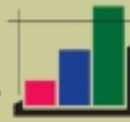




Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"



BUREAU OF SCHOOL IMPROVEMENT

2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI GARDENS ELEMENTARY SCHOOL

District Name: Dade

Principal: JOHNNIE BROWN

SAC Chair: CARMEN SMITH

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399



**Cheri Pierson
Yecke, Chancellor**
K-12 Public Schools
Florida Department of
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325 West Gaines
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VISION/MISSION/BELIEF STATEMENTS

VISION:

We enrich our community of learners by conveying an atmosphere of high academic standards and respect for cultural diversity and individual differences.

MISSION:

We will achieve educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers.

BELIEFS:

We believe that educational excellence will be achieved by promoting and providing:

*Wide range of professional development opportunities for teachers *Immediate intervention instruction
*Notable research-based programs *Nurturing home-school partnerships *Effective school characteristics *Respect for all ethnic groups *Safe learning environment

Our "community of learners" are all WINNERS at Miami Gardens Elementary!

SCHOOL PROFILE DEMOGRAPHICS

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Miami Gardens Elementary School was constructed in 1970 and is located on thirteen acres in the City of Miami Gardens. The core curriculum is provided in the pod design structure of the building and special area subjects are scheduled in the self-contained addition. The pre-kindergarten program is housed in one on-site relocatable. Eighty-six percent of the 375 pre-kindergarten through fifth grade students receive free or reduced price meals.

Student Demographics

Our students have been identified in the following ethnic groups: 58 percent Hispanic, 37 percent Black/Non-Hispanic, 2 percent White/Non-Hispanic and 3 percent Asian/Indian/Multiracial. FCAT 2007 results were as follows: 44% Reading Levels 1 and 2; 58% Mathematics Levels 1 and 2. There is one full-time Gifted Program and one Voluntary Pre-Kindergarten Program at Miami Gardens Elementary. Six percent of our students meet criteria for Special Education (SPED) including a Pre-Kindergarten Reverse Mainstream Program. Sixteen percent of our students are classified as Limited English Proficient (LEP).

Unique Aspects: Areas of Strengths

Miami Gardens is a small school that has established and maintained many "family traditions" within the community. This has resulted in shared trust and ownership among stakeholders. Within the past two years, three teachers have sought advanced degrees and three teachers have applied for National Board Certification.

Unique Aspects: Areas of Concerns

Single parents and grandparents with limited economic resources assume the parental responsibilities of many of our students. This results in restricted academic experiences and social exposure and contributes to the gap in our students' abilities and achievement levels. The school is within five miles of the Broward County line and has facilitated the relocation of families and new teachers seeking affordable housing and increased salaries.

Teacher Demographics

The Leadership Team is composed of the principal, assistant principal, two reading coaches, the media specialist, professional development liaison and three grade level chairpersons. The school employs a total of 48 full-time and 11 part-time staff members. Of this group, two are administrators, 26 classroom teachers, three exceptional student education teachers, two reading coaches, one media specialist, one guidance counselor, one hourly teacher, one community involvement specialist, one shared microsystems technician, six classroom paraprofessionals, five office staff employees, two hourly security monitors, two cafeteria monitors, three full-time custodians and one hourly custodian. The ethnic composition of the instructional staff is 37 percent Hispanic, 47 percent Black/Non-Hispanic and 16 percent White/Non-Hispanic. Forty-two percent of our teachers have been on this school's teaching staff for three years or less. There are concerns about teacher recruitment and retention due to the out of county/state relocation of new teachers and the failure of teachers to attain certification credentials within state mandated time limits.

Class Size/Teacher-to-Student Ratio

The average class size is 13:1 which includes classroom and special area teachers. The student to teacher ratios by grade levels are: Pre-Kindergarten: 18:1; Kindergarten: 19:1; First Grade: 19:1; Second Grade: 21:1; Third Grade: 16:1; Fourth Grade: 21:1; Fifth Grade: 21:1; Pre-Kindergarten SPED: 6:1.

Attendance Rate

The 2006 – 2007 school level attendance rate improved from 95.19 to 95.96 when compared to the

2005 – 2006 attendance rate. The District's attendance rate for 2006 – 2007 was 94.8%.

Promotion/Graduation Retention Rates

The retention rate at Miami Gardens Elementary reflects the following grade level breakdown: First Grade 7%; Third Grade 12.7%.

Feeder Pattern

Students who attend Miami Gardens Elementary reside within the Miami Carol City Senior High School Feeder Pattern. Our students transition to Carol City Middle School, which was designated as an "F" school for the 2006 – 2007 School Year and Lake Stevens Middle School, which was designated as a "C" school for the 2006 – 2007 School Year. These schools have not been identified as Zone schools, however, all of the schools within this feeder pattern face multiple challenges and opportunities.

