

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Frank Crawford Martin Elementary School (3101)

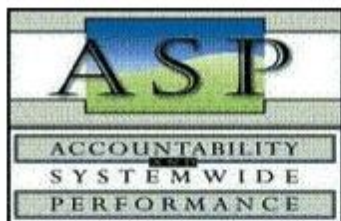
Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Pamela Brown

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Frank C. Martin K-8 Center (FCMK8), located at 14250 Boggs Drive in the residential community of Richmond Heights, was first built in 1956 on 15 acres of land. This community consists mostly of single-family homes, town-homes, and rental apartments. FCMK8, a magnet public school that offers the International Baccalaureate Programme under Schools of Choice, is a subunit of the Miami-Dade County Public School System, the fourth largest school system in the nation. Some community partners who help support FCMK8 include: Second Baptist Church, Sergeant Delancy Park, Home Depot, McDonalds, Dairy Queen, and Publix.

Frank C. Martin K-8 Center is a part of the Miami Palmetto Senior High School Feeder Patter. This feeder pattern has eight elementary and two middle schools, whose students will attend Miami Palmetto Senior High School. FCMK8 currently has approximately 1000 students enrolled in grades pre-kindergarten through seven. The daily attendance rate, on average is about 96.8 percent, based on a three year trend, with a 100 percent promotion rate.

The ethnic/racial make-up of the student body is 54 percent Black, 21 percent Hispanic, 12 percent White, 8 percent Multi-Cultural and 5 percent Asian. Approximately 32 percent of our student population receives free or reduced lunch. Additionally, 7 percent are identified as English Language Learners and 19 percent participate in our gifted program. Class sizes in the primary grades are 1:18 and 1:22 in the intermediate grades.

Frank C. Martin K-8 Center has 63 instructional and 24 non-instructional fulltime staff members. The ethnic/racial make-up of the instructional staff is: 38 percent Hispanic (28), 29 percent White (19), 23 percent Black (14), 8 percent Asian/Multiracial (5), and 1 percent Native American (1). The FCMK8 staff of employees include: three administrators, two lead teachers, one media specialist, two guidance counselors, one trust specialist, 61 classroom teachers, three exceptional student education teachers, two physical education teachers, two art teachers, one itinerant art teacher, two music teachers, one microsystems technologist, one paraprofessional, six clerical employees, one cafeteria manager, one head custodian, and seven custodial employees. In addition, there are 10 part-time staff members. These include one counselor/parent resource representative, three paraprofessionals, four cafeteria employees, and two security guards. Of the administrative and instructional staff, 49% hold advanced degrees collectively. In addition, two faculty members are currently seeking Doctoral degrees and three are seeking Master's degrees. Six teachers are National Board Certified and five are currently seeking National Board Certification.

Frank C. Martin K-8 Center faculty/staff members in collaboration with the Educational Excellence School Advisory Council (EESAC) designed objectives and strategies to meet the needs of the student body. Through careful data-driven analysis, ten specific goals and corresponding objectives have been identified. After careful review of the No Child Left behind Accountability Report (NCLB) and Florida A+ Plan, two concerns were identified. One concern is the recent decline in adequate progress based on the lowest 25 percent of students on the reading portion of the FCAT yielding 73 percent as compared to 80 percent or higher in previous years. Another area of concern is the increase in the achievement gap among NCLB subgroups. Data revealed Black students are thirteen percentage points behind their counterparts in reading (83%) and eight percentage points in mathematics (88%) of students scoring at or above achievement Level 3 on the Florida Comprehensive Assessment Test (FCAT).

Frank C. Martin K-8 Center's strength is that it offers its students an integrated subject curriculum with a global perspective. It encompasses a rigorous curriculum that includes scientific inquiry, mathematics, technology, personal/social/physical education, social studies and the arts, a second modern language study (French or Spanish), and community service projects which promote international understanding and responsible citizenship. Regarding our International Baccalaureate curriculum, the Primary Years Programme (PYP) focuses on the development of the whole child in the classroom and in the world outside. The Middle Years Programme (MYP) provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects.

Frank C. Martin K-8 Center has been recognized with numerous awards and achievements. In 2004, the Department of Education recognized the school with the prestigious, "No Child Left Behind Blue Ribbon School" award. For five consecutive years, FCMK8 has been recognized nationally, by Magnet Schools of America with the presentation of the School of Excellence Award. Additionally, the Florida Department of Education A+ Plan, has designated FCMK8 an "A" school for seven consecutive years.

Given instruction based on the Sunshine State Standards, students in grades three through seven will demonstrate skilled proficiency in reading as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through seven will demonstrate skilled proficiency in mathematics as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.



