survey, 90% agreed with the OPIS statements.



# 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.

## 2761 - MARTIN LUTHER KING ELEMENTARY SCHOOL

### VISION

The vision of Martin Luther King Elementary is to develop the educational and personal opportunities of students through an ongoing use of effective methods and strategies; thus, empowering them with the tools to meet the challenges of the twenty-first century. This will allow students to become successful participants in family and civic life.

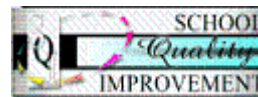
### MISSION

It is our mission at Martin Luther King Elementary to have our students become productive, literate and contributing members of our society. Our goal can be accomplished when parents, teachers, staff and students work together in a safe, learning environment.

### CORE VALUES

# School Improvement Plan

## 2007-2008



**EXCELLENCE** – We pursue the highest standards in academic achievement and organizational performance. We seek to impart upon our students the skills and attitudes that will facilitate success in the rapidly expanding and technologically advanced global community.

**INTEGRITY** – We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety and well-being of our students, family and staff. We model these traits when dealing with all facets of our learning community and encourage families and community members to perpetuate these qualities throughout our students' lives.

**EQUITY** – We foster an environment that serves all students and aspires to eliminate the achievement gap. We take into account individual learning modalities when planning and implementing instruction.

We address each child's cognitive, physical, and emotional needs so that all children have the opportunity to maximize their educational potential.

**CITIZENSHIP** – We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligation to go beyond our professional responsibilities to promote democratic principles. We model these behaviors in the school environment so that our students will be able to model these behaviors as they grow to be productive citizens of our local, national and global communities.



---

### ***School Demographics***

---

Martin Luther King Elementary School, located at 7124 NW 12th Avenue, was founded in 1969. The school is centrally located and sits on 3 acres in northwest Miami-Dade County, Florida. Martin Luther King Elementary School, which consists of approximately 260 students, is a primary school serving students in pre-kindergarten through second grade, Martin Luther King is an I Choose! School featuring the research based Waterford Early Reading Program, a technology-based early reading intervention program designed to ensure that all children gain and maintain grade level reading proficiency. Adjacent to the main building, Martin Luther King utilizes three portable classrooms to house three pre-kindergarten classes, containing 47 students in the Voluntary Pre-Kindergarten Program. At present, Martin Luther King has a five year capital improvement plan wherein a new student pick-up and drop-off area will be constructed and a new ceiling will be installed throughout the main building. There is also a project pending to have six doors throughout the school's main building, either repaired, replaced, or initially installed.

Martin Luther King is in the Miami Northwestern Senior High School feeder pattern. When students at Martin Luther King complete the second grade, they do not attend a specific elementary school but are dispersed throughout the different elementary schools in our county to attend the third grade. We are dedicated to providing students with experiences that will foster a love for learning and promote student achievement that will be reflected in the results of the 2008 administration of the SAT-10. Working hard with parents and community members will enable and empower our students with the tools they need to become literate and productive citizens. Above all, our school is committed to becoming the ultimate learning community. Presently, the school is engaged in a community partnership with several prominent local lawyers who regularly visit the school to read to the students through the Read For Life program, organized by the reading coach. The school administration is also integrating the WALKSAFE program sponsored by the Ryder Trauma Center at the University of Miami Miller School of Medicine/Jackson Memorial Medical Center into the school's social studies curriculum. School administration has received training from program representatives and will be working with research assistants assigned by the program to the school for the purpose of implementing the program effectively and meaningfully.

Martin Luther King's student population is 92 percent Black and 7 percent Hispanic and approximately one percent Haitian-Creole. Eleven of these students receive instruction in English as a Second Language and two students are in the Gifted program. At present, Martin Luther King services only one SPED student through an inclusion model in a second grade classroom. There are also 16 students receiving speech therapy services and one student receiving language therapy services. Ninety seven percent of the students are eligible for free or reduced priced lunch. Since Martin Luther King is a primary learning center, housing only students from pre-kindergarten through second grade, we do not administer the FCAT. In order to support student achievement the school provides supplemental educational services from agencies such as Easter Seals and Cool Kids. These agencies provide tutoring in the mornings and afternoons to students whose parents sign them up for these programs.

The ethnic breakdown of Martin Luther King's teacher population is as follows. Of the 19 teachers, three are white (16 percent); thirteen are black (68 percent); and three are Hispanic (16 percent). Four of the school's teachers are itinerant ( 21%), to include a music teacher, a speech-language pathologist, an art teacher and a Spanish teacher.

Seventy four percent of the instructional staff has achieved a Bachelor's Degree. Thirty six percent of the staff has achieved a Master's Degree, and seven percent of the staff has achieved an Educational Specialist Degree. The Leadership Team is made up of the principal, assistant principal, reading coach, counselor, two kindergarten teachers, two first grade teachers, and one second grade teacher.