Special Programs

A variety of instructional strategies designed to increase student achievement and address individual learning styles are implemented at this school. They include: Regal Gifted Program; Academic Excellence Programs (AEP) for drama and public speaking and chess; Teaching Enrichment Activities to Minorities (TEAM); Extended Foreign Language (EFL) program; the integration of ESOL strategies into the standard curriculum program; Supplemental Educational Services (SES) and the Title I Program. Cultural diversity and civic responsibility and self-esteem building are also addressed through the participation in school wide projects and programs and the provision of opportunities for students to join clubs such as: Future Educators' of America, Safety Patrol, Student Council, Art Club and the Cheerleading Squad.

School Community Relations/Partners

The Carol City Feeder Pattern Citizens' Advisory Council meets on a quarterly basis to address school and community concerns. The Regional Superintendent, Regional Directors and invited District representatives actively participate in all meetings.

The Bilingual Parent Outreach Program provides ongoing parent training activities at this school site.

The Kids and the Power of Work (KAPOW) Program provides our students with career development and exploration opportunities.

Family Christian Association of America (FCAA) provides after-school child care and contributes annual monetary donations in support of parental involvement activities.

The Dolphin Partnership provides incentives, career exploration experiences and social exposure for our students.

Big Brothers and Sisters Program provides mentors for targeted students.

Grants

The Reading First Grant and Ready Schools Miami Grant provide a framework to insure the academic, developmental and emotional progress of students in pre-kindergarten through third grades.

The Family Central Grant provides parenting training activities that include free child care provisions, meals and incentives to encourage course completion.

SCHOOL MATCH

Miami Gardens Elementary School will work in collaboration with Bunche Park Elementary School in Miami, Florida. Bunche Park Elementary School uses rigorous assessments to drive instruction and incorporate high expectation for its students. The student population at Bunche Park is comprised of African-American and Economically Disadvantaged subgroups, similar to those at Miami Gardens Elementary School. The administrative team at Bunche Park has developed a history of consistent leadership. The school earned a grade of "A" based on the 2007 school performance accountability results. It is anticipated that Miami Gardens Elementary School will benefit from the collaborative relationship with Bunche Park Elementary School.

The Leadership Team of Miami Gardens Elementary School will visit Bunche Park Elementary School and participate in the following: Observe teachers implementing high level instruction aligned to standards assessed on the FCAT; take part in collegial conversations with the Leadership Team of Bunche Park Elementary School; and observe teachers working together (grade level meetings) to integrate their curriculum with identified special area teachers.

As a result of the collaborative efforts between Bunche Park Elementary and Miami Gardens Elementary, it is expected that we will build total school capacity and offer the following experiences for faculty:

Staff collaboration to develop more effective instructional techniques and strategies.

Staff participation and professional development activities offered by Bunche Park to share best practices in reading, mathematics, writing and science.

Staff collaborative debriefings to analyze and effectively utilize data to drive instruction.

By the end of the school year, 75 percent of the Miami Gardens Elementary Staff will have participated in a successful collaboration with the Bunche Park Elementary Staff. By the end of the school year, significant educational gains will be achieved and maintained with the collaboration and assistance of Bunche Park Elementary School.

QUALITY STAFF

Highly Qualified Administrators

Johnnie P. Brown, Principal

Mrs. Brown has worked for the public school system for thirty-three years. She received her Educational Specialist degree in Administration and Supervision and has also earned some of the credit requirements towards a Doctoral Degree in Educational Leadership. Her areas of certification include Elementary Education and Exceptional Student Education. Mrs. Brown strongly believes that all children must be afforded the opportunity of receiving a quality education in a positive and productive learning climate. She strives to promote learning as a life-long experience for the "community of learners" of teachers, staff and parents. Mrs. Brown views her role of child advocate, instructional leader and building administrator as one to be taken very seriously. As such, several innovative program initiatives have been implemented at Miami Gardens Elementary that have had a positive impact on student achievement.

Mrs. Alicia Costa-DeVito, Assistant Principal

Mrs. Costa-DeVito has worked in the educational arena for the past fifteen years as both a classroom teacher and assistant principal. Mrs. DeVito holds a Master's Degree in Elementary Education. She is also certified in Educational Leadership and English for Speakers of Other Languages (ESOL). She actively supports the belief that all children can learn. Mrs. DeVito coordinates parent workshops that address best practices for academic success. She has made a marked difference in increasing the role of parents as school volunteers and soliciting the support of community resource agencies to support the personal, emotional and social needs of families within the school community.

Recruitment/Retention of Highly Qualified Teachers

The principal participates in District-sponsored recruitment fairs during the summer months. This affords the site administrator the opportunity and convenience of interviewing a diverse group of candidates in one setting. Several paraprofessionals have also been mentored and guided through the process of acquiring a teaching degree and have subsequently joined our teaching staff.

A systematic support program for new teachers exists at the District and school level. However, the rising cost of living and the salary schedule for teachers have resulted in many new teachers relocating to other areas or changing professions.

CRRP #7

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

The "Continuous Improvement Model," as described in the book "Closing the Achievement Gap: No Excuses" is being implemented at our school.