# School Improvement Plan

## 2007-2008



Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 91% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, subsequent to teachers in grades three through seven being provided with two school-site training sessions on the usage of the Student Performance Indicator (SPI) data base; 20% of the surveyed teachers will respond as "proficient" as compared to "learner" on the spring school-site authored survey.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in special area programs, the number of students enrolled in identified clubs and intramural programs will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

Frank C. Martin K-8 Center will maintain or improve its percentile ranking on the next State of Florida ROI index publication as evidenced by ninety-four percent.

In addition to the above data mentioned, Frank C. Martin K-8 Center has evaluated the data revealed by the 2006 Organizational Performance Improvement Snapshot (OPIS) assessment and two areas have been identified for improvement. Although Frank C. Martin K-8 Center's faculty and staff rated five categories out of seven at a mean score of 4 points or above on a 5 point scale on the recent Organizational Performance Improvement Snapshot (OPIS) Survey, we have identified two categories of focus. Those areas of focus are Strategic Planning (3.8) and Process Management (3.9). Specifically with Strategic Planning item 2a (3.5): As it plans for the future, my work location asks for my ideas and Process Management. Specifically with Process Management, 6a (3.5): I can get all of the resources I need to do my job. As we continue to educate the minds and hearts of our children, Frank C. Martin K-8 Center continues to create avenues for all stakeholders in the school wide planning and decision making process to meet the needs of the school community.



# 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.

## 3101 - FRANK CRAWFORD MARTIN ELEMENTARY SCHOOL

### VISION

Frank C. Martin International K-8 Center provides students with an internationally recognized curriculum. This curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students are enabled to become model citizens of our diverse world.

### MISSION

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative, and flexible environment in which children learn to think compassionately and think to learn globally.

### CORE VALUES

Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.

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### ***School Demographics***

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Frank C. Martin K-8 Center (FCMK8), an International Baccalaureate (IB) World School offers an authorized Primary Years Programme (PYP) to students in grades pre-kindergarten through five, and is currently pursuing authorization for the Middle Years Programme (MYP) for students in grades six through eight. In the year 2000, after having met rigorous curricula and organizational requirements and designated as Florida's first IB PYP authorized elementary school, Frank C. Martin Elementary became a World School. In 2006, the school transitioned once again as it opened its doors to continue the IB programme to middle school students and currently pursuing MYP authorization. This brought about a name change for the 51 year old community school presently known as Frank C. Martin K-8 Center.

The year 2006 marked a year of transition as FCMK8 expanded its plant facilities and services to include all grade levels between pre-kindergarten and eight. The existing elementary plant facility has forty-four classrooms and one portable classroom. Recent renovations such as a state-of-the-art media center, two-story building with twenty-three classrooms, administrative suite to house the middle school students and staff, cafeteria, and athletic facilities was built to meet the needs of our growing population

Frank C. Martin K-8 Center sits on 15 acres, and is located at 14250 Boggs Drive in the community of Richmond Heights. This small but thriving community consists primarily of single-family homes, townhouses, and rental units. The community also features Sergeant Delancy Park, a county park adjacent to the school. FCMK8 has partnered with Sergeant Delancy Park, which currently supports our physical education program by providing its facilities for our students during their fitness time. Another community partner is Second Baptist Church. Many of FCMK8 neighborhood students attend both Sergeant Delancy Park and Second Baptist Church for additional extended learning opportunities, before/after-school care, and summer camp.

Frank C. Martin K-8 Center currently has approximately 1000 students enrolled in grades pre-kindergarten through seven. The daily attendance rate on average is about 96.8 percent based on a three year trend. FCMK8 has maintained a promotion rate of 100% for the past three years. The ethnic/racial make-up of the student body is 54 percent Black, 21 percent Hispanic, 12 percent White, 8 percent Multi-Cultural and 5 percent Asian. Approximately 32 percent of our student population receives free or reduced lunch. Additionally, 7 percent are identified as English Language Learners and 19 percent participate in our gifted program.

Frank C. Martin K-8 Center is a part of the Miami Palmetto Senior High School Feeder Pattern. This feeder pattern has eight elementary and two middle schools, whose students will attend Miami Palmetto Senior High School. Within this feeder pattern, eight of the ten elementary and middle schools combined have been graded "A" by the Florida Department of Education A+ plan for the past five years consecutively.

Frank C. Martin K-8 Center's strength is that it offers its students an integrated subject curriculum with a global perspective. It encompasses a rigorous curriculum that includes scientific inquiry, mathematics, technology, personal/social/physical education, social studies and the arts, a second modern language study (French or Spanish), and community service projects which promote international understanding and responsible citizenship. Our International Baccalaureate curriculum, the Primary Years Programme (PYP) focuses on the development of the whole child in the classroom and in the world outside. The Middle Years Programme (MYP) provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects. Special programs such as our FCAT funded extended day program focuses on remediation, enrichment, and enhanced learning opportunities for identified students. Additionally, FCMK8 recently adopted the Secondary School reform Initiative that enables flexibility in scheduling, smaller learning communities, and academic opportunities for students to enroll in areas of interest. Middle school students attend four classes daily on utilizing a flexible "A/B" day schedule for 80 minutes per class. The small learning communities at FCMK8 enable more structure to facilitate support to students and teachers. Currently, community class sizes in grades K-3 are 1:18 and grades 4-7 are 1:22.