In keeping with District-mandated reduced class size requirements, the average teacher to student ratio in pre-kindergarten is 1:16; the average teacher to student ratio in kindergarten is 1:18; the average teacher to student ratio in first grade is 1:16; and the average teacher to student ratio in second grade is 1:17. The average attendance rate thus far for the 2007-2008 school year is 96%. Last year's average was 94% and truancy and tardiness were aggressively dealt with by the school's Attendance Committee. During the 2006-2007 school year the Attendance Committee to monitored the causes of student absenteeism by analyzing attendance data at weekly meetings and targeting appropriate students to address. The committee made home visits, intercepted parents arriving late at the school's front gate, and held meetings with parents whose children were exhibiting high absentee/tardiness rates, in an effort to emphasize the importance of daily attendance and offer assistance when appropriate. Attendance rates improved, but the Attendance Committee will continue its efforts during the 2007-2008 school year.

Because active parent involvement is a critical component of an effective educational program, Martin Luther King Elementary offers a variety of opportunities for families to become involved in the educational process. A variety of topics are covered in workshops presented in the Parent Resource Center. Families are encouraged to take advantage of the District's Parent Academy. Events such as Family Game Night, Grandparents Day, A Second Cup of Coffee, have been successfully held in addition to PTA meetings and other academically-oriented events, in order to increase parent participation. Computers and other educational tools are made available to parents and family members in the Parent Resource Center and adult family members are strongly encouraged to become approved volunteers and assist at the school. Title I School-Parent Compacts were distributed at the school's Open House event and it is the intention of the school administration to collect 100% of these compacts signed by parent. Parents are also actively recruited to serve on the Educational Excellence School Advisory Committee (EESAC) and on the PTA Board.

---

## ***School Foundation***

---

### **Leadership:**

Results from the Organizational Performance Improvement Snapshot Survey (OPIS) indicate that the faculty and staff at Martin Luther King Elementary are generally well informed about school policies, procedures and operations. A review of survey results revealed that the item receiving the lowest score, 3.9, pertained to the issue of teachers seeking input from students and parents. Martin Luther King is committed to addressing this issue by emphasizing the importance of seeking input from its customers, the students and parents, as well as faculty and staff, are an important part of the total school program. These needs are addressed at weekly grade level meetings with administration, monthly Leadership Team meetings, monthly faculty meetings, and soliciting community input through vehicles such as weekly newsletters to parents, parent/student handbook, Connect Ed. messages, marquee board and group forums such as PTA meetings, EESAC meetings, Parent Workshops, Parent-Teacher conferences/meetings, and more. Overall, of the 78% of staff members completing the survey, 90% agreed with the OPIS statements.

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

OPIS results indicate that most faculty and staff agreed that they are aware of the school's plans that will affect them and their work. The lowest score of 3.9 indicated that there is an opportunity for improvement for the administration at Martin Luther King in the area of emphasizing the importance of teachers seeking input from students and parents. At present, teachers have sent home Opening of School Welcome letters to the parents of all students, encouraging parents to become more involved in the school in general and in their children's educational processes specifically. In addition, each parent has been asked to sign a Parent-School Compact which specifically delineates the school's role in the child's education and the school's expectations for the parents in terms of their participation in their child's educational processes. Our community involvement specialist hosts monthly parent "chit chat" sessions as well as "A Second Cup of Coffee" sessions in an effort to draw parents into the school and obtain their input. Parents are encouraged to join the school PTA, attend EESAC meetings, parent workshops, and parent-teacher conferences/meetings in order for them to voice their opinions and ideas to the school. Also, our community involvement specialist sent out "Parent Surveys" during the month of August, requesting parents to indicate what types of activities, workshops, and or meetings they would be interested in. So far, we have retrieved 27% of the completed surveys and our goal is to collect 100% of these completed surveys. Overall, scores ranged from 4.1 to 4.6 with the majority of the staff having strongly agreed and/or agreed with the statements in this category.

### **Stakeholder Engagement:**

Teachers are encouraged to keep in contact with their students' families on a regular basis through avenues such as EESAC, PTA, Volunteer Programs, Parent Surveys, Parent-Teacher Conferences, and Open House. Telephone calls, notes home, and face-to-face communication is a daily occurrence and is emphasized by administration. On the OPIS survey, teachers and staff indicated that they mostly agree with statements such as "My customers tell me what they need and want" with 34 participants either strongly agreeing or agreeing, one participant neither agreeing or disagreeing, and two participants either disagreeing or strongly disagreeing to the statement. Thirty four participants either strongly agreed or agreed with the statement that "My customers are satisfied with my work", and two participants neither agreed or disagreed with this statement. The statement "I collect information (data) about the quality of my work" received an overall score of 4.4 with thirty five participants with strongly agreeing or agreeing with the statement and only one participant neither agreeing or disagreeing with the statement. Thirty two participants either strongly agreed or agreed with the statement "I am allowed to make decisions to solve problems for my customers." Two participants neither agreed or disagreed, and two participants either strongly disagreed or disagreed with the statement. Teachers will continue to be encouraged to elicit responses and ideas, collect data, and listen to parents' feedback as it relates to their performance and to their students' progress.