- Disaggregation of Test Scores: The principal met with the Leadership Team at the end of the 2006 – 2007 School Year to review and analyze the results of the 2007 FCAT and the District's Third Interim Assessments. Benchmark results were categorized by strengths and weaknesses and Item Specification point value.
- Development of Instructional Time Line: The Leadership Team utilized the Collaborative Debriefing Time model to develop the Instructional Focus Calendar and insure its alignment with the District's Curriculum Pacing Guides.
- Delivery of Instructional Focus: The principal and Leadership Team will meet with each grade level during the pre-planning days to review and discuss the Instructional Focus Calendar and school wide action plan. Each teacher will receive a copy of the Instructional Focus Calendar, Curriculum Pacing Guides for all core subjects, FCAT Item Specifications, Collaborative Debriefing Protocol forms and a Professional Development Activities schedule. Subsequent Instructional Focus Calendars will be developed collaboratively with the grade level team members and the Leadership Team prior to the beginning of each quarter.
- Assessment: Bi-weekly and monthly benchmark assessments will be administered at grades two through five. Results will be shared with the site administrators and instructional strategies and interventions will be implemented by the teacher based on student needs. District-provided Interim Assessments will also be administered and used as a basis for Collaborative Debriefing Time.
- Tutorials: Before-School Tutoring will be provided and funded by the school for targeted students in each subgroup. After-School Tutoring will be provided by District-approved Supplemental Educational Service Providers to all enrolled eligible students. Saturday Academies will be scheduled if funding is available at the school site. All tutoring programs will provide a pre and post-test to monitor student progress. Instructional modifications will be made based upon student need.
- Enrichment: Teaching Enrichment Activities to Minorities (TEAM) and the Gifted Programs will be provided to eligible students during the school day. The Academic Excellence Program will be offered after school with content focus on drama/public speaking and chess. Students in these programs will be involved in student performances, competitions and maintain portfolios.
- Maintenance: Schoolwide incentive and recognition activities will be held on a monthly basis. Accomplishments and celebrations will be publicized and updated in the principal's newsletter and the school's website and ConnectEd telecommunication system. Parents will be encouraged to get involved in all activities.
- Monitoring: Student progress will be monitored bi-weekly, monthly and during Interim Assessment periods. Data analysis and instructional planning will be conducted at the grade level, Leadership Team and administrative levels via weekly and monthly articulation meetings and Collaborative Debriefing Times. All monthly and Interim Assessment results will be maintained in the Edusoft system for review and comparison.

Communication with Parents

All written communication is provided in the primary language of the parents. This includes: the Opening of School Parent/Student Handbook, monthly newsletters and calendars, ConnectEd messages, informational flyers, letters and surveys. All meeting notices include the Special Needs Request section. The school's website is constantly updated and also provides an additional form of easy access for many parents. The electronic grade book system is now available to parents as a real time tool for reviewing their child's progress. The Title I funded Community Involvement Specialist makes regular home visits and telephone calls to parents. The Educational Excellence School Advisory Council, Title I Parent Advisory Council and Parent-Teacher Association provide additional opportunities to communicate concerns, promote ideas and share the vision.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

Open House activities are scheduled in the spring. Parents of preschool children are invited to come to the school and spend part of the day in the Kindergarten Program. Participating agencies in the VPK program are also encouraged to visit the school site. Preschool Transition brochures are developed by the District and made available at the school for parents. Additionally, parents are notified of Summer VPK Program opportunities. Our school also conducts a Kindergarten Parent Orientation meeting during the week before the opening of school. Beginning the 2007 – 2008 School Year, Miami Gardens Elementary will be piloting the "Ready Schools Miami Project" which focuses on the vertical articulation and success of pre-kindergarten students who transition into kindergarten.

The Florida Kindergarten Readiness Screener (FLKRS) is administered by certified kindergarten teachers to all incoming kindergarten students as an initial diagnostic assessment tool to determine student readiness rates. The FLKRS data will be disaggregated to identify students' needs. The low performing students will be placed in intervention groups to address identified deficit skills. The Reading First Reading Coach and the kindergarten teachers will implement strategies to increase the students' readiness levels.

Teacher Mentoring

All beginning teachers and teachers in need of support are assigned to Professional Growth Teams at the school site. This team of highly qualified and experienced teachers provide support in the forms of collaboration, consultation, classroom visits and class demonstrations. The reading coaches and grade level chairpersons serve as additional mentors for teachers. Professional Learning Communities have been established to facilitate the mentoring process. Beginning teachers are also strongly encouraged to participate in the Beginning Teacher Orientation Meetings and Saturday workshops provided by the District.