Frank C. Martin K-8 Center has 63 instructional and 24 non-instructional fulltime staff members. The ethnic/racial make-up of the instructional staff is: 38 percent Hispanic (28), 29 percent White (19), 23 percent Black (14), 8 percent Asian/Multiracial (5), and 1 percent Native American (1). The FCMK8 staff of employees include: three administrators, two lead teachers, one media specialist, two guidance counselors, one trust specialist, 61 classroom teachers, three exceptional student education teachers, two physical education teachers, two art teachers, one itinerant art teacher, two music teachers, one microsystems technologist, one paraprofessional, six clerical employees, one cafeteria manager, one head custodian, and seven custodial employees. In addition, there are 10 part-time staff members. These include one counselor/parent resource representative, three paraprofessionals, four cafeteria employees, and two security guards. Of the administrative and instructional staff, 49% hold advanced degrees collectively. In addition, two faculty members are currently seeking Doctoral degrees and three are seeking Master's degrees. Six teachers are National Board Certified and five are currently seeking National Board Certification

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## ***School Foundation***

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### **Leadership:**

The Leadership category of the Organizational Performance Improvement Snapshot (OPIS) Survey revealed that Frank C. Martin K-8 Center's Faculty/Staff feel that the leadership sets the direction for the school, shares the mission and vision of the school, creates a positive working environment, and frequently involves its employees in the day to day operation of the school. On a scale from one to five the school scored an average of 4.2 in the area of Leadership, with five being the highest and one being the lowest score on the survey. Frank C. Martin K-8 Center's Faculty/Staff would like to become more involved in the day to day organizational matters of the school. This will be accomplished through monthly team leader meetings where representatives from grade levels and special areas will meet to discuss and share ideas for school initiatives.

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

The Strategic Planning Category of the Organizational Performance Improvement Snapshot Survey revealed that Frank C. Martin K-8 Center's Faculty/Staff feel that they are frequently involved in the development of goals and objectives of the school. On a scale from one to five the school scored an average of 3.9 in the area of District Strategic Planning Alignment, with five being the highest and one being the lowest score on the survey. Frank C. Martin K-8 Center's Faculty/Staff would like to become more involved as the development of goals occurs during the school year. This will be accomplished through daily collaborative planning and vertical/horizontal teaming.

### **Stakeholder Engagement:**

The Customer and Marketing Focus category of the Organizational Performance Improvement Snapshot Survey showed that Frank C. Martin K-8 Center's Faculty/Staff strongly feel that the stakeholders in the school are generally satisfied with Faculty/Staff performance. The Faculty/Staff feel that their customers are important and they routinely communicate with them. On a scale from one to five, Frank C. Martin K-8 Center scored an average of 4.3 in the area of Stakeholder Engagement, with five being the highest and one being the lowest score on the survey.

### **Faculty & Staff:**

The Human Resource Focus category of the Organizational Performance Improvement Snapshot Survey revealed that Frank C. Martin K-8 Center's Faculty/Staff feel that frequently there is a team approach to the overall function of the school. Frank C. Martin Elementary is unique in the sense that it offers cooperative planning times daily for all the teachers. It is during this time that veteran teachers have the opportunity to mentor the new teachers on the staff. On a scale from one to five Frank C. Martin K-8 Center scored an average of 4.0 in this area, with five being the highest and one being the lowest score on the survey.

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

The Measurement, Analysis, and Knowledge Management category of the Organizational Performance Improvement Snapshot Survey revealed that Frank C. Martin K-8 Center's Faculty/Staff strongly feel that they utilize the data given to them to measure the quality of their work, monitor the progress of that work and make adjustments when deemed necessary. In addition, the survey indicates that the Faculty/Staff acquire information needed to monitor their progress and also monitor school functions. On a scale from one to five Frank C. Martin K-8 Center scored an average of 4.3 in the area of Data/Information/Knowledge Management, with five being the highest and one being the lowest score on the survey.