### **Faculty & Staff:**

Most OPIS participants agreed or strongly agreed with survey statements indicating that they can make changes that will improve their work; the people they work with will cooperate and work as a team; the supervisor encourages them to develop job skills; they are recognized for their work; they have a safe workplace; the supervisor and the work location care about them. The scores pertaining to these statements range from 4.2 to 4.6 indicating that the majority of faculty and staff enjoy coming to work each day at Martin Luther Elementary School. Only the statement "My supervisor encourages me to develop my job skills so that I can advance in my career" received a rating of 4.1, with five participants either strongly disagreeing or disagreeing with this statement.

Administration will continue to work to support and show appreciation of faculty and staff by holding faculty meetings that include knowledge-based information which supports decision making, continuing education of staff, administrative planning and management, performance assessment and improvement, and research. In addition, faculty meetings will continue to include fun activities, prizes, drawings, birthday recognitions, and more. Administration will also continue to place an inspirational message in each faculty and staff member's mailbox each week on Monday mornings encouraging him or her to "Have a Joyous Week!" The administration will maintain its effort to share schoolwide, District and State information as it pertains to the school in a timely and easy-to-understand manner.

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

Most OPIS participants agreed or strongly agreed that they know how to analyze the quality of their work and that they know how the measures they use in their work fit into the school's overall measures of improvement. Teachers are encouraged to analyze data and assess student performance on a regular basis. This takes place through the use of the Progress Monitoring and Report Network (PMRN) and the Edusoft Assessment Management System that collects and analyzes student performance to help drive teacher instruction. Grade-level data study groups are conducted to assist teachers in interpreting and analyzing assessment data as are data chats between individual teachers and the principal. Overall, OPIS participants agreed or strongly agreed that they know how to analyze the quality of their work and utilize these analyses when making decisions about their work. Thirty three of the 36 participants agreed or strongly agreed that they get all of the important information that they need to do their work, with two participants neither agreeing or disagreeing, and one participant strongly disagreeing. The administration will continue to make every effort to share schoolwide, District and State data as it pertains to the school in a timely and easy-to-understand manner.

### **Education Design:**

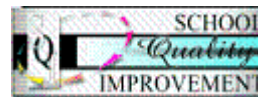
Thirty of 36 OPIS participants agreed or strongly agreed that their supervisor encourages them to develop their job skills so that they can advance in their careers, and 35 participants agreed or strongly agreed that they can make changes that will improve their work. Professional development activities including opportunities to pursue National Board certification and educational leadership positions are regularly shared with teachers. Teachers and staff are encouraged to take advantage of the professional growth activities provided throughout the county. Teachers are also made aware of growth opportunities at the work site. Specifically, teachers are supported in assuming leadership roles such as Grade Level Chair, and Leadership Team member. Thirty participants agreed or strongly agreed with the statement, "I am recognized for my work," and three participants neither agreed nor disagreed with this statement. Thirty three strongly agreed or agreed with the statement "I have a safe workplace." Twenty nine participants either strongly agreed or agreed with the statement, "My supervisor and organization care about me." Five participants neither agreed or disagreed, and two participants either strongly disagreed or disagreed with the statement. Administration will continue to place an inspirational message in each faculty and staff member's mailbox each week (Monday) encouraging him or her to "Have a Joyous Week!" The administration will maintain its effort to share schoolwide, District and State information as it pertains to the school in a timely and easy-to-understand manner. In addition, administration will continue to work to maintain a safe workplace by ensuring that security surveillance cameras and monitors are in working condition, enforcing existing security procedures concerning people entering the building, and overseeing to the upkeep and repair of the building itself. At present a group of vendors is in the process of submitting bids to the District to begin a capital improvement project wherein six doors will either be repaired, replaced or initially installed throughout the building for the purpose of maintaining the safety and security of those who learn and work at Martin Luther King Elementary each day.