The following schedule identifies the dates of teacher mentoring activities for the 2007-2008 School Year:

September 5, 2007

October 3, 2007

November 7, 2007

December 5, 2007

January 9, 2008

February 6, 2008

March 5, 2008

April 9, 2008

May 7, 2008

Prior to the pre-planning period, the principal and assistant principal collaborate to make appropriate mentor-mentee matches for beginning teachers, teachers with new program assignments and teachers in need of improvement. PACES observations, classroom walk-throughs and the "Report by Teacher Benchmark" from the previous year are used as a basis for identifying teachers in need of improvement. During the pre-planning days, the principal, assistant principal and the District trained mentors meet with all beginning teachers to provide orientation activities. A similar meeting is held with teachers in need of improvement to discuss targeted areas of focus. The professional development liaison also meets and plans with this team to determine professional development needs. Subsequent to that time, the assistant principal coordinates mentor-mentee activities and schedules monthly sessions in which all mentors and mentees meet to share ideas, discuss areas of concerns and problem solve. The progress of mentee performance will be monitored by conducting regular classroom walk-throughs, informal and formal observations and analyzing the "Report by Teacher Benchmark". The expected results are increased student performance and improved teacher efficacy.

Beginning Teachers

Name of Mentee and Mentor

Judith Walker (Fourth Grade) – Patricia Anderson (trained mentor)

Teachers in Need or Assigned to New Programs

Name of Mentee and Mentor

Yolanda Ayala (Kindergarten) – Robin Cos (Reading Coach)

Linda Charles (Second Grade) – Gloria Coats (trained mentor)

Nadine Moise (Fifth Grade) – Carolyn Frederick (highly qualified teacher)

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

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

development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities

Supplemental Educational Services providers will offer After-School Tutoring for our students in the areas of reading and mathematics. The Parent/District Provider Agreement (PDPA) will include state approved research-based programs to drive the academic services, monitor student progress, and provide a plan for evaluating the effectiveness of the services. Selected SES providers will identify their research - based programs. The site administrators will monitor the progress of these services by reviewing monthly and interim assessment results of student participants who scored FCAT Levels 1 and 2 and targeted students in all subgroups that did not make AYP.

Before-School Tutoring will be provided for students who scored in the lowest twenty-five percent in the area of mathematics. The Successmaker Program will be utilized for program implementation. The site administrators will monitor the progress of this program by reviewing monthly and interim assessment results of all student participants.

Saturday Writing Academies will be held for all interested fourth grade students. Monthly writing samples will be analyzed to determine student progress. Saturday School for students in need of academic assistance and their parents will also be offered during the school year. Emphasis will be placed on developing appropriate test taking skills. Monthly school site assessments will be developed. Additionally, the District's developed pre and post-tests and the FCAT Writing+ Assessments will be used to determine student progress.

CRP #11. Elementary School

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Professional development activities that are directly aligned with student performance needs will be provided by staff members at the school, region and District levels. The professional development activities that have been selected to build critical thinking skills and promote student engagement are: Creating Independence through Student Owned Strategies (CRISS) and Reciprocal Teaching. Professional Development activities that address the "Big Five" in reading and intensive interventions will be: Voyager Interventions, Quick Reads, Essential Elements of Vocabulary and Successmaker. All teachers will participate in ongoing professional development activities that build conceptual understanding of: teaching science, creating and administering benchmark assessments and analyzing data for improved instructional delivery.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

The 2007 FCAT results and the District's third Interim Assessment were analyzed to determine patterns of strengths and weaknesses in benchmark performance. FCAT Item Specifications were matched to weak benchmark areas which were incorporated as areas of emphasis on the Instructional Focus Calendar. Priority professional development needs were selected based on student performance. The lowest performing students were identified for placement in extended day programs, intensive interventions and additional small group attention during the school day.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

Assessments will be given on a bi-weekly and monthly basis utilizing the core instructional programs' assessments and site-developed benchmark assessments. The Edusoft Program will be accessed for this purpose. Student achievement data will also be gathered from instruments such as the DIBELS, DAR and District-provided Interim Assessments. The Leadership Team will review and analyze the data on a monthly basis with the appropriate grade level teachers. This information will serve as a basis for data study groups, Collaborative Debriefing Time and Instructional Focus Calendar review and analyze the data on a monthly basis with the appropriate grade level teachers. This information will serve as a basis for data study groups, Collaborative Debriefing Time and Instructional Focus Calendar review.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Differentiated instructional strategies will include in-class flexible grouping with varied levels of instructional materials. Student centers and libraries will be utilized to reinforce and expand student knowledge in all core areas. Classroom technology will promote interactive learning using all modalities. Immediate intensive instruction will be provided on a daily basis during the school day. Competitions, recognitions and student incentives will serve as a motivator for improved student performance.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Parental Access and Support

Applied and Integrated Courses

Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment

Data from the 2007 Florida Comprehensive Assessment Test Reading indicate that 63 percent of the students in grades three through five met high standards. However, 56 percent of the lowest twenty-five percent did not make learning gains and the Black subgroup did not meet Adequate Yearly Progress requirements. There is an intense need to provide consistent interventions and better monitoring of student progress in these subgroups.