### **Education Design:**

The Process Management category of the Organizational Performance Improvement Snapshot Survey revealed that Frank C. Martin K-8 Center's Faculty/Staff feel that they have control over the work process and that they collect information about their quality of work. They feel there is a process for completing their work and they have access to various resources in order to successfully complete their job. The school has established and is currently using the Continuous Improvement Model, (Plan-Do-Study-Act). On a scale from one to five, Frank C. Martin K-8 Center scored an average of 3.9 in the area of Education Design, with five being the highest and one being the lowest score on the survey. The school's strength is that it offers its students an integrated subject curriculum with a global perspective. It encompasses a rigorous curriculum to include experimental sciences, mathematics, technology, personal/social/physical education, social studies and the arts, a second modern language study (French or Spanish), and international and community service projects to promote international understanding and responsible citizenship.



# School Improvement Plan 2007-2008



## **Performance Results:**

The Business Results category of the Organizational Performance Improvement Snapshot Survey revealed that Frank C. Martin K-8 Center's Faculty/Staff feel that their work is of high quality and their customers are satisfied with their work. Faculty/Staff felt they knew less about the financial workings of the school. The survey indicates that Faculty/Staff feel that our organization does a better than average job on utilizing their time and talents. On a scale from one to five the school scored an average of 4.0 in this area, with five being the highest and one being the lowest score on the survey.



# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



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

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction

\* Embedded in Reading, Mathematics, Writing, Science

Responsibility of Teaching Reading for Every Teacher

\* Embedded in Professional Development, Reading, Writing, Mathematics

Quality professional development for Teachers and Leaders

\* Embedded in Reading, Writing, Mathematics, Technology

Small Learning Communities (SLC)

\* Embedded in Reading, Mathematics; School Demographic

Intensive intervention in Reading and Mathematics

\* Embedded in Reading, Mathematics, Parental Involvement

Parental Access and Support

\* Embedded in Parental involvement, Technology

Applied and Integrated Courses

\* Embedded in Elective & Special Area strategies; Demographic Summary

Course Choice Based on Student Goals/Interests/Talent

\* Embedded in Elective & Special Area strategies; Demographic Summary

Master Schedules Based on Student Needs

\* Embedded in Elective & Special Area strategies; Demographic Summary

Academic and Career Planning

\* Embedded in Elective & Special Area strategies

## Reading Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### **Reading Statement**

Reading

### **Needs Assessment**

Scores on the 2007 FCAT Reading Test indicates that Ninety percent of the students in grades three through five scored at or above achievement Level 3. Although students at Frank C. Martin K-8 Center continue to maintain or improve high standards based on a three year trend, an analysis of content data reveals that appropriate intervention efforts are needed in the areas of reference/research with 68 percent as a combined average. The content analysis also uncovered that students in grades three through five are more successful in the areas of words/phrases.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through seven will demonstrate skilled proficiency in reading as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use District's Interim Assessments to enhance progress monitoring efforts, strengthen data analysis, and enrich collaborative efforts to improve teaching and learning in reading.	Principal/Administration	11/05/2007	5/30/2008	District-wide Literacy Plan	0
Offer reading confidence counseling to build student self-esteem and comprehension security; assign faculty mentors to low performing students to offer support and encouragement in reading with emphasis in the minority population.	Principal/Administration	10/1/2007	5/30/2008	Academic Enrichment Opportunities	0
Using Students Performance Indicator (SPI) data and the Continuous Improvement Model, teachers will review student data to differentiate instruction when appropriate for identified FCAT performance levels.	Principal/Administration	08/20/2007	5/30/2008	Continuous Improvement Model	0
Provide additional technology, various genre resources in the classroom to maintain or increase reading skills when appropriate for high performing students in reading and students in need of improvement.	Principal/Administration	09/01/2007	5/30/2008	Academic Enrichment Opportunities	0
Seek professional development that promotes strategies for the CRRP and CRISS to support reading content instruction.	Principal/Administration	08/24/2007	5/30/2008	District-wide Literacy Plan	360
Identify students in the lowest quartile and implement before and/or after, and Saturday school extended learning program to remediate deficient content skills in reading (grades 3-7).	Principal/Administration	08/30/2007	05/30/2008	Academic Enrichment Opportunities	4500
Use Star Reading as a supplement to the Accelerated Reader Program to assess and monitor reading levels in addition to River deep, DIBELS, and FCAT Explorer.	Principal/Administration	10/1/2007	05/30/2008	District-wide Literacy Plan	0

### Research-Based Programs

Houghton Mifflin Reading series K-5, Blast Off Florida Reading (Grades 3-5), Aim Higher Reading (5th Grade), and Soar to Success.

### Professional Development

Classroom Teachers will receive training by the media specialist specifically geared toward teaching reference and research skills.

Additional workshops will be sought at the district level to target FCAT performance strands.

New teachers will attend CRISS and the Comprehensive Research-Based Reading Plan training.

Reading Leader will provide Houghton Mifflin professional development training for all teachers.