### **Performance Results:**





# School Improvement Plan 2007-2008



State and District policies are shared with faculty, staff, parents and community members at faculty meetings, EESAC meetings and other school-sponsored events. Upon examination of OPIS results, 34 of 36 participants agreed or strongly agreed that the school obeys laws and regulations and 33 of 36 participants stated that they were satisfied with their jobs. Two participants, however, neither agreed nor disagreed that their customers were satisfied with the school staff's work. All thirty six OPIS participants agreed or strongly agreed that their work products meet all requirements for high quality and excellence. To encourage follow-through and excellence in the workplace, faculty members maintain professional development portfolios that illustrate the implementation of their Individual Professional Development Plans. Grade-level data study groups and data chats between individual teachers and the principal are conducted to analyze student assessment results and to ensure that adequate planning and instruction is occurring. Two participants disagreed with the statement, "My organization uses my time and talent well." One participant neither agreed or disagreed, and 33 participants either strongly agreed or agreed to the statement. To encourage a feeling of self-efficacy, faculty and staff members are encouraged to participate in schoolwide committees and after-hours professional learning communities that showcase and expand upon their individual talents. Four OPIS participants were unsure as to whether the school removed obstacles to progress, and three participants disagreed or strongly disagreed with this statement. Awareness of the school's financial status received a ranking of 4.0 on the OPIS. Three participants either disagreed or strongly disagreed that they knew how the school was doing financially and six participants neither agreed nor disagreed with the corresponding statement. Administration will continue to make the school's budget accessible to faculty and staff by summarizing current budgetary allotments and expenditures at all faculty meetings, Leadership Team meetings and EESAC meetings.

---

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

---

**Professional Development:**

Martin Luther King Elementary is a Pre-K Through Second Grade Primary Learning Center and therefore we do not administer the FCAT.

**Disaggregated Data :**

Martin Luther King Elementary is a Pre-K Through Second Grade Primary Learning Center and therefore we do not administer the FCAT.

**Informal and Formal Assessments:**

Martin Luther King Elementary is a Pre-K Through Second Grade Primary Learning Center and therefore we do not administer the FCAT.

**Alternative Instructional Delivery Methods :**

Martin Luther King Elementary is a Pre-K Through Second Grade Primary Learning Center and therefore we do not administer the FCAT.



# 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**

Martin Luther King Elementary School will improve student achievement in the area of reading.

### **Needs Assessment**

Based on results from the reading portion of the 2007 administration of the SAT-10, 56% of second grade students scored in the 1st and 2nd Quartiles. The data reflects a need to increase student achievement in the 3rd and 4th Quartiles during the 2008 administration of the SAT-10.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, 58% of second grade students will score in the 3rd and 4th quartiles as evidenced by the 2008 administration of the reading portion of the SAT-10.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Houghton Mifflin's Early Success (1,2), Voyager Passport A (K) and, Reading Plus Intervention Programs (2).	Principal, Assistant Principal, Classroom Teachers, Resource Teacher, Reading Coach, Lead Teacher, Curriculum Specialist	08/20/07	06/11/08	District-wide Literacy Plan	0
Utilize the CRRP K-12 plan for best practices strategies and activities to support the Houghton Mifflin "A Legacy of Literacy" Series.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Curriculum Specialist	08/20/07	06/11/08	District-wide Literacy Plan	0
Utilize CRISS strategies during reading, language arts, and content area instruction to promote reading across the curriculum.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/11/08	District-wide Literacy Plan	0
Utilize Houghton Mifflin's "Legacy of Literacy" Series and the Supplemental Teacher Resource Handbooks.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Curriculum Specialist	08/20/07	06/11/08	District-wide Literacy Plan	0
Implement bi-weekly data analysis forums to disaggregate and discuss strengths and weaknesses in order to guide instruction.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/11/08	Continuous Improvement Model	0
Continue school-home compacts to ensure each child and parent participates in family readings activities.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/11/08	Other/ Not Applicable	0
Monitor student progress through the use of school-wide bi-weekly reading assessments in first and second grades, and the GLE skill checklist for Kindergarten.	Principal, Assistant Principal, Facilitator, Paraprofessionals, Selected Teachers	08/20/07	06/11/08	Continuous Improvement Model	0
Utilize the Curriculum Pacing Guide to support the Houghton Mifflin's "Legacy of Literacy"	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Implement intervention and enrichment classes before and after school to meet students' academic needs	Principal, Assistant Principal, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Use the Waterford Early Reading Program to support literacy instruction in grades PreK-2.	Principal, Assistant Principal, Lead Teacher	08/20/07	06/11/08	District-wide Literacy Plan	12000

### Research-Based Programs

Houghton Mifflin's "Legacy of Literacy"  
 Waterford Early Reading Program  
 Houghton Mifflin's Early Success

### Professional Development





# School Improvement Plan

## 2007-2008



Teachers will participate in CRISS training provided by the District as well as training in fluency instruction and monitoring at the school site. Acquisition of course objectives will be monitored through the maintenance of individual professional development binders and classroom instruction. Teachers will increase their familiarity with the Waterford Early Reading Program as evidenced through classroom implementation, and teachers will receive training pertaining to the Reading Plus Program. Additionally, based on data and input from the Reading Coach, the principal will identify model classrooms and teachers within the school. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

### **Evaluation**

The attainment of this goal will be measured based upon the percent of students achieving the 3rd and 4th Quartiles during the 2008 administration of the Reading Portion of the SAT-10.