Further analysis revealed that our students performed below District and State mean scores in the following content cluster areas:

Grade 3: Main Idea/Purpose

Grade 4: Main Idea/Purpose, Comparison, Reference/Research

Grade 5: Word Phrases, Main Idea/Purpose, Comparison, Reference/Research

Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in reading in grades three through five will increase to 68 percent on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of Black students meeting high standards in grades three through five will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students scoring at the lowest 25 percent will demonstrate improvement as evidenced by 58 percent making a year's progress on the 2008 administration of the FCAT Reading Test.

Strategies

- Provide all teachers with a Reading Instructional Focus Calendar that is aligned with the District's Pacing Calendar and include benchmark review time lines.
- Administer bi-weekly assessments and target specific activities and strategies related to benchmark performance. Specific attention will be directed toward the instruction and progress of the following subgroups: Black subgroup and lowest twenty-five percent.
- Utilize CRISS and reciprocal teaching strategies to enhance the delivery of instruction and promote student ownership of the educational process.
- Utilize the Quick Reads Program in grades two through five to improve reading fluency and comprehension. This program will be used a minimum of three times per week for fifteen minute sessions.
- Utilize FCAT Explorer and Successmaker programs to enhance student achievement. These programs will be used daily as part of classroom centers during small group instruction time. Specific attention will be directed toward the instruction and progress of the following subgroups: Black subgroup and

lowest twenty-five percent.

- Utilize the Voyager Passport Intervention Program during school hours on a daily basis for targeted low performing students in grades kindergarten through five to support the “Big Five” reading components. Specific attention will be directed toward the instruction and progress of the following subgroups: Black subgroup and lowest twenty-five percent.
- Address the individual needs of students scoring in the lowest twenty-five percent through the systematic utilization of the Successmaker Program during extended school hours.
- Plan and coordinate with after-school on-site (SES) providers to insure that instructional strategies are aligned with student needs. These services will be offered at least three days per week for one hour each day. Monthly assessments will be used to monitor student progress. Specific attention will be directed toward the instruction and progress of the following subgroups: Black subgroup and lowest twenty-five percent.
- Schedule quarterly Continuous Improvement Model (CIM) planning days in which teachers in grades 2 – 5 will utilize the Focus on Standards – FOS “Collaborative Debriefing Time” component to plan for differentiated instruction, acceleration, intervention and professional development needs.
- Create Professional Learning Communities (PLC) study groups to address methods of enhancing teaching techniques that specifically match the learning styles and needs of the Black student subgroup. These PLCs will meet minimally once per month and facilitate collaborative learning and problem solving.
- Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in reading to standardize the conversations regarding data-driven instruction.

Evaluation

Summative Assessment:

2008 FCAT Reading Test

Formative Assessments:

DIBELS Screening

District Interim Tests School site developed bi-weekly and monthly benchmark assessments

Classroom Assessments

Houghton-Mifflin Theme Skills Tests – Reading Series

Research-based Programs

DIBELS Screening

Houghton-Mifflin Theme Skills Tests-Reading Series

Professional Development

Comprehensive Research-Based Reading Plan
 Houghton-Mifflin Reading
 Quick Reads
 Edusoft Training
 Reciprocal Teaching
 PACES Professional Growth Team
 CRISS Strategies
 Successmaker

Highly Qualified Instructors

The teacher listed below has not met highly qualified status:

Maritza Salazar, Employee #249488

Professional development and support for this teacher will be provided at varied levels. Teachers who are exceptionally proficient in targeted subject areas, will be assigned as mentors. Continuous school site professional development activities will be provided based on teacher performance and student achievement needs. This teacher will also be guided toward enrolling in District-provided certification preparation courses.

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Houghton-Mifflin Reading Program; Classroom Libraries; Quickreads; Voyager Intervention Program; Supplemental Materials	District Funds; Reading First Funds; Title I Funds	12729
Technology	Computer Hardware; Successmaker	Title I; District Funds	29000
Professional Development	Reading Coach; School Site Training/Temporary Instructors	Reading First Funds; Title I Funds; District Funds	70762
Other	Hourly Instructional Support Personnel	Title I Funds	12047
Total:			\$124,538.00

Goal:	Mathematics
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**Needs
Assessment**

Data from the 2007 Florida Comprehensive Assessment Test Mathematics indicate that only 48 percent of the students in grades three through five met high standards and only 45 percent made learning gains. However, 60 percent of the lowest twenty-five percent made learning gains. The following subgroups did not meet Adequate Yearly Progress requirements: Black, Hispanic, economically disadvantaged and limited English proficient. There is an obvious need to provide more appropriate differentiated instruction in all areas of mathematics and employ professional development activities to facilitate the acquisition of effective teaching techniques.