### Evaluation

This objective will be monitored on a quarterly basis using some or all of the following, as appropriate: STAR Reading Diagnostic Tests, District Interim Assessments, Houghton Mifflin Reading series FCAT, Practice, Harcourt Horizons Social Studies Florida Reading Support and Test Prep. Curriculum will be modified as needed. Summative evaluation will be the results of the 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 type="checkbox"/>

### Mathematics Statement

Mathematics

### Needs Assessment

Scores on the 2007 FCAT Mathematics Test indicates that Ninety-three percent of the students in grades three through five have scored at or above achievement Level 3. Although students at Frank C. Martin K-8 Center continue to maintain or improve high standards based on a three year trend, an analysis of content data reveals that appropriate intervention efforts are needed in the areas of Algebraic Thinking with 72 percent as a combined average in grade three through five, and measurement (67%) in grade six. The content analysis also uncovered that students in grades three through five are more successful in the areas of measurement.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through seven will demonstrate skilled proficiency in mathematics as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer mathematics confidence counseling to build student self-esteem and mathematics security; assign faculty mentors to low performing students to offer support and encouragement in mathematics with emphasis in the minority population.	Principal/Administration	10/1/2007	5/30/2008	Academic Enrichment Opportunities	0
Implement FCAT mathematics practice to introduce, enrich, and/or remediate mathematics benchmark skills using appropriate resources such as: Aim Higher! FCAT Coach, Blast-off, etc.	Principal/Administration & Mathematics instructors	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide additional technology (River deep, FCAT Explorer, AR Math, etc.), literature, and mathematic resources (manipulative, hands-on approach) to increase mathematics skills when appropriate for high performing students in mathematics and students in need of improvement.	Principal/Administration & Mathematics instructors	08/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Using Student Performance Indicator system and the Continuous Improvement Model, teachers will use data to differentiate instructions and enhance teaching and learning by utilizing strategies such as cooperative learning, mentoring, and peer tutoring.	Principal/Administration & Mathematics instructors	08/20/2007	6/05/2008	Continuous Improvement Model	0
Assign resource teacher to work with low performing students in mathematics to increase math skills using a pull-out model. (Grades 2-4).	Resource Teacher	09/14/2006	05/30/2007	Other/ Not Applicable	0
Initiate a Math Club for interested students to increase their math awareness and develop or advance their skills. Math Club will focus on all math strands using Math Superstars.	Principal/Administration	11/01/2007	3/27/2008	Academic Enrichment Opportunities	360
Use District's Interim Assessments to enhance progress monitoring efforts, strengthen data analysis, and enrich collaborative efforts to improve teaching and learning in mathematics.	Principal/Administration	11/05/2007	05/30/2008	District-wide Literacy Plan	0
Identify students in the lowest quartile and implement before and/or after, and Saturday school extended learning program to remediate deficient content skills in mathematics (grades 3-7).	Principal/Administration	10/8/2007	3/07/2008	Academic Enrichment Opportunities	4500

### Research-Based Programs

Everyday Mathematics, Measuring Up! Mathematics, Aim Higher Math, Blast Off Florida Math

### Professional Development

Peer training on the effective use of the Everyday Mathematics instructional text will be provided for teachers new to Frank C. Martin Elementary.

Training on the use of FCAT Explorer as a test preparation tool to help prepare and remediate students for the state standardized assessment will be offered to all Mathematics teachers.

Professional development will be sought for implementing the use of manipulatives in the mathematics classroom, and in all areas of mathematics instruction.

### Evaluation

This objective will be monitored on a quarterly basis using some or all of the following, as appropriate: STAR Mathematics Diagnostic Tests, District Interim Assessments, Everyday Mathematics pre and posttests, FCAT Explorer, Riverdeep, Aim Higher Mathematics diagnostic, pre and post-tests, Blast Off, Florida Mathematics unit, pre, and post tests. Summative evaluation will be the results of the 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