## 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

Martin Luther King Elementary School will increase student achievement in the area of mathematics.

### Needs Assessment

Based on results from the mathematics portion of the 2007 administration of the SAT-10, 70% of second grade students scored in the 1st and 2nd Quartiles. The data reflects a need to increase the percent of students scoring in the 3rd and 4th Quartiles during the 2008 administration of the SAT-10.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, 62% of second grade students will score in the 3rd and 4th Quartiles during the 2008 administration of the mathematics portion of the SAT-10.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Scott Foresman Researched-Based Mathematics Program	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/11/08	Continuous Improvement Model	0
Utilize the District's "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/11/08	Continuous Improvement Model	0
Continue school-home compacts to ensure each child and parent participates in family mathematics activities.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/11/08	Continuous Improvement Model	0
Monitor student progress through the use of school-wide bi-weekly mathematics assessment in grade 1 and 2.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/11/08	Continuous Improvement Model	0
Utilize the Curriculum Pacing Guide to support the Scott Foresman Mathematics Program.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Provide teachers with professional development on manipulative activities that support effective mathematics instruction.	Principal, Assistant Principal, Classroom Teachers, District	08/20/07	06/11/08	Continuous Improvement Model	0

### Research-Based Programs

- Scott Foresman/Addison Wesley Mathematics Program.
- "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."
- Riverdeep.

### Professional Development

Teachers will participate in Riverdeep training. Participation will be monitored based on student participation in the Riverdeep Program. Teachers will also receive training in the use of the supplemental materials "On Target".

### Evaluation

The attainment of this goal will be measured based upon the percent of students achieving the 3rd and 4th Quartiles during the 2008 administration of the mathematics portion of the SAT-10.

## 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**

Martin Luther King Elementary School will improve student achievement in the area of writing.

### **Needs Assessment**

Based on the results of the District's 2007 Writing Posttest, 24% of students in first grade and 1% of students in second grade scored as Non-Scorable, and 40% of the students in first grade and 36% of students in second grade scored as Low. The need is to increase the number of students scoring as Medium or High on the 2008 District's Writing Posttest.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, 37% of students in first grade and 38% of students in second grade will score a medium or high as evidenced by the 2008 administration of the District's Writing Posttest.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Align writing instruction with topics, genres, and activities presented in the Houghton Mifflin Program.	Principal,Assistant Principal,Classroom Teacher,Reading Coach	08/20/07	06/11/08	District-wide Literacy Plan	0
Administer monthly writing prompts (expository, narrative) in grades K-2.	Principal,Assistant Principal,Reading Coach,Classroom Teacher	08/20/07	06/11/08	District-wide Literacy Plan	0
Continue school-home compacts to ensure each child and parent participates in family writing activities.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/11/08	District-wide Literacy Plan	0
Provide professional development activities in effective strategies for writing instruction.	Principal,Assistant Principal,Classroom Teacher,Reading Coach,District	08/20/07	06/11/08	District-wide Literacy Plan	2500

### Research-Based Programs

Houghton Mifflin "Legacy of Literacy"

### Professional Development

Teachers will participate in District and school-based training in effective writing strategies. Acquisition of course objectives will be monitored through the maintenance of individual professional development notebooks and classroom instruction. Teachers who have not yet done so will be encouraged to participate in the annual University of Miami/Miami-Dade County Public Schools Zelda Glazer Writing Institute.

### Evaluation

The attainment of this goal will be measured based on the number of students achieving a score of medium or high on the 2008 District Writing Post-Test.



## 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**

Martin Luther King Elementary School will increase student achievement in the area of science.

### **Needs Assessment**

Based on results of the 2007 school-authored Science Post-test, 22% of second grade students did not achieve mastery. The data reflects a need to increase second grade students' performance on the 2008 Science Post-test.

### Measurable Objective

Given instruction based on the Sunshine State Standards, 88 % of second grade students will score 65% or higher on the 2008 school authored Science Posttest.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Scott-Foresman Science Program to promote science learning.	Principal,Assistant Principal,Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Increase the number of second grade students participating in the school and District Science Fair. Increase the number of pre-k – first grade students participating in classroom projects.	Principal,Assistant Principal,Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Provide professional development activities in effective strategies for science instruction.	Principal,Assistant Principal,DistrictClassro om Teacher,	08/20/07	06/11/08	Other/ Not Applicable	0
Design and implement science experiment logs.	Principal,Assistant Principal,Classroom Teacher	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs

Scott-Foresman Science Program  
Riverdeep

### Professional Development

Teachers will participate in School Improvement Zone generated professional development activities. The implementation of these activities will be monitored through the maintenance of individual professional development notebooks and classroom instruction.