Further analysis revealed that our students performed below District and State means in the following strands:

Grade 3: Number Sense, Concepts and Operations, Measurement

Grade 4: Number Sense, Concepts and Operations, Measurement, Geometry and Spatial Sense, Algebraic Thinking, Data Analysis and Probability

Grade 5: Number Sense, Concepts and Operations, Measurement, Geometry and Spatial Sense, Algebraic Thinking, Data Analysis and Probability

Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the number of Black students meeting high standards in grades three through five will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the number of Hispanic students meeting high standards in grades three through five will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the number of economically disadvantaged students meeting high standards in grades three through five will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the number of limited English proficient students meeting high standards in grades three through five will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Strategies

- Provide all teachers with a Mathematics Instructional Focus Calendar that is aligned with the District's Pacing Calendar and include benchmark review time lines.
- Administer bi-weekly assessments and target specific activities and strategies related to benchmark performance.
- Implement the practice of subject area departmentalization at grades four and five to improve instructional focus.
- Provide activities where students will demonstrate knowledge of mathematical concepts through written expression, manipulatives, extended discussions and group collaborative work. Specific attention will be directed toward the instruction and progress of the following subgroups: Black, Hispanic, Economically Disadvantaged and Limited English Proficient.
- Utilize Riverdeep and Accelerated Math web-based programs to enhance student achievement. These programs will be used daily as part of classroom centers during small group instruction time. Specific attention will be directed toward the instruction and progress of the following subgroups: Black, Hispanic, Economically Disadvantaged and Limited English Proficient.
- Provide instructional interventions during the school day for the lowest 25 percent and targeted students in all subgroups not making adequate yearly progress. The Achievers Math Club program will be used at least three times per week.
- Provide academic enrichment, incentive activities and math-related competitions to improve performance in number sense and operations. Such activities include "M&Ms" (Mental Math), which will take place on a weekly basis and "Beat the Clock", which will be scheduled quarterly.
- Provide Before-School Tutoring for all students with particular attention being given to Black, Hispanic, economically disadvantaged and limited English proficient subgroups. Tutoring will be held Mondays through Thursdays for one hour each day.
- Plan and coordinate with after-school on-site SES providers to insure that instructional strategies are aligned with student needs. These services will be offered at least three days per week for one hour each day. Monthly Assessments will be used to monitor student progress.
- Schedule quarterly Continuous Improvement Model (CIM) planning days in which teachers in grades two through five will utilize the Focus on Standards – FOS "Collaborative Debriefing Time" component to plan for differentiated instruction, acceleration, intervention and professional development needs.
- Provide teaching staff with professional development activities that will deepen

their knowledge of mathematics and place greater emphasis on teaching effective problem solving strategies.

- Develop an Action Research Plan with grade five teachers to determine the most effective approach to improve student performance in the number sense, concepts and operations strands. Monitoring will occur on a monthly basis and information sharing sessions will be held at scheduled Faculty Meetings.
- Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in mathematics to standardize the conversations regarding data-driven instruction.

Evaluation

Summative Assessment:
2008 FCAT Mathematics Test
Formative Assessments:
District Interim Tests
School Site Developed bi-weekly and monthly benchmark assessments
V-Math
Classroom Assessments

Research-based Programs

Harcourt Math
V-Math

Professional Development

Edusoft Training
PACES Professional Growth Team
Using Assessment to Guide Instruction in Mathematics
Creating Effective Math Centers for Student Learning
Differentiated Instruction
Accelerated Math

Highly Qualified Instructors

The teacher listed below has not met highly qualified status:

Maritza Salazar, Employee #249488

Professional development and support for this teacher will be provided at varied levels. Teachers who are exceptionally proficient in targeted subject areas will be assigned as mentors. Continuous school site professional development activities will be provided based on teacher performance and student achievement needs. This teacher will also be guided toward enrolling in District-provided certification preparation courses.

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Harcourt Mathematics Program; V-Math; Academic Excellence Program Chess	District Funds	2077
Technology	Computer Hardware; Accelerated Math; FCAT Explorer	Title I Funds; School Site Funds	13090
Professional Development	School Site Training/ Temporary Instructors	Title I Funds	900
Other	Hourly Instructional Support Personnel; Extended Day Tutorials	Title I Funds; School Site Funds	5000
Total:			\$21,067.00

Goal:	Writing
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Needs Assessment

Data from the 2007 Florida Comprehensive Assessment Test Writing+ indicate that 65 percent of the students in grade four met high standards which was an improvement from the previous year. However, there is a need to direct greater attention in the area of narrative writing. The multiple choice section of the 2007 FCAT Writing+ also revealed a need to place greater instructional emphasis on the areas of focus and support.

Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 70 percent achieving high standards on the 2008 administration of the FCAT Writing+.