#### **District Strategic Plan**

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

### **Writing Statement**

Writing

### **Needs Assessment**

Scores on the 2007 FCAT Writing+ indicated that ninety percent of the students in grade four scored at or above achievement Level 3.5 with a combined mean score of 4.2. Fourth grade students had more success with expository writing based on a three year trend as compared to narrative writing. Although narrative writing scores have increased, continued support in narrative writing should be provided to meet the needs of the students' to increase narrative writing skill and scores respectively.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 91% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use District's Interim Assessments to enhance progress monitoring efforts, strengthen data analysis, and enrich collaborative efforts to improve teaching and learning in reading.	Principal/Administration	8/27/2007	02/15/2008	District-wide Literacy Plan	0
Utilize CRISS strategies in journal writing across the curriculum to increase daily writing fluency.	Principal/Administration & Language Arts Instructors	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Offer a parent workshop during Parent Curriculum Night to teach parents ways to help their children become better writers.	Principal/Administration	11/1/2007	4/30/2008	Other/ Not Applicable	0
Provide students with writing activities and explicit instruction to use the writing rubric in order to compare and evaluate their own and other students' writing samples.	Principal/Administration	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Increase writing opportunities across the curriculum by implementing a variety of writing styles in foreign language, and special area classes(grades 3&4).	Principal/Administration	10/01/2007	05/30/2008	Academic Enrichment Opportunities	0
Organize a writing committee to run an incentive program for writing to encourage writing while enhancing students' writing skills.	Principal/Administration	11/01/2007	05/30/2008	Academic Enrichment Opportunities	0
Use the six point rubric to holistically score student writing in grades 3-6. Use the 3 point rubric in grades 1&2.	Principal/Administration	08/27/2007	05/30/2008	District-wide Literacy Plan	0
Establish an enrichment time within the master schedule to address needs in all essay styles with emphasis on narrative writing. (Grades 1-4)	Administrator, Teachers (grade 1-4)	09/14/2006	05/30/2007	Other/ Not Applicable	0

### Research-Based Programs

M-DCPS FCAT Writing+ Program, Write Source Language Program, Write on Track, Writer's Express

### Professional Development

District workshops will be sought for new teachers to be trained in CRISS strategies and holistic scoring, and to keep veteran teachers up to date on best practices.

### Evaluation

This objective will be evaluated using the results of the 2008 Florida Comprehensive Assessment Writing+ Test. Evaluations will also derive from the District's pre/post writing 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 type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

Science

**Needs Assessment**

Scores on the 2007 FCAT Science Test indicates that sixty-seven percent of the fifth grade students have scored at or above achievement Level 3. An analysis of content data reveals that appropriate intervention efforts are needed in the areas of earth space (60%) and scientific thinking (67%). Fifth grade students had more success in the areas of physical/chemical, and life/environment.



### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enroll sixth and seventh grade students in GIZMOS on-line interactive science software to increase science skills.	principal/Administration	10/8/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide hands-on inquiry-based activities that integrate science, mathematics, and technology.	Science Teachers	8/22/2007	5/30/2008	District-wide Literacy Plan	0
Implement District pacing guides in grades five-seven to unify lessons and strengthen collaborative efforts to improve teaching and learning.	Principal/Administration	8/20/2007	05/30/2008	District-wide Literacy Plan	0
Use FCAT science resources (Coach, etc.) to increase student science skills. In addition, increase vocabulary in science by developing vocabulary reference cards.	Principal/Administration	10/01/2007	5/30/2008	Academic Enrichment Opportunities	0
Implement science pre/post test for all fifth graders to monitor progress and build skills.	Principal/Administration & Science Instructors	10/1/2007	5/30/2008	District-wide Literacy Plan	0
Use District's Interim Assessments to enhance progress monitoring efforts, strengthen data analysis, and enrich collaborative efforts to improve teaching and learning in science.	Principal/Administration	11/05/2007	5/30/2008	District-wide Literacy Plan	0

### Research-Based Programs

McGraw-Hill Science (K-5), FOSS Science Program Modules (K-5), Science Jumpstart (Grade 5).

### Professional Development

District workshops will be sought to help teachers in the area of Scientific Thinking.

New teachers will be trained on the use of the FOSS materials as well as observing model teaching by experienced teachers using the scientific method.

### Evaluation

This objective will be evaluated using the results of the 2008 FCAT Science Test. Progress will be monitored utilizing the site-authored science tests and Blast Off Science diagnostic and unit pre and posttests.

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

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

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

### **Parental Involvement Statement**

Parental Involvement

### **Needs Assessment**

Data collected from the 2006 School Climate Survey indicate that fifty-six percent of the parents selected returned the survey. Ninety-four percent of the parents responding to the School Climate Survey indicated that the overall climate at Frank C. Martin K-8 Center was positive and helped children learn. In addition, ninety percent of the parents indicated that, "Teachers do their best to include me in matters directly affecting my child's progress in school".

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshops for parents to teach strategies to assist with reading and mathematics at home (e.g. Destiny, Echo reading, read and retell, FCAT Explorer, etc.)	Principal/Administration & Media Specialist	11/1/2007	5/30/2008	Continuous Improvement Model	0
Provide parent classes and workshops based on results of parent surveys and teacher surveys with emphasis on web-based tools.	Principal/Administration & Parent Advocate	9/20/2007	5/30/2008	Continuous Improvement Model	0
Establish representation for each class via parent liaisons to enhance communication efforts from school to home.	Principal/Administration & Parent Advocate	9/27/2007	5/30/2008	Continuous Improvement Model	0
Continue to support a Parent Advocate position for a minimum of two hours a day, five days a week	Principal/Administration	8/20/2007	6/05/2008	Continuous Improvement Model	12000
Meet with Room parents/liaisons at the beginning of each grading period for planning involvement and promoting courses through The Parent Academy.	Principal/Administration	10/25/2007	5/30/2008	Continuous Improvement Model	0

### Research-Based Programs

The Parent's Institute  
Sunburst Series from Houghton Mifflin  
Framework from the National Council of PTA

### Professional Development

Faculty and staff will be trained on site by the Parent Advocate expert on research-based positive methods to improve parental involvement and communication.