### Evaluation

The achievement of this goal will be measured based on the number of students achieving a score of 65% or above on the 2008 school authored Science Post-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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

#### **District Strategic Plan**

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

### **Parental Involvement Statement**

The parents/guardians of Martin Luther King Elementary School will increase their participation as parent/guardian volunteers and become more involved with school-based programs/workshops.

### **Needs Assessment**

Based on the 2006-2007 Parental Involvement Participation Log, the total number of parents/guardians attending school-based programs/workshops was 1,114.

### Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parent/guardian attendance to school-based programs/workshops as evidenced by comparing the 2008 Parental Involvement Participation Log to the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Principal,Assistant Principal,Community Involvement Specialist, Counselor, Social Worker, District Personnel	08/20/07	06/11/08	Other/ Not Applicable	0
Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, monthly calendars, telephone communication, and the distribution of District information.	Principal,Assistant Principal,Community Involvement,Social Worker,Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Incorporate the use of incentive programs to increase parental involvement and participation in groups including PTA, EESAC, Title I PAC/DAC, IEP committees, and PMP teams.	Principal,Assistant PrincipalCommunity Involvement Specialist,Reading Coach,Lead Teacher,Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program.	Principal,Assistant PrincipalCommunity Involvement Specialist,Counselor,So cial Worker,District	08/20/07	06/11/08	Other/ Not Applicable	0
Provide home visitations and other services utilizing the Community Involvement Specialist as a liaison between home, school and community.	Principal,Assistant Principal,Community Involvement Specialist	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize the Title I Parent Resource Center to provide need-based opportunities for on-site parental involvement activities as indicated by the Title I Parent Surveys.	Principal,Assistant Principal,Community Involvement Specialist,Regional Center III Personnel,District Personnel	08/30/07	06/11/08	Other/ Not Applicable	2000

### Research-Based Programs

Passport to Success  
 Florida Center for Reading Research (FCRR)  
 Parents-as-Partners-as-Learners (PaPaL)

### Professional Development

Provide monthly and/or quarterly parent school-based workshops and activities with at least 25 % parent participation over the course of the school year. Community Involvement Specialist and other key staff members will attend appropriate training related to parental involvement and parent workshops.

### Evaluation

The achievement of this goal will be measured based on the number of parents attending school based programs/workshops.

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

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

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

Martin Luther King Elementary School will implement the School-Wide Discipline Plan focusing on recognition of positive behaviors.

### **Needs Assessment**

Based on student case management referral data from the 2007-2008 school year, 21 discipline related referrals were written. The data reflects a need to increase school-wide recognition of positive behavior.



### Measurable Objective

Given our goal to promote and maintain a safe learning environment, Martin Luther King Elementary School will log a minimum of 1,000 positive behavior referrals during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students and teachers with demonstration lessons on district mandated Character Education Core Values, presented by Student Services personnel, to increase student knowledge of conflict-resolution skills which will in turn help to reduce the number of student case management discipline related referrals.	Principal, Assistant Principal, Counselor, Social Worker	08/20/07	06/11/08	Other/ Not Applicable	0
Develop student conflict resolution skills through the incorporation of preventative educational components of the Youth Crime Watch program.	Principal, Assistant Principal, Counselor, Social Worker, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Train selected second grade students as peer mediators to lower the number of disciplinary referrals and simultaneously increase student competency and comfort with the utilization of conflict resolution skills.	Principal, Assistant Principal, Counselor, Social Worker, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Implement the district wide PIN (Proudly Infusing Nonviolence) curriculum to assist in lowering the number of discipline related referrals via the curriculum's focus on the incorporation of conflict resolution and anger management training for district specified grade levels.	Principal, Assistant Principal, Counselor, Social Worker, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Implement a school wide discipline program with key components that focus on positive feedback and reinforcement of appropriate behavior for all students.	Principal, Assistant Principal, Counselor, Social Worker	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs

District's PIN (Proudly Infusing Nonviolence) Curriculum  
 District's Character Education Lesson Plans  
 Houghton Mifflin's Classroom Management Handbook

### Professional Development

Martin Luther King Elementary staff members will participate in ongoing staff training related to the implementation of the School-wide Implementation Plan.

### Evaluation

Achievement of this goal will be determined by the number of positive behavior referrals during the 2007-2008 school year.