Strategies

- Utilize the school site developed Monthly Writing Calendar and examine student writing samples to establish standards for monthly instructional focus.
- Implement the "Step Up to Writing" program to teach the writing process and lay the foundation of writing to prepare students for the fourth grade assessment.
- Utilize writing activities as outlined in the Houghton-Mifflin Reading Program.
- Provide one to one feedback to students in grade four to improve writing proficiency throughout the school year.
- Meet with the Leadership Team on a monthly basis to review the pre and post-test results and share this data with teachers in order for them to adjust teaching strategies based upon student needs.
- Schedule specific articulation times for grade four teachers to meet and score their students' essays. Teachers will participate in holistic scoring and professional dialogue regarding ways to improve writing proficiency.
- Provide a monthly writing incentive program for grades two through five that will encourage students to monitor their own progress and compete against themselves to receive awards and recognition

Evaluation Formative Assessment:
2008 FCAT Writing+ Test
Summative Assessments:
District Interim Writing Tests
Classroom Portfolios
School Site Developed Monthly Writing Assessments

Research-based Programs Houghton-Mifflin Reading

Professional Development Houghton-Mifflin Reading Series
Professional Development
Training in the area of "Best Practices for Teaching Writing"
"Step Up To Writing" Program

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	"Step Up To Writing" Program	School Site Funds	2243
Technology			0
Professional Development	Reading Coach; District Training/Temporary Instructors	School Site Funds; Title I Funds	48000
Other	Hourly Support Personnel	Title I Funds; School Site Funds	12000
Total:			\$62,243.00

Goal:	Science
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Needs Assessment

Data from the 2007 Florida Comprehensive Assessment Test Science indicate that 82 percent of the students in grade five did not meet high standards. While all content strands fell below District and State averages; the greatest discrepancy in mean scores was found in the areas of Earth and Space Science and Life and Environmental Science.

Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Strategies

- Provide all teachers with the District-developed Curriculum Pacing Guide to be consistently utilized and aligned with the newly adopted Scott Foresman Science series.
- Implement the practice of subject area departmentalization at grades four and five to improve instructional focus.
- Identify teachers to serve as facilitators of vertical instruction and articulation between grades kindergarten through five.
- Utilize student journals to record vocabulary and notes on the scientific process in an effort to improve comprehension and application of scientific concepts.
- Improve the development of scientific process skills through group work, technology, inquiry-based activities and science lab activities that will take place on a weekly basis.
- Administer monthly assessments and target specific activities and strategies related to benchmark performance.
- Utilize the District-provided "Power Writing Scientific Conclusions" method during the writing block at grade five.
- Conduct a school wide Science Fair in which students will be given the opportunity to demonstrate their knowledge of the scientific method.
- Provide Professional Development activities that focus on conceptual understanding with an emphasis on teaching scientific process skills in the areas of "Earth/Space Science" and "Life and Environmental Science".
- Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in science to standardize the conversations regarding data-driven instruction.

Evaluation

Summative Assessment:
2008 FCAT Science Test
Formative Assessments:
School site developed Science Interim Assessments
MacMillan-McGraw-Hill FCAT Practice Tests
Classroom performance assessments

Research-based Programs

Scott Foresman Science

Professional Development

Utilizing Performance Assessment in Science
Using Assessment to Guide Instruction in Science
Implementing Differentiated Science Instructional Strategies

Highly Qualified Instructors

The teacher listed below has not met highly qualified status:

Maritza Salazar, Employee #249488

Professional development and support for this teacher will be provided at varied levels. Teachers who are exceptionally proficient in targeted subject areas will be assigned as mentors. Continuous school site professional development activities will be provided based on teacher performance and student achievement needs. This teacher will also be guided toward enrolling in District-provided certification preparation courses.

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Scott Foresman Science Adoption Series	State Funds	40178
Technology	State Web-site		0
Professional Development	School Site/District Training	District Funds	0
Other			0
Total:			\$40,178.00

Goal:	Parental Involvement
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Needs Assessment A review of the 2006 – 2007 Title I Parent Participation logs revealed that there was a direct correlation between parents who attended the least amount of trainings and curriculum-related activities and the students who made the least amount of academic progress.

Objective Given the need to increase the participation of parents of targeted subgroups (students in lowest 25 percent), a minimum of four parent workshops will be exclusively offered to these parents during the 2007-2008 School Year.

- Strategies**
- Provide parent workshops designed to promote parent involvement and enhance understanding of students' academic needs.
 - Promote access to the school's website as a means to encourage parent involvement and awareness.
 - Provide inservices for parents targeting Reading, Writing, Mathematics and Science strategies to enhance student achievement.
 - Provide parent access to the Parent Portal Registration System in order to assist them in monitoring their student's academic progress.
 - Provide inservices to parents of students scoring at the lowest 25 percent to promote awareness and increase student achievement.
 - Analyze Parent Needs Assessment Survey which indicates areas of interest. The data gathered from this instrument will be utilized to plan future workshops. Workshops will be presented in both English and Spanish.
 - Promote and utilize the Parent Academy and the Bilingual Parent Outreach Program as a resource for parents.
 - Continue to provide monthly calendars, newsletters and ConnectEd messages for parents in their primary language, which will include pertinent school information as well as tips for assisting students at home.

Evaluation At least four parent workshops will be offered exclusively to parents of students scoring in the lowest 25 percent during the 2007 - 2008 School Year.