### Evaluation

Evaluation for this goal will consist of parents accessing the Parent Resource Center by using data from the 2007 school year, volunteer hours, and the results of the 2008 School Climate Survey.

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

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

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

### **Discipline & Safety Statement**

Discipline And Safety

### ***Needs Assessment***

Data collected from the 2006 School Climate Survey indicate that eighty-nine percent of the students responding to the School Climate Survey indicated that, "I feel safe at my school". The results indicate a one percentage point decrease comparing the 2005 results. Stronger efforts must be placed on ensuring our students are safe and that they feel a sense of security within our school.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor quarterly Student Case Management System Report. Evaluate data and develop strategies with the Discipline Committee.	Principal/Administration	9/10/2007	05/30/2008	Continuous Improvement Model	0
Conference with teacher, parents, student, and counselor in order to redirect behavior.	Principal/Administration & Student Services	8/20/2007	6/05/2008	Continuous Improvement Model	0
Review and implement the School Wide Discipline Plan with faculty/staff, students, and parents.	Principal/Administration	8/16/2007	05/30/2008	Continuous Improvement Model	0
Conduct classroom activities twice a year to educate students on code red and code yellow and their role in such cases	Principal/Administration	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Form peer mediator groups. Utilize peer mediators to redirect inappropriate student behavior.	Principal/Administration & Student Services	10/1/2007	05/30/2008	Continuous Improvement Model	0
Implement a school safety patrol program.	Principal/Administration & Physical Education Instructor	9/10/2007	05/30/2007	Continuous Improvement Model	0

### Research-Based Programs

AAA Safety Patrols  
D.A.R.E

### Professional Development

Administration will attend District workshops regarding School Code of Conduct. All teachers will be provided with the opportunity to review/revise the School Wide Discipline Plan. In addition, new teachers will be mentored in the implementation of the School Wide Discipline Plan by their grade/department team members. Select administrators and faculty members will attend Critical Response Incident trainings.

### Evaluation

This goal will be evaluated by comparing the 2008 outdoor suspension rate to the 2007 School Climate Survey.

## Technology Goal

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

#### *Florida Education Priorities*

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

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

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

### Technology Statement

Technology

### ***Needs Assessment***

Although every teacher has access to a computer or other technological tools, an on-site school authored survey revealed that teachers are in need of sufficient training in the effective use of technology to enhance teaching and learning. Three out of four teachers stated that they need further training in the area of technology.

### Measurable Objective

Given an emphasis on the use of technology in education, subsequent to teachers in grades three through seven being provided with two school-site training sessions on the usage of the Student Performance Indicator (SPI) data base; 20% of the surveyed teachers will respond as "proficient" as compared to "learner" on the spring school-site authored survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for all teachers in the usage of the on-line District's Employee Portal and SPI for student data retrieval, organization, and collaborative efforts.	Principal/Administration	10/22/2007	5/30/2008	Continuous Improvement Model	0
Purchase necessary computers and software to meet the needs of student and teacher population.	Principal/Administration	8/20/2007	5/30/2008	Continuous Improvement Model	900
Enroll students in FCAT Explorer and River deep on-line for reading and mathematics skill building.	Principal/Administration	9/10/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide a workshop for teachers in the use of the electronic grade book system to enhance grading efficiency and accuracy, while promoting productivity in the classroom.	Principal/Administration	10/20/2007	05/30/2008	Continuous Improvement Model	0
Use Edusoft Assessment Management System to collect, analyze, and act on student performance data to improve instruction.	Principal/Administration	10/23/2007	5/30/2008	Continuous Improvement Model	0

### Research-Based Programs

Continuous Improvement Model

### Professional Development

Teachers will be offered on-site instruction and mentoring for use of county web-based instructional tools.

Faculty will seek district technology training opportunities.

Use FDOE Multi-Media training with FCAT Explorer for teachers.

Administrators and teachers will be trained on the utilization of the district's electronic gradebook.

### Evaluation

This objective will be evaluated using the 2008 teacher sign-in rosters and surveys.

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

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

#### *District Strategic Plan*

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

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

Health And Physical Fitness

#### ***Needs Assessment***

Research done by organizations such as the Centers for Disease Control and CIGNA Health find that certain health risk behaviors are often established during youth, and that the majority of these behaviors are associated with unhealthy dietary habits and physical inactivity.



### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review data from the FITNESSGRAM pre-test and information learned through lessons to develop individual exercise plans for students.	Principal/Administration & Physical Education Instructor	11/1/2007	05/30/2008	Healthcare & Healthy Choices	0
Provide appropriate recess time as recommended by the district to gain health and fitness knowledge and increase physical activity participation.	Principal/Administration	09/4/2007	06/05/2008	Healthcare & Healthy Choices	0
Conduct a pre/post-test for FITNESSGRAM and develop activities that will improve baseline results.	Physical Education Teachers	11/13/2007	5/4/2007	Other/ Not Applicable	0
Implement after school care program that provides recess to encourage student participation in fitness activities.	Principal/Administration	08/20/2007	6/05/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

The Cooper Institute's FITNESSGRAM/ACTIVITYGRAM

### Professional Development

Teachers will attend meetings sponsored by NASPE (National Association for Sport and Physical Education), AAHPERD (American Alliance for Health and Physical Education) if available.  
Coaches attend fitness workshops provided by the district.

### Evaluation

The goal will be evaluate by the 2007-2008 Fitness Gram Test results.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### Electives & Special Areas Statement

Electives And Special Areas

#### ***Needs Assessment***

Research shows that creative exploration and expression develops students' imaginative and creative skills and improves self-esteem and confidence. Teachers feel that providing opportunities for creative expression will prepare our students to meet future challenges with extra poise and assurance.

### Measurable Objective

Given emphasis on the benefits of participating in special area programs, the number of students enrolled in identified clubs and intramural programs will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Adopt the Secondary Reform Initiative to promote interest areas for students.	Principal/Administration	8/20/2007	06/05/2008	Secondary School Reform	0
Seek and participate in appropriate competition and exhibitions to demonstrate skills.	Principal/Administration	10/1/2007	5/30/2008	Education Innovation	0
Establish and support after-school clubs for students.	Principal/Administration	10/09/2007	5/30/2008	Other/ Not Applicable	0
Schedule a curriculum fair, activity fair, and articulation program to promote elective courses.	Principal/Administration	10/1/2007	11/30/2007	Academic Enrichment Opportunities	0
Incorporate small group sessions relating career planning to compliment middle school humanities curriculum.	Principal/Administration & Student Services	11/01/2007	5/30/2008	Continuous Improvement Model	0

### Research-Based Programs

Continuous Improvement Model

### Professional Development

### Evaluation

### Return On Investment Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Return On Investment Statement**

Frank C. Martin K-8 Center will maximize financial resources at the school-level to ensure efficient and effective student performances.

**Needs Assessment**

Florida Department of Education designated Frank C. Martin K-8 Center grade "A" on the 2005-2006 annual report card. However, the annual report card also reveals a one percent decrease in the number of students making a year's worth of progress in reading, while mathematics gain of seventy-three percent remained steady. The recent decrease in reading may impact the next ROI publication percentile ranking.

### Measurable Objective

Frank C. Martin K-8 Center will maintain or improve its percentile ranking on the next State of Florida ROI index publication as evidenced by ninety-four percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g private foundations, volunteer networks.	Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Investigate shared use of neighboring facilities, partnering with community agencies.	Parent liason	8/20/2007	6/05/2008	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Principal	10/1/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Florida Department of Education Return on Investment Index

### Professional Development

Administrators will seek district-provided ROI workshop/training and state-provided financial expenditures training.

### Evaluation

This objective will be evaluated using the 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:**

The EESAC recommends funds be used to add resources to meet the objectives in the School Improvement Plan.

**Training:**

The EESAC supports training for new teachers in order to meet the objectives in the School Improvement Plan.

**Instructional Materials:**

The EESAC supports additional resources be ordered to meet objectives in the School Improvement Plan.

**Technology:**

The EESAC recommends that technology be used in as many activities as possible.

**Staffing:**

The EESAC recommends that parents be approached to staff hard to fill positions such as security guard and cafeteria monitor. They also support additional paraprofessionals hired for all grade levels and special areas.

**Student Support Services:**

The EESAC supports the focus of the student services department as they seek to to meet the goals and objectives in the School Improvement Plan.

**Other Matters of Resource Allocation:**

The EESAC recommends that we continue to support the use of resources for the improvement of student achievement and enhanced school learning environment. Again this year, it was recommended that DADE Partners be approached to assist with incentive programs.

**Benchmarking:**

The EESAC recommends that we continue to work on our relative weaknesses when analyzing our FCAT results.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The EESAC recommends that we continue with school Safety Patrol and Youth Watch programs. A cafeteria discipline incentive program was also recommended.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	4860
Mathematics	4860
Writing	0
Science	0
Parental Involvement	12000
Discipline & Safety	0
Technology	900
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	22620





# 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*