## Technology Goal

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

#### *Florida Education Priorities*

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

### **Technology Statement**

Our primary goal at Martin Luther King is to increase the number of staff members effectively utilizing technology for instructional and managerial purposes.

### **Needs Assessment**

Based on a review of teachers' use of technology to support the delivery of instruction, 7% of the instructional staff is working at or above intermediate or advanced level.

### Measurable Objective

Given an emphasis on the use of technology, 33% percent of the instructional staff will demonstrate the ability to incorporate technological strategies into the delivery of instruction.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Training for use of technological devices such as smart boards, Indigo Learning Hand-Held systems and the use of PowerPoint Presentations.	Principal,Assistant Principal,Media Specialist, Lead Teacher	0820/07	0611/08	Continuous Improvement Model	0
Provide training in advanced email use to decrease the amount of paper memos and increase the use technology as the primary source of communication.	Principal,Assistant Principal,Lead Teacher,Micro-System Technician	08/20/07	0611/08	Continuous Improvement Model	0
Purchase laptops for instructional staff members in order to facilitate accessibility to the electronic gradebook.	Principal, Assistant Principal	08/20/07	0611/08	Other/ Not Applicable	2100
Maintain the school's in-house assistance program to help trouble-shoot issues with the electronic gradebook	Principal, Assistant Principal, Gradebook Manager	08/20/07	0611/08	Continuous Improvement Model	0
Become a wireless institution in order to facilitate access to the electronic gradebook and other educational applications.	Principal, Assistant Principal, Micro-System Technician	0820/07	0611/08	Other/ Not Applicable	0

### Research-Based Programs

National Education Technology Standards (NETS)

### Professional Development

Our faculty will receive professional development in the use of technological devices such as smart boards, Indigo Learning Hand-Held systems and the use of PowerPoint presentations in order to increase teacher's utilization of educational technology to support instructional strategies and increase student involvement and achievement.

### Evaluation

The attainment of this goal will be measured by the percentage of teachers demonstrating utilization of technological devices such as smart boards, Indigo Learning Hand-Held systems and PowerPoint during the 2007-2008 school year.

## 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 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"/>

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

Martin Luther King Elementary will maintain or increase second grade students' running skills, with an emphasis on becoming more proficient in health-related fitness, physical competence, and cognitive understanding about physical activity so they can adopt healthy and physically active lifestyles.

### **Needs Assessment**

Based on the 2007 FITNESSGRAM data, 24.1 percent of the students in second grade were recipients of gold and silver awards.

### Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandatory FITNESSGRAM standards, 50 percent of second grade students will obtain gold awards on the 2008 FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor and coordinate the "Walk Safe" Program in conjunction with the school site "Walk Safe" Committee.	Principal, Assistant Principal, Physical Education Teacher, Walk Safe Committee	08/20/07	06/11/08	Other/ Not Applicable	0
Coordinate and monitor the "Jump Rope for Heart" Program and encourage participation from all second grade students.	Principal, Assistant Principal, Physical Education Teacher	08/20/07	06/11/08	Continuous Improvement Model	0
Conduct the American Red Cross' "WHALE TALES" Program to encourage water safety.	Principal, Assistant Principal, Physical Education Teacher, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize the FITNESSGRAM and administer a pretest to determine students' baseline measures.	Principal, Assistant Principal, Physical Education Teacher	08/20/07	06/11/08	Continuous Improvement Model	0
Coordinate "Field Day" activities for all grade levels.	Principal, Assistant Principal, Physical Education Teacher, Classroom Teachers	08/20/07	06/11/08	Continuous Improvement Model	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

The physical education teacher will participate in District-sponsored trainings related to health, safety and physical fitness. Acquisition of course goals will be monitored through classroom instruction.

### Evaluation

Martin Luther King will administer a pre- and post-test of the FITNESSGRAM to all second grade students.



## 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 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"/>

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

At Martin Luther King Elementary, students in kindergarten through second grade will participate in various activities that enhance and showcase their creativity and talent.

### **Needs Assessment**

Based on last years' events, there is a need to increase the number of extra-curricular activities sponsored by the school.

### Measurable Objective

Given an emphasis on the benefits of students participating in events showcasing Martin Luther King students, the number of events will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the amount of in-county fieldtrips to promote cultural awareness in grades K-2.	Principal,Assistant Principal, Classroom Teachers,Special Area Teachers	08/20/07	06/11/08	Other/ Not Applicable	3000
Increase student participation in contests, oratorical, school-wide and district wide projects.	Principal,Assistant Principal,Reading Coach, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Display monthly projects in the library, cafeteria, and parent center.	Principal,Assistant Principal,Special Area Teachers, Classroom Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Create special area clubs that will perform throughout the school year.	Principal,Assistant Principal,Special Area Teachers,ParaprofessionalsSelected Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Continue utilizing the before and after school services provided by Easter Seals, Inc., to enhance reading skills as well as provide culturally enriching activities for first and second grade students.	Principal,Assistant Principal,Classroom Teachers,Facilitators,Paraprofessionals,Selected Teachers	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs

N/A

### Professional Development

Special area teachers and activity sponsors will attend workshops related to the implementation of their area of specialization. Acquisition of course objectives will be monitored through the maintenance of classroom instruction.