Research-based Programs National PTA Standards

Professional Development Parent Academy
 Bilingual Parent Outreach Program
 Florida International University

Budget

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Community Involvement Specialist	Title I Funds	31000
Technology	Computer Hardware	Title I Funds	0
Total:			\$31,000.00

Goal:	Return on Investment
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Needs Assessment The most recent data supplied from the FLDOE indicate that in 2004 - 2005, Miami Gardens Elementary School ranked at the 11th percentile on the State of Florida's ROI Index.

Objective Miami Gardens Elementary School will improve its ranking on the State of Florida ROI Index publication from the 11th percentile in 2004 to the 12th percentile on the next publication of the index.

Strategies

- Become more informed about the use of financial resources in relation to school programs.
- Collaborate with the District on resource allocation.
- Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.
- Consider shared use of facilities, partnering with community agencies.

Evaluation The percentile ranking of Miami Gardens Elementary School will show progress toward reaching the 12th percentile on the next publication of the State of Florida's ROI Index.

SCHOOL ADVISORY COUNCIL

Yes	No	<p>The majority of the SAC members are not employed by the school.</p> <p>The 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.</p>
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SAC Involvement

The School Advisory Council (SAC) identifies and suggests areas that need to be addressed in support of school improvement. They review, analyze and discuss the school based budget. During the last school year, the SAC supported and directed the allocation of funds in the areas of enhancing media circulation, expanding technology-based instructional programs and upgrading computer hardware. The SAC provides input and support by examining all aspects of the school when developing the School Improvement Plan. This includes determining the school's needs; prioritizing them and recommending strategies to improve areas of importance. Decisions about measuring results are also based on input from the SAC.

Council Members representing teachers, educational support employees, students and parents are elected by their respective peer groups at the school in a fair and equitable manner. The school gives proper notice of the election of Council Members in accordance with the Florida's Government in the Sunshine Law. The school makes its best effort to hold elections for each constituent group.

A special election is held within the SAC membership in the event that it becomes necessary to fill a Council Member vacancy. The election is held at the next scheduled SAC meeting.

The School Advisory Council Chairperson is selected based on the mutual agreement of the Council Members at the beginning of each school year.

FINAL BUDGET

Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	<p>Reading: Houghton-Mifflin Reading Program; Classroom Libraries; Quickreads; Voyager Intervention Program; Supplemental Materials</p> <p>Mathematics: Harcourt Mathematics Program; V-Math; Academic Excellence Program Chess</p> <p>Writing: "Step Up To Writing" Program</p> <p>Science: Scott Foresman Science Adoption Series</p> <p>Parental Involvement: Community Involvement Specialist</p>	<p>Reading: District Funds; Reading First Funds; Title I Funds Available: \$12,729.00</p> <p>Mathematics: District Funds Available: \$2,077.00</p> <p>Writing: School Site Funds Available: \$2,243.00</p> <p>Science: State Funds Available: \$40,178.00</p> <p>Parental Involvement: Title I Funds Available: \$31,000.00</p>	\$88,227.00
Technology	<p>Reading: Computer Hardware; Successmaker</p> <p>Mathematics: Computer Hardware; Accelerated Math; FCAT Explorer</p> <p>Writing:</p> <p>Science: State Web-site</p> <p>Parental Involvement: Computer Hardware</p>	<p>Reading: Title I; District Funds Available: \$29,000.00</p> <p>Mathematics: Title I Funds; School Site Funds Available: \$13,090.00</p> <p>Writing: Available: \$0.00</p> <p>Science: Available: \$0.00</p> <p>Parental Involvement: Title I Funds Available: \$0.00</p>	\$42,090.00
Professional Development	<p>Reading: Reading Coach; School Site Training/Temporary Instructors</p> <p>Mathematics: School Site Training/Temporary Instructors</p> <p>Writing: Reading Coach; District Training/Temporary Instructors</p> <p>Science: School Site/District Training</p>	<p>Reading: Reading First Funds; Title I Funds; District Funds Available: \$70,762.00</p> <p>Mathematics: Title I Funds Available: \$900.00</p> <p>Writing: School Site Funds; Title I Funds Available: \$48,000.00</p> <p>Science: District Funds Available: \$0.00</p>	\$119,662.00

Other	Reading: Hourly Instructional Support Personnel Mathematics: Hourly Instructional Support Personnel; Extended Day Tutorials Writing: Hourly Support Personnel Science:	Reading: Title I Funds Available: \$12,047.00 Mathematics: Title I Funds; School Site Funds Available: \$5,000.00 Writing: Title I Funds; School Site Funds Available: \$12,000.00 Science: Available: \$0.00	\$29,047.00
		Total:	\$279,026.00

IMPLEMENTATION EVALUATION

School site developed benchmark assessments and District-provided interim assessments will be utilized as the tools for strategic planning as well as ongoing and final evaluations. Professional Learning Communities have been established to monitor and insure the successful implementation of the School Improvement Plan. An action research plan is also being developed to address the area of improving instructional strategies in the area of mathematics.