### Evaluation

This objective will be evaluated by comparing the number of events showcasing Martin Luther King students during the 2006-2007 school year to 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Return On Investment Statement**

Martin Luther King Elementary will demonstrate effort to improve students' performance in a fiscally efficient manner.

**Needs Assessment**

Martin Luther King Elementary will demonstrate efforts to improve student performance in a fiscally efficient manner.

### Measurable Objective

During the 2007-2008 school year, Martin Luther King will improve the performance of students utilizing the Waterford Early Reading Program as evidenced by 25% of students completing their assigned level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student data analysis results to find or construct more effective educational strategies that fit the need of students and staff.	Principal, Assistant Principal, Lead Teacher	08/20/07	06/11/08	Other/ Not Applicable	0
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal, Lead Teacher	08/20/07	06/11/08	Other/ Not Applicable	0
Install six additional computers to the Waterford Early Reading Program to increase student usage.	Principal, Assistant Principal, Lead Teacher	08/20/07	06/11/08	Other/ Not Applicable	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Lead Teacher	08/20/07	06/11/08	Other/ Not Applicable	0

### Research-Based Programs

N/A

### Professional Development

Teachers will be trained on the budget distributions of the I choose! Program. Teachers will also receive training pertaining to the updated version of the Waterford Early Reading Program and the interpretation of Waterford Early Reading Program data reports.

### Evaluation

During the 2007-2008 school year, Martin Luther King will improve the performance of students utilizing the Waterford Early Reading Program as evidenced by 25% of students completing their assigned level.

**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:**

Currently the balance of the EESAC buget is \$2,565.00

**Training:**

The EESAC team will participate in budget trainings related to EESAC and other workshops related to the School Improvement Plan.

**Instructional Materials:**

At the initial EESAC meeting, the council has committed to support the Science Fair, Math Night and the Accelerated Reader Program.

**Technology:**

We are an I Choose! School that uses the Waterford Early Reading Program in all grade levels. Currently, 95% of our staff and students use technology on a daily basis. Currently, the primary goal at Martin Luther King Elementary is to increase the number of staff members effectively utilizing technology for instructional and managerial purposes. Therefore, the faculty will receive professional development in the use of technological devices such as smart boards, Indigo Learning Hand-Held systems and the use of PowerPoint presentations in order to increase teachers' utilization of educational technology to support instructional strategies and increase student involvement and achievement.

**Staffing:**

All teachers at Martin Luther King Elementary School are required to take fifty-eight (58) hours of professional development as part of the School Improvement Zone initiative. Teachers are required to maintain appropriate certification through professional development classes. Also, they are encouraged to attend professional development classes that will keep them current on educational research, strategies, and practices.

**Student Support Services:**

Student Services updates are provided at each scheduled meeting. Currently, Martin Luther King Elementary has the following programs: Varying Exceptionalities, Speech and Language Impaired, and the Student Development Team. Outside agencies service students at our school such as Easter Seals, and Cool Kids. Martin Luther King Elementary also utilizes the services of a full-time M-DCPS social worker, a part-time nurse, and a social worker from the Miami-Dade Department of Health.

**Other Matters of Resource Allocation:**

EESAC funds have been allocated to support student and parent participation in extra-curricular activities such as Honor Roll Ceremonies, the African-American Read-in Chain, Career Day, and Parental Involvement.

**Benchmarking:**



# School Improvement Plan 2007-2008



EESAC meets on a monthly basis to make sure the School Improvement Plan strategies and evaluation are discussed and implemented throughout the school. Data from the bi-weekly Benchmark Assessment are shared with the members to demonstrate progress towards School Improvement Plan (SIP) goals.

## **School Safety & Discipline:**

Martin Luther King Elementary School has currently implemented a school-wide discipline and behavior management plan. This plan is utilized throughout Pre-kindergarten through second grade. Students and parents have received copies of the Code of Student Conduct book. The school is currently focusing on increasing school-wide recognition of positive behavior. It is school's goal to log a minimum of 1,000 positive behavior referrals during the 2007-2008 school year.

---

***Budget Summary***

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	12000
Mathematics	0
Writing	2500
Science	0
Parental Involvement	2000
Discipline & Safety	0
Technology	2100
Health & Physical Fitness	0
Electives & Special Areas	3000
Return On Investment	0
Total	21600



# 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